

Student & Parent Handbook

2023-2024

*College Achieve Greater Asbury Park Charter
School*

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Grades K-12

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WELCOME to College Achieve Greater Asbury Park Charter School

College Achieve Greater Asbury Park Charter School's vision and core academic mission emphasizes high expectations for all students. It is the expectation that all scholars will successfully complete a rigorous curriculum and meet high academic standards for graduation and preparation for post-secondary education and 21st century careers. This handbook was created as a resource for students, families and staff to turn to when they have questions about basic policies and procedures.

I. OVERVIEW

Welcome to the College Achieve Greater Asbury Park Charter School (CAGAPCS). CAGAPCS congratulates each student on joining the School. The School trusts that this decision will prove beneficial to each student, as well as the families and staff whom the school serves. The school wants its students to be informed about the many opportunities provided by CAGAPCS, as well as relevant policies and procedures.

Students at College Achieve Greater Asbury Park Charter School will participate in an array of core courses in order to provide them with a comprehensive program so students can make informed career pathway and/or postsecondary education choices. All CAGAPCS courses have written curriculum aligned with the requirements of the New Jersey Common Core Standards / NJ Core Curriculum Content Standards.

A. MISSION STATEMENT

College Achieve Greater Asbury Park Charter School will prepare students to excel at and graduate from the top colleges and universities in the nation.

B. VISION STATEMENT

We - the parents, teachers, and administrators of College Achieve Greater Asbury Park - pledge to achieve the CAGAPCS mission by honoring and developing each student's gifts and talents. Through encouragement, high expectations, and a rigorous course of study, College Achieve Greater Asbury Park will fulfill its purpose by successfully educating its students to become college graduates, informed citizens, and future leaders.

12 Pillars of a College Achieve Education

- 1. GRACE: (Grit, Resiliency, Agency, Character, and Excellence)**
- 2. Standards-Based, Backwards-Mapped Program**
- 3. More Learning Time**
- 4. Co-Teachers and Tutors**
- 5. Pacing for Breadth and Rigor**
- 6. Comprehensive K-5 Learning**
- 7. Data Driven Instruction**
- 8. Socratic Seminar**
- 9. Toulmin Writing Model**
- 10. Global Languages**
- 11. AP Courses for all High School Scholars**
- 12. Arts & Athletics**

II. ARRIVAL/DEPARTURE & SECURITY

Student Arrival: Students may enter CAGAPCS between 7:20 and 7:45 am at the main door, and will proceed directly to the cafeteria for breakfast. Staff members will be in assigned rooms to greet students at the door. Students are to report to Homeroom at 7:45 a.m. Period 1 will begin at 7:50 a.m.

Late Arrivals: Please make every effort to arrive at school on time in order to maximize learning time and minimize disruptions once the school day has started. Students arriving after 8:00am must enter at the main door and receive a late pass from the Main Office before proceeding to their classrooms. Extensive late arrivals impedes on the learning process; therefore it is crucial to arrive to school on time.

Picking Up Your Child: Parents and guardians must provide the school with a list of all persons designated to pick their children up from school or Aftercare. *Please note that College Achieve Greater Asbury Park Charter School cannot release any child to the care of someone who is not on this designated persons list. Please also inform College Achieve Greater Asbury Park Charter School in writing or by e-mail of any special arrangements or restrictions pertaining to your child and his/her custody. Copies of any legal documents must be provided to the office.*

Student Departure: Dismissal must be orderly and quiet. No student shall be left in the classroom unsupervised at any time.

Early Student Release: Parents wishing to sign a student out early must first visit the Main Office. This should be kept to a minimum with prior written notification. As with arriving to school late impedes on learning, so does dismissing early excessively. **Please note: The student is responsible for all work and deadlines related to missed classes. CAGAPCS encourages parents and guardians to try to schedule non-emergency doctors, dentist and other appointments after school hours.**

Visitors: During the school day, parents and other visitors must enter through the main door and proceed to the Main Office to sign-in and obtain a visitor's pass. **Unless there is a scheduled appointment, visitors will not be permitted to enter a classroom.**

School Closing: *College Achieve Greater Asbury Park Charter School* closes for severe inclement weather. An automated call will be made to all families announce closings, late openings, or early dismissals. You may also monitor www.collegeachieveasbury.org, Class Dojo and our social media pages on Facebook and Instagram. While *College Achieve Greater Asbury Park Charter School* will close on some days that the Asbury Park Board of Education closes its schools, there may be circumstances when *College Achieve Greater Asbury Park Charter School* closes even though the Asbury Park Board of Education keeps its schools open. **Please note: all after-school and evening activities will be canceled when school is closed.**

Building Security: It is the policy of *College Achieve Greater Asbury Park Charter School* that all entrances to the building are locked throughout the school day. A bell and intercom system is in place at the main entrance. All parents and visitors must sign in before heading to their destination.

Security at Times of Transition: **It is the policy at College Achieve Greater Asbury Park Charter School that no student in the building, on school grounds, or on a field trip be unattended at any time.** Students are to move quickly and quietly between classrooms and to and from the cafeteria and at dismissal. There will be two minutes of transition time between classes.

Emergency Contact: *College Achieve Greater Asbury Park Charter School* requires parents and guardians to provide the school with the name, address, and telephone number of a relative or neighbor whom your child knows and trusts and who can be contacted in an emergency.

Attendance:

College Achieve Greater Asbury Park Charter School requires that the pupils attend school regularly in accordance with the laws of the State. The educational program offered by this school is predicated on the presence of the pupil and requires continuity of instruction and classroom participation. **Attendance and punctuality are considered important aspects of student growth and education at CAGAPCS.**

Absences: Parent-School Communication - Parents and caregivers should notify the school in advance, via email and/or letter to the Principal or Designee, about necessary planned absences. **In cases of unplanned absences, parents and caregivers should call the main office by 8:00 AM to report the absence.** If no notification is received, parents will be contacted by the school.

A. Attendance:

- A doctor-verified illness,
- A death in family,
- Observance of the State-recognized holidays,
- Involvement in a comparable educational program outside of school,
- Any others identified in regulations.

B. All other absences are countable; unverified absences are countable and unexcused as defined by **NJAC 6A:16-7.8.**

C. **Students absent from school for any reason are responsible for the completion of assignments missed because of their absence.**

D. Prolonged or repeated absences (**unverified or verified of 10 or more unexcused and countable**), from school or from class, deprive the pupil of the classroom experience deemed essential to learning and may result in a letter warning of:

- Referral to court; or
- Retention at grade level

E. Verified written letters are required for any absence from school to be made excused (non-countable).

F. Unverified absences from school or from classes within the school day constitute trancies and shall be subject to the disciplinary rules of the school.

G. The Principal shall calculate and monitor the average daily attendance rate for the school. Whenever the average daily attendance rate is below ninety percent, the Principal shall develop and implement an attendance improvement plan.

H. *College Achieve Greater Asbury Park Charter School* considers repeated tardiness as an impediment to a child's education.

I. **Every three tardies will be equivalent to one absence.**

J. **More than 20 absences in a school year may result in a student being held back one year and denied promotion to the next grade level.**

IV: Discipline Philosophy and Code of Conduct

The *College Achieve Greater Asbury Park Charter School* discipline policy recognizes that there must be measures in place to ensure that the Code of Conduct is consistently and uniformly followed. The goals of *College Achieve Greater Asbury Park Charter School* discipline policies and procedures for students

are to ensure that:

- *College Achieve Greater Asbury Park Charter School* is a community that is safe and conducive to learning.
- *College Achieve Greater Asbury Park* students learn personal responsibility and self-direction.

Minor Infractions of the Code of Conduct: When a student behaves in a way that violates the Code of Conduct, the student is asked to stop the behavior in question. A private discussion will ensue between the teacher and the student(s) involved. If appropriate, the class may join the discussion in order to learn from the experience. If the student persists in the offending behavior, he or she may be asked to leave the class. The student may return to the class when he or she and the teacher agree that he or she is ready to participate in an appropriate way. Teachers will notify the parent/guardian of the child by phone or e-mail to advise of the situation and request that parents please reinforce the Code of Conduct at home.

The College Achieve Greater Asbury Park Charter School has as its basis the mission to prepare students to lead, and to provide a foundation for post-secondary education. A part of this overall plan must include assisting students to develop elements of character that will help them to perform well in the educational and work environments. Therefore appropriate behavior will be required at all times and consequences will follow infractions of discipline policies. Along with the demands of the discipline policies the College Achieve Greater Asbury Park Charter School will take a prevention approach. All students will participate in character development activities.

The code of conduct will reflect standards for all in the school environment and will address:

1. An attitude of respect towards oneself and others, including respect for the diversity of others including people of differing backgrounds, races, cultures, genders, religions, belief systems, and abilities including physical and intellectual.
2. A focus on responsibility for one's own actions and for contributing to problem solving in situations of conflict, with an attitude of dignity and fairness.
3. A position of engagement in the pursuit of academic excellence, that includes support of regular attendance, completion of homework, and striving for achievement in all areas of the curriculum.
4. Respect for property of oneself, others and school property.
5. A commitment to appropriateness of dress, grooming and social manners, including wearing the school uniform when required.
6. Standards for communication, especially in regard to potential cases of infractions of the code of conduct.
7. Students with special needs will be expected to conform to the code of conduct. In the case of student(s) with IEPs, any behavior management techniques and/or consequences for infractions that are included therein, will be honored and applied. It is anticipated that any IEPs developed through the College Achieve Greater Asbury Park Charter School will include consideration of the code of conduct in formulating the goals, objectives, modifications and special services.

Serious Infractions of the Code of Conduct: Some infractions of the Code of Conduct are considered quite serious. These include:

- Continued and willful disobedience.
- Open defiance of any teacher or other person in authority.
- Endangering the physical well-being of other students. and themselves
- Bullying, harassing, or otherwise intimidating a fellow student.
- Taking, or attempting to take personal property from another pupil by means of force or fear.

- Willfully causing, or attempting to cause, substantial damage to school property.
- Assault on a teacher, administrator, board member, or any employee of the school.

If a child commits a serious infraction of the Code of Conduct, there will be disciplinary consequences. The teacher will call in the Dean of Discipline and/or Principal, who will take appropriate action after speaking to all concerned parties, including the student’s parents. Serious or repeated infractions of the Code of Conduct may constitute cause for an official letter of reprimand, and if deemed further necessary, in-school suspension, suspension from school, or expulsion.

In-School Suspension: Though students will continue to receive instruction, staff will place them in another classroom or location designated by the Principal. Students will be separated from the regular classroom, but will always have adult supervision.

Suspension: Where deemed necessary, students will be suspended from school for one to five days, depending on the severity of the infraction. School administrators will notify the parents in advance and they will be required to meet with the Principal before their child can return to school.

Expulsion: If the Principal determines that all other options have been exhausted without the desired effect, or that law mandates expulsion, a hearing will be arranged with the President of the Board of Trustees, the Director/Designee, the parents, and the student. The hearing could result in a recommendation to the Board for student expulsion. The Board has the final authority for expulsion decisions.

V. BULLYING, HARASSMENT, AND INTIMIDATION

College Achieve Greater Asbury Park Charter School is compliant with the New Jersey Anti-Bullying Bill of Rights (P.L. 2010, Chapter 122).

Normal Conflict	Bullying
Equal power; friends	Imbalance of power; not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Not serious	Serious; threat of physical harm or emotional or psychological hurt
Equal emotional reaction	Strong emotional reaction on part of the
Not seeking power or attention	Seeking power, control
Not trying to get something	Trying to get material things or power
Remorse; takes responsibility	No remorse; blames victim
Effort to solve the problem	No effort to solve the problem

The teachers and staff at *College Achieve Greater Asbury Park Charter School* strive to promote an atmosphere of mutual respect, tolerance, caring, and kindness among all members of the *College Achieve Greater Asbury Park Charter School* community. These attitudes are embodied in the behavioral expectations to which all students are held, are modeled for students by teachers and staff at all times and in all settings, and are supported by the curriculum. These attitudes are also supported by a discipline policy and a school-wide conflict resolution process.

We anticipate that this mutually respectful atmosphere will work to prevent incidents of mistreatment – including bullying, harassment, and intimidation – of a student by one or more students. Any such behavior, however, should it arise, will be considered a serious threat not only to the safety of the student in question

but also to the integrity of the student community, and will not be tolerated. Teachers and staff are trained to be alert to signs of such student-to- student misbehavior and to respond to it swiftly. In addition, anyone in the *College Achieve Greater Asbury Park Charter School* community who observes behavior that appears to constitute bullying, harassment, or intimidation is strongly encouraged to report this promptly to the *College Achieve Greater Asbury Park Charter School* Principal -Designee.

Observations or reports of behaviors that appear to constitute bullying, harassment, or intimidation will be quickly and carefully investigated. If it is determined that such mistreatment is occurring or has occurred, corrective action will be taken immediately. The first step in this process is to safeguard the physical and emotional safety of the student in question. Next, there will be a corrective response to the student or students who have behaved inappropriately, consistent with the school's discipline policy. Finally, steps will be taken as needed to restore or increase harmony and security within the student body and to prevent a recurrence of the behavior in question on the part of any student. Parents of all affected children will be kept fully informed at each step of this process.

Student Behavior Policy

College Achieve Greater Asbury Park Charter School must be a safe and secure place for all children. Children must follow the rules and accept responsibility for making the school safe and secure.

Children will:

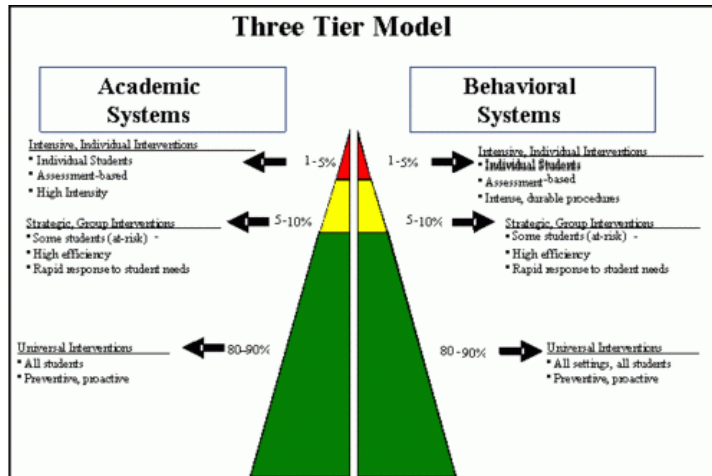
- Respect and be courteous to other children.
- Respect adults.
- Respect all property.
- Play safely and fairly.
- NOT fight, push, shove or hit other children.
- NOT intimidate, extort, harass and/or do bodily harm to any person. (No Bullying)
- NOT use social media or e-mail to harass, threaten, disparage, ridicule, or verbally abuse any student (i.e. Cyber Bullying).
- NOT have weapons of any sort (including toys).
- NOT jump over, climb on or move benches that are on the playground.
- NOT use profanity or sexual language or gestures.
- NOT name call.
- NOT deface or destroy school property.
- NOT possess or use illegal substances or alcohol.
- Walk, not run on school grounds.
- Eat lunch and play in assigned areas. (Lunch area must be cleaned before students can play)
- Follow rules of games and exhibit good sportsmanship.
- Carefully use schoolbooks, playground equipment and other educational materials.
- Inform monitors or teachers of problems on the playground.

5 Progressive Steps of Consequences

College Achieve Greater Asbury Park does not believe in zero tolerance discipline or in immediately suspending a student from school for willful defiance or disrespectful behavior. We understand children are learning how to navigate their way in the world, and while boundaries are important, our students must be given the opportunity to understand how their behavior is being perceived by others and why it is not acceptable. Therefore, teachers must follow the 5 progressive steps of consequences before a student is referred for suspension or the Step Program. Each teacher must follow these steps:

1. Warning (Verbal and/or Written)
2. Detention and In-School Suspension
3. Phone Call Home
4. Parent Conference
5. Referral for Step Program

Once a student has been referred to the Principal and/or Dean, they may be suspended from school. There are two categories of student behavior that are unacceptable: one, behavior that endangers others or oneself; and two, behavior that is so disruptive, repetitive, and ongoing in the classroom or school that the other students cannot learn. The College Achieve Greater Asbury Park Charter School staff acknowledge that changing and maintaining Scholar behavior involves a continuum of interventions and supports, but it is also imperative and the responsibility of the Scholars and their families to promote positive school environments. Like many behavior intervention models, CAGAPCS utilizes the three tier system to assist with minimizing behaviors to produce effective learning environments. The chart below outlines the various approaches used that help structure the Multi-Tiered System.



Tier 1 -at least 80-90%	Tier 2- at least 5-10%	Tier 3- at least 1-5%
<p>This tier represents all Scholars. It is the basic level of behavioral support that all Scholars have access, which can be utilized to support academic learning. It enhances Scholar success by providing clearly stated expectations, universal behavioral support strategies, and recognition of positive behaviors within the schools. These strategies can be used to take advantage of those opportunities for <i>teachable moments</i> before problems occur as opposed to reacting after problems occur. Tier 1 strategies can be used by both staff and students to address behavioral issues that do arise. Examples of tier 1 strategies/interventions are, but are not limited to:</p> <ul style="list-style-type: none"> ● Effectively teach appropriate behaviors to all Scholars ● School-wide positive behavior supports/incentives ● Student leadership ● Self-reflection activities ● Intervene early ● Use data to drive decisions for behavior modifications ● Reward systems 	<p>This tier represents those Scholars for whom tier 1 strategies did not support fully. This is the intermediate behavioral support that focuses on students who are (at risk) in need of a more specific intervention that will interrupt problematic behavior, teach appropriate alternatives and promote positive behavior choices. Tier 2 may involve staff or support services outside of the classroom to address specific needs using a deliberate change process to modify the behavior. To implement the best practices, staff must be cognizant of the root causes of the behavior as well as consider the environment, routines, and other social connections. Examples of tier 2 strategies/interventions are, but are not limited to:</p> <ul style="list-style-type: none"> ● Small group counseling (1-2 x week) ● Mentoring ● Anecdotal reporting(teacher) ● consistent/timely communication w/parents ● Frequent “checks-ins” ● Quick responses to student needs(possible referral to InRS) ● Reward systems 	<p>Tier three are for those Scholars who are unresponsive to the tier 1 and 2 interventions/strategies. The behaviors exhibited within tier 3, are those that interfere with the Scholar’s ability to reach their goals academically, which also require more interventions that are individualized. This is the highest level of behavioral support where generally a team of school staff, specialist, Scholars and parents come together to develop a plan that will work once the data has been collected and the antecedent has been identified. Once the plan is written it will be implemented and monitored over a specific amount of time. If needed, the plan can be revised to support the Scholars’ success. Examples of tier 3 strategies/interventions are, but are not limited to:</p> <ul style="list-style-type: none"> ● Individualized counseling ● Mentoring ● Behavior intervention plans ● Outside resources ● Check-in/check-outs ● Daily behavior forms ● Reward systems

CAGAPS

Internal Student Disciplinary Referral

Student's Name: _____ Grade: _____ Date: _____

The above named student demonstrated the following infraction(s) checked below:

<input type="checkbox"/> Deliberate disruption of class <input type="checkbox"/> Profanity <input type="checkbox"/> Inappropriate dress-(shirts w/violent language) <input type="checkbox"/> Violation of uniform policy <input type="checkbox"/> Possession of inappropriate material <input type="checkbox"/> Inappropriate behavior in hallways-(yelling, pushing, profanity, etc.) <input type="checkbox"/> Blatant disrespect of faculty/staff <input type="checkbox"/> Vulgar language <input type="checkbox"/> Consistently out of seat	<input type="checkbox"/> Leaving school grounds without permission <input type="checkbox"/> Vandalism <input type="checkbox"/> Theft <input type="checkbox"/> Bullying/Cyber-bullying <input type="checkbox"/> Damage to scholar property <input type="checkbox"/> Instigating a fight <input type="checkbox"/> Racial Slurs <input type="checkbox"/> Vulgar behavior-(grabbing Crotch, exposing genitals) <input type="checkbox"/> Inappropriate bathroom behavior-(leaving fecal matter/urination in bathroom) <input type="checkbox"/> Use of cell phone during school day	<input type="checkbox"/> Willful violence-(fighting) <input type="checkbox"/> Use of forged note or excuse <input type="checkbox"/> Use and/or possession of tobacco <input type="checkbox"/> Possession/furnishing/selling or use of drugs, alcohol or any mind-altering substance <input type="checkbox"/> Possession, use, or transfer of weapons <input type="checkbox"/> Repetitive suspensions <input type="checkbox"/> Used inappropriate gestures <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Damage to school property <input type="checkbox"/> Damage to staff property <input type="checkbox"/> Harassment, threats, intimidation <div style="text-align: right;"><input type="checkbox"/> teacher/student</div>
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CAGAPS - The following Progressive Discipline actions have been taken:

1. Warning (verbal and/or written) based off of Parent/Guardian notice
2. lunch/Elective detention
Date(s): _____
3. After School Detention
Date(s) of Contact/whom _____
4. Home Contact via phone, text, and/or email
Date(s): _____
5. In School Suspension
Date(s): _____
6. Parent Conference
Date(s): _____
7. Referred to administration(**administrator will conference w/Scholar to discuss warning of possible suspension.**)
Date(s): _____
8. Referral to the STEP Program

CAGAP Step Program

Student Placed on STEP Program Step _____ Date: _____

Comments _____

Recorded in to PowerSchool

Printed Initials / Date

Parent/Guardian Notice of Disciplinary Action

Scholar's Name: _____ Grade: _____ Date: _____

The above named scholar demonstrated the following infraction(s) checked below:

<input type="checkbox"/> Deliberate disruption of class <input type="checkbox"/> Profanity <input type="checkbox"/> Inappropriate dress-(shirts w/violent language) <input type="checkbox"/> Violation of uniform policy <input type="checkbox"/> Possession of inappropriate material <input type="checkbox"/> Inappropriate behavior in hallways-(yelling, pushing, profanity, etc.) <input type="checkbox"/> Blatant disrespect of faculty/staff <input type="checkbox"/> Vulgar language <input type="checkbox"/> Consistently out of seat	<input type="checkbox"/> Leaving school grounds without permission <input type="checkbox"/> Vandalism <input type="checkbox"/> Theft <input type="checkbox"/> Bullying/Cyber-bullying <input type="checkbox"/> Damage to scholar property <input type="checkbox"/> Instigating a fight <input type="checkbox"/> Racial Slurs <input type="checkbox"/> Vulgar behavior-(grabbing Crotch, exposing genitals) <input type="checkbox"/> Inappropriate bathroom behavior-(leaving fecal matter/urination in bathroom) <input type="checkbox"/> Use of cell phone during school day	<input type="checkbox"/> Willful violence-(fighting) <input type="checkbox"/> Use of forged note or excuse <input type="checkbox"/> Use and/or possession of tobacco <input type="checkbox"/> Possession/furnishing/selling or use of drugs, alcohol or any mind-altering substance <input type="checkbox"/> Possession, use, or transfer of weapons <input type="checkbox"/> Repetitive suspensions <input type="checkbox"/> Used inappropriate gestures <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Damage to school property <input type="checkbox"/> Damage to staff property <input type="checkbox"/> Harassment, threats, intimidation <input type="checkbox"/> teacher/student
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Due to this behavior, this scholar has been given the following consequence:

- ___ Lunch Detention
- ___ Elective Detention
- ___ After-school Detention (**30 / 60 Minutes**)
- ___ In- School Suspension
- ___ scholar is unable to return to school until the proper uniform is obtained
- ___ Out of School Suspension Date of Return: _____

CAGAPS Progressive Discipline Policy-

1. Warning (Verbal and/or Written)
2. Detention (lunch and/or elective) and In-School suspension
3. Phone Call Home
4. Parent Conference
5. Referral for Step Program

CAGAP Probationary Step Program-

The Step Program is an intervention program that is designed to guide scholars towards more suitable behavior before they are subjected to a more serious consequence. A scholar in the STEP Program is given an individualized behavior plan and given a probationary period of time to rectify their actions.

- | | |
|----------------------------------|--|
| Step 1- 30 days probation | Step 2- 60 days probation |
| Step 3-90 days probation | Step 4-120 days probation and subject to expulsion thereafter |

Comments _____

Administrator _____ Date _____

Parent/Guardian Notice of Disciplinary Action

Scholar's Name: _____ Grade: _____ Date: _____

The above named scholar demonstrated the following infraction(s) checked below:

<input type="checkbox"/> Deliberate disruption of class <input type="checkbox"/> Profanity <input type="checkbox"/> Inappropriate dress-(shirts w/violent language) <input type="checkbox"/> Violation of uniform policy <input type="checkbox"/> Possession of inappropriate material <input type="checkbox"/> Inappropriate behavior in hallways-(yelling, pushing, profanity, etc.) <input type="checkbox"/> Blatant disrespect of faculty/staff <input type="checkbox"/> Vulgar language <input type="checkbox"/> Consistently out of seat	<input type="checkbox"/> Leaving school grounds without permission <input type="checkbox"/> Vandalism <input type="checkbox"/> Theft <input type="checkbox"/> Bullying/Cyber-bullying <input type="checkbox"/> Damage to scholar property <input type="checkbox"/> Instigating a fight <input type="checkbox"/> Racial Slurs <input type="checkbox"/> Vulgar behavior-(grabbing Crotch, exposing genitals) <input type="checkbox"/> Inappropriate bathroom behavior-(leaving fecal matter/urination in bathroom) <input type="checkbox"/> Use of cell phone during school day	<input type="checkbox"/> Willful violence-(fighting) <input type="checkbox"/> Use of forged note or excuse <input type="checkbox"/> Use and/or possession of tobacco <input type="checkbox"/> Possession/furnishing/selling or use of drugs, alcohol or any mind-altering substance <input type="checkbox"/> Possession, use, or transfer of weapons <input type="checkbox"/> Repetitive suspensions <input type="checkbox"/> Used inappropriate gestures <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Damage to school property <input type="checkbox"/> Damage to staff property <input type="checkbox"/> Harassment, threats, intimidation <div style="text-align: right;"><input type="checkbox"/> teacher/student</div>
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Due to this behavior, this scholar has been given the following consequence:

- ___ Lunch Detention
- ___ Elective Detention
- ___ After-school Detention (30 / 60 Minutes)
- ___ In- School Suspension
- ___ scholar is unable to return to school until the proper uniform is obtained
- ___ Out of School Suspension Date of Return: _____

CAGAPS Progressive Discipline Policy-

1. Warning (Verbal and/or Written)
2. Detention (lunch and/or elective) and In-School suspension
3. Phone Call Home
4. Parent Conference
5. Referral for Step Program

CAGAP Step Program Guidelines-

The Step Program is an intervention program that is designed to guide scholars towards more suitable behavior before they are subjected to a more serious consequence. A scholar in the STEP Program is given an individualized behavior plan and given a probationary period of time to rectify their actions.

Step 1- 30 days probation
Step 3-90 days probation

Step 2- 60 days probation
Step 4-120 days probation and subject to expulsion thereafter

Comments _____

Administrator _____ Date _____

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Simple Assault on a school employee/non employee- crime of violence against another person attempting to cause or purposely, knowingly, or recklessly causes bodily injury to another; or attempting by physical means put another in fear of imminent serious bodily injury (N.J.S.A 2C:12-1a)	ELEMENTARY	parent notification guidance counselor referral restorative lesson/peer mediation	short-term suspension parent notification referral to Step Program withdrawal of privileges	long-term suspension police notification behavior contract
	MIDDLE	parent notification short-term suspension police notification detention	parent notification referral to Step Program withdrawal of privileges long-term suspension	parent notification police notification long-term suspension behavior contract
	HIGH	parental notifications long-term suspension police notification referral to Step Program	withdrawal of privileges parent notification long-term suspension	police notification parent notification long-term suspension behavior contract Possible removal from CAGAP

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Bomb Threat- crime of initiation or accomplice to the execution of bomb threats on school grounds	ELEMENTARY	parent notification short-term suspension police notification	parent notification long-term suspension police notification long-term suspension	police notification long-term suspension parent notification withdrawal of privileges referral to Step Program
	MIDDLE	parent notification short-term suspension police notification referral to Step Program	parent notification long-term suspension withdrawal of privileges police notification	police notification long-term suspension parent notification long-term suspension withdrawal of privileges
	HIGH	parent notification police notification long-term suspension referral to Step Program withdrawal of privileges Referral to Step Program	parent notification police notification long-term suspension counselor referral behavior contract	parent notification police complaint filed long-term suspension possible removal from CAGAPCS

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Bullying, Harassment & Intimidation/Hazing, Cyber-Bullying- any gesture or written, verbal or physical act on grounds or electronic device that is perceived as motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap or by any other handicap or by any other distinguishing characteristic that takes place on school grounds, at any school sponsored function or while traveling on school transportation that has an adverse affect on the safety and well being of a student.	ELEMENTARY	Parent notification Counselor referral Detention Peer mediation Administrator notified	Parent notification Counselor referral Administrator notified Withdrawal of privileges In-school suspension Referral to Step Program	Parent notification Administrator notified Board of Directors notified Possible removal from CAGAP
	MIDDLE	Parent notification counselor referral Administrator notified Detention Short-term suspension In-school suspension	Parent notification Counselor referral Administrator notified Withdrawal of privileges short-term suspension Referral to Steps	Parent notification Administrator notified Long-term suspension Board of Directors notified Possible removal from CAGAP
	HIGH	Parent notification counselor referral short-term suspension withdrawal of privileges Administrator	Parent notifications counselor referral Long-term suspension Administrator notified Referral to the Step Program	Parent notification Administrator notified Board of Directors notified Possible removal from CAGAP Police complaint

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Bus Conduct- causing any disruption while traveling on school transportation which is against the school and student transportation guidelines.	ELEMENTARY	Parent notification warning referral Assigned seating	Parent notification Short-term removal	Parent notification Indefinite removal from bus
	MIDDLE	Parent notification Warning referral Assigned seating short-term removal	Parent notification Long-term suspension One week of removal from bus	Parent notification Indefinite removal from bus
	HIGH	Parent notification Assigned seating warning referral Long-term suspension	Parent notification short-term suspension Warning referral One month of removal from bus	Parental notification Indefinite removal from bus Parent notification Long-term suspension

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Cheating -lying, deceiving, fraud, trickery, imposition or imposition to create an unfair advantage in one's own interest and often at the expense of others.	ELEMENTARY	Parent notification Detention Loss of academic credit Withdrawal of privileges	Parent notification Detention In-School suspension Loss of academic credit	Parent notification Short-term suspension Withdrawal of privileges referral to Step Program
	MIDDLE	Parent notification In-School suspension Loss of academic credit Withdrawal of privileges	Parent notifications short-term suspension Loss of academic credit Withdrawal of privileges	Parent notification Long-term suspension Referral to Step Program Administrator notification
	HIGH	Parent notification Short-term suspension Loss of academic credit Withdrawal of privileges	Parent notifications Long-term suspension Community service Loss of academic credit Withdrawal of privileges	Parent notification Long-term suspension Referral to Step Program Administrator notification

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Destruction of school property - causing an economic loss due to repair or replacement. Serious incidental damage to property occurring during an act of violence should be reported. Knowingly setting off a fire alarm when no fire exists is entered in this category. (N.J.S.A. 2C:17-3)	ELEMENTARY	Parent notification 2-Day community service Withdrawal of privilege Administrator notification	Parent notification 1-week community service Withdrawal of privilege Administrator notification Referral to Step Program	Parent notification Long-term suspension Behavioral contract Possible removal from CAGAP
	MIDDLE	Parent notification 1-week community service Withdrawal of privilege Administrator notification In-School suspension	Parent notification 1-month community service Withdrawal of privilege Administrator notification Short-term suspension Referral to Step Program	Parent notification Withdrawal of privilege Police notification/complaint Behavioral contract Possible removal from CAGAP
	HIGH	Parent notification 1-month community service	Parent notification Behavior contract Police	Parent notification Police notification/complaint

		Withdrawal of privilege Administrator notification 2-Day In-School suspension Referral to Step Program	notification/complaint	t Long-term suspension Possible removal from CAGAP
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OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Disruptive Behavior/Disrespect to staff and others -any act or behavior that disrupts the orderly conduct of the school function, learning environment, poses a threat to the health, safety and /or welfare of students, staff or others	ELEMENTARY	Parent notification Detention Counselor referral Loss of Dojo Points Withdrawal of privileges	Parent notification In-School suspension Loss of Dojo Point Withdrawal of privileges	Parent notification Short-term suspension Loss of Dojo Points Withdrawal of privileges Administration notification
	MIDDLE	Parent notification Detention Withdrawal of privileges In-School suspension	Parent notification Community service Short-term suspension Withdrawal of privileges Referral to Step Program	Parent notifications Long-term suspensions Administrator notification Behavior Contract
	HIGH	Parent notification Short-term suspension Withdrawal of privileges Community service	Parent notification Long-term suspension Withdrawal of privileges Referral to Step Program Administrator notification	Parent notification Behavior Contract Administrator notification Possible removal from CAGAP

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Possession of Inappropriate material (electronic devices) -open display or use of electronic device(i.e. computer, phone, Ipod) or	ELEMENTARY	Parent notification Item confiscated Detention	Parent notification 3-day confiscation In-School suspension	Parent notification 5-day confiscation Short-term suspension Administrator notification
	MIDDLE	parent notification 3-day confiscation In-School suspension	Parent notification 5-day confiscation 2 day In-School suspension	Parent notification Confiscation until parent pick up Long-term suspension Administrator notification
	HIGH	Parent notification 5-day confiscation 2 day In-School suspension	Parent notification 8-day confiscation Short-term suspension Administrator notification	Parent notification Confiscation until parent pick up Administrator notification

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Extortion -Taking or attempting to take property or money from another individual by force or intimidation (N.J.S.A. 2C:20-5)	ELEMENTARY	Parent notification Counselor referral In-School suspension Detention	Parent notification Counselor referral Short-term suspension Withdrawal of privileges Referral to Step Program	Parent notification Long-term suspension Behavior Contract Police complaint
	MIDDLE	Parent notification Counselor referral Detention Withdrawal of privileges In-School suspension	Parent notification Short-term suspension Referral to Step Program Administrator notification	Parent notification Long-term suspension Behavior Contract Police notification Possible removal from CAGAP
	HIGH	Parent notification Counselor referral 2-day Detention Withdrawal of privileges 2-day In-School suspension	Parent notification Long-term suspension Referral to Step Program Administrator notification Police notification	Parent notification Long-term suspension Behavior Contract Police complaint Possible removal from CAGAP

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Fighting -initiating or responding to physical confrontation	ELEMENTARY	Parent notification Detention (depending on grade level) Short-term suspension Withdrawal of privilege	Parent notification 2-Day short-term suspension Referral of Step Program Withdrawal of privileges	Parent notification 3-Day short-term suspension Behavioral Contract Withdrawal of Privilege
	MIDDLE	Parental notification 1-week community service Withdrawal of privilege Referral of Step Program	Parent notification 2-Day suspension Withdrawal of privilege	Parent notification 3-Day suspension Withdrawal of privileges Possible removal from CAGAP Behavior contract
	HIGH SCHOOL	Parent notifications Referral of Step Program 2-weeks community service Withdrawal of privileges	Parent notification 3-Day suspension Withdrawal of privilege Behavior contract	Parent notification 5-Day suspension Withdrawal of privileges Possible removal from CAGAP

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Fire Alarms -tampering of school's fire Alarm (pulling, breaking glass, attempting to set off purposefully)	ELEMENTARY	Parent notification In-School suspension Detention Withdrawal of privilege	Parent notification 2-Day In-School suspension 2-Day Detention 1-week community service	Parent notification Short-term suspension 2-weeks community service Referral to Step Program Possible removal from CAGAP
	MIDDLE	Parent notification 2-Day In-school suspension 2-week community service 2-Day Detention Withdrawal of privilege	Parent notification Short-term suspension Referral to Step Program Police complaint	Parent notification 3-Day suspension Police complaint Possible removal from CAGAP
	HIGH	Parent notification Short-term suspension Referral to Step Program Police complaint Withdrawal of privileges	Parent notification 3-Day suspension Police complaint 3-weeks of community service	Parent notification 5-Day suspension 1-month of community service Police complaint Behavior contract Possible removal of CAGAP

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Fire Arms -A weapon is defined as any instrument that is not used as intended and is capable of inflicting injury or death to someone. (a) Firearms mean any handgun, rifle, shotgun, machine gun, automatic or semi-automatic rifle, or any gun, device or instrument in the nature of a weapon from which may be fired or ejected any solid projectable ball, slug, pellet, missile or bullet, or any gas, vapor or other noxious thing, by means of a cartridge or shell or by the action of an explosive or the igniting of flammable or explosive substances.	ELEMENTARY	Parent notification Counselor referral Police notification/complaint 1-week community service Withdrawal of privileges Referral of Step Program	Parent notification Counselor referral Police notification/complaint Short-term suspension	Parent notification Police notification/complaint Long-term suspension Behavioral contract Possible removal from CAGAP
	MIDDLE	Parent notification Counselor referral Administrator notification Police notification/complaint 2-week community service Withdrawal of privileges Short-term suspension	Parental notification Counselor referral Administrator notification Police notification/complaint Long-term suspension Withdrawal of privileges Referral of Step Program	Parental notification Counselor referral Administrator notification Police notification/complaint Behavioral contract Possible remove of CAGAP
	HIGH	Parent notification Counselor referral Administrator notification Police notification/complaint 1-month community service	Parent notification Counselor referral Administrator notification Police notification/complaint Referral of Step Program	Parent notification Administrator notification Police notification/complaint Behavioral contract Possible removal of CAGAP

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Forgery/Plagiarism -alterations made on any type of school material or the use of someone else's work without crediting the owner.(i.e. passes, notes, grades/reports, essays, research)	ELEMENTARY	Parent notification Counselor referral Detention In-School suspension 2-Days community service	Parent notification 2-Days detention 2-Days In-School suspension 1-week community service Withdrawal of privilege	Parent notification 1-week detention Short-term suspension Referral to Step Program Behavior contract
	MIDDLE	Parent notification Counselor referral Detention In-School 2-Days community service	Parent notification 2-Day detention 1-week community service Referral to Step Program	Parent notification Short-term suspension 1-month of community service Behavioral contract
		Parental notification 2-Day detention	Parent notification 1-week community	Parent notification Short-term suspension

	HIGH	2-Day In-School suspension 3-Day community service	service 3-Day detention Referral to Step Program Withdrawal of privileges	Behavioral contract 1-month of community service
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OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Gang affiliation/related activity -Pupils that initiate, advocate, or promote activities, openly or otherwise, and/or threaten the safety or well-being of others disrupt the school environment and are harmful to the educational process in this school district.	ELEMENTARY	Parent notification Counselor referral Peer mediation Detention 2-Days community service	Parent notification Counselor referral Administrator notification Withdrawal of privileges 3-Days community service	Parent notification Counselor referral Administrator notification Police notification/complaint 3-Day suspension
	MIDDLE	Parent notification Counselor referral Administrator notified Peer mediation 1-week community service Withdrawal of privilege	Parent notification Counselor referral Administrator notification 2-week community service Short-term suspension Referral to Step Program	Parent notification Administrator notification Long-term suspension Police notification/complaint
	HIGH	Parent notification Counselor referral Withdrawal of privilege 2-week community service Peer mediation	Parent notification Police notification/complaint Referral to Step Program Long-term suspension	Parent notification Police notification/complaint Behavioral contract Possible removal from CAGAP

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Indecent Exposure, Sexual harassment/assault, Pornography - Inappropriate exposure of intimate parts of a body to another without their consent for the purpose of degrading or humiliating the victim, or to sexually arouse, or to sexually gratify himself or herself in view of the victim. Deliberate and unwelcoming touching, unwelcoming sexual advances, requests for sexual	ELEMENTARY	Parent notification Counselor referral Withdrawal of privilege Long-term suspension	Parent notification Counselor referral Referral to Step Program Police notification/complaint Behavior contract DCP and P notification	Parent notification Police notification/complaint DCP and P notification Possible removal from CAGAP

favors or pressure for sexual activity, and sexual or degrading words used toward and individual.	MIDDLE	Parent notification Counselor referral Withdrawal of privilege Long-term suspension DCP and P referral Police notification/complaint	Parent notification Counselor referral DCP and P referral Police notification/complaint Referral to Step Program	Parent notification Counselor referral DCP and P referral Police notification/complaint Behavioral contract Possible removal of CAGAP
	HIGH	Parental notifications Counselor referral Withdrawal of Privilege Police notification/complaint DCP and P referral Long-term suspension	Parent notification Police notification/complaint DCP and P referral Long-term suspension Referral to Step Program Behavior contract	Parent notification Police notification/complaint DCP and P referral Possible removal from CAGAP

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Possession/Use of illegal substance, tobacco, any type of electronic cigarette and/or alcohol -over the counter and prescription medications, which are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system; and anabolic steroids. (N.J.S.A. 2C:36-2)	ELEMENTARY	Parental notification Counselor referral Administrator notification Withdrawal of privileges 2-Day community service Clearance from medical professional DCP and P referral	Parent notification Counselor referral Administrator notification 2-Day In-School suspension DCP and P referral Police notification/complaint Clearance from medical professional Referral to treatment facility	Parent notification Counselor referral Administrator notification short-term suspension DCP and P referral Behavior contract Possible removal from CAGAP Clearance from medical professional Referral to treatment facility
	MIDDLE	Parent notification Counselor referral Withdrawal of privileges 2-Day In-School suspension Clearance from medical professional Referral to Step Program DCP and P	Parent notification Withdrawal of privileges Short-term suspension Clearance from medical professional Referral to treatment facility Police notification/complaint Behavior contract	Parent notification Clearance from medical professional Referral to treatment facility Police notification/complaint Possible removal from CAGAP
	HIGH	Parent notification Counselor referral Withdrawal of privileges Referral to Step Program	Parent notifications Referral to Step Program Referral to treatment facility Police	Parent notification Clearance from medical professional Police notification/complaint

		DCP and P referral Clearance from a medical professional Behavior contract	notification/complaint Clearance from a medical professional	Possible removal from CAGAP
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OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
Stealing- unlawfully takes, or exercises unlawful control over, moveable property of another with purpose to deprive him thereof. Unlawfully transfers any interest in immovable property of another with purpose to benefit himself or another not entitled thereto. (N.J.S.A. 2C:20-3)	ELEMENTARY	Parent notification Withdrawal of privilege Counselor referral Administrator referral Peer mediation In-School suspension 1-Day community service	Parent notification Withdrawal of privilege Administrator referral 2-Day In-School suspension Referral to Step Program	Parent notification Withdrawal of privilege Administrator referral Behavior contract Possible removal from CAGAP
	MIDDLE	Parent notification Withdrawal of privilege 2-Day community service 2-Day In-School suspension\ Counselor referral Withdrawal of privilege peer mediation Administrator notification	Parent notification Withdrawal of privileges 3-Day community service Short-term suspension Administrator notification Peer mediation Referral to Step Program	Parent notification Withdrawal of privileges Police notification/complaint Behavioral contract Long-term suspension Possible removal from CAGAP
	HIGH	Parent notification Withdrawal of privileges Peer mediation Administrator notification 1-week community service	Parent notification Withdrawal of privileges Short-term suspension Administrator notification Referral to Step Program Police notification	Parent notification Withdrawal of privileges Police notification/complaint Long-term suspension Possible removal from CAGAP

OFFENSE	GRADE LEVEL	TIER 1	TIER 2	TIER 3
	ELEMENTARY			
	MIDDLE			
	HIGH			

STEP PROGRAM

The Step Program is an intervention program that is designed to guide students towards a more suitable behavior before the student is subjected to more serious consequences (e.g., expulsion). Students who are in the Step Program have demonstrated a serious or recurring disregard for the spirit of the rules and expectations of CAGAPCS.

Only administration can place a student in the step program; however, a teacher can recommend that a student be placed in the step program after providing supporting documentation. **Students can be placed on any step at any time based on the severity and/or frequency of the infraction.** Some offenses are so severe that a student may be suspended or expelled without referral to the Step Program (i.e., possession or selling of narcotics, gang affiliation, possession of a weapon, repeated bullying, blatantly disrupting class, etc.).

At any time, the administration can place a student on any level of the Step Program if the behavior warrants it in the administrator's opinion.

Step 1

A student is placed on Step 1 in order to formally notify parents in writing that their child is in a progressive discipline program that could lead to their child's expulsion from school for failure to behave and conduct him or herself in a manner that adheres to CAGAPCS's expectations for student behavior and discipline. Placement in the Step Program may occur when a student has been given detention, in-school suspension and/or parents have been notified by a teacher, office manager, and/or principal of a disciplinary action or concern. Typically (but not always), prior to a student being placed on Step 1, there has already been a call home, a detention, or an in-school suspension served by the student. Being placed on Step 1 is in many instances an acknowledgement of the failure of these sanctions to re-direct a student's behavior to adhere to the standards and expectations of CAGAPCS. Please note that students may be placed on Step 1 at any time (prior discipline infractions are not necessary) that the principal feels is warranted. The parents of the student will be notified in writing of the reason their child has been included in the Step Program and the potential duration of their inclusion. If the student refrains from violating the Student Conduct Policy, the student will be removed from the Step Program 30 school days following their inclusion in the Step Program. Students will remain on Step 1 for 30 school days.

Step 1

A scholar is placed on Step 1 in order to formally notify parents in writing that their child is in a progressive discipline program. Placement in the Step Program may occur when a scholar has been given any of the detentions and/or in-school suspension or parents have been notified by a teacher, and/or administrator of a disciplinary action or concern.

Typically, prior to a scholar being placed on Step 1, parent contact has been made, including calls home, parent meetings, etc. Being placed on Step 1 is an indicator that the classroom-based progressive discipline procedures have not been sufficient in redirecting a scholar's behavior. Administration determines it is warranted. The parents of the scholar will be notified in writing of the reason their child has been placed on the Step Program and the potential duration of the child's inclusion. Scholars will remain on Step 1 for 30 school days. If the scholar *refrains* from violating the CAGAP Behavior Policy, for 30 days following his/her inclusion on the STEP Program, the scholar will be removed from the Step Program. If the scholar can not refrain from violating the CAGAP Behavior Policy, they will be placed on step 2.

Step 2

Step 2 is typically when a student is formally placed in the Step Program as the administration is very concerned about a student's future. The student has not responded to in-class and parent-notified interventions. Step 2 notification can be accompanied by an in school suspension or out-of-school suspension. The parents of the student will be notified in writing of the reason their child has been included in the Step Program and the potential duration of their inclusion. If the student continues to misbehave while on Step 2, the student will be immediately suspended and placed on Step 3. If the student refrains from violating the Student Conduct Policy, the student will be removed from the Step Program 60 school days following their inclusion in the Step Program. Students will remain on Step 2 for 60 school days.

Step 2 is typically when a scholar is formally placed in the Step Program as the administration is very concerned about scholar's choices. The scholar has not responded to in-class and parent informed

interventions. Step 2 notification may also be accompanied by an in school suspension and/or out-of-school suspension. Scholars will remain on Step 2 for 60 school days. The parents of the scholar will be notified in writing of the reason their child has been moved from the previous Step Program and the potential duration of their inclusion. If the scholar continues to demonstrate poor conduct while on Step 2, the scholar will be placed on Step 3 or Step 4 depending on the severity of the behavior, classification laws, and the discretion of the administrator. If the scholar refrains from violating the CAGAP Behavior Policy, the scholar will be removed from the Step Program 60 school days following their inclusion. If the Scholar **does not** refrain from violating the CAGAP Behavior Policy, they will be placed on step 3.

Step 3

A student may be placed on Step 3 for any violation that occurs after being placed on Step 2 or if the gravity of the offense warrants it in the opinion of the administrator. Step 3 requires a mandatory parent conference with the Principal or Dean. The student may not return to school without the conference having taken place. Student and parents will meet with the Dean, Principal, and/or Executive Director to discuss the causes leading up to the decision to place the student on Step 3. As with Step 2, the parents of the student will be notified in writing of the reason their child has been included in the Step Program and the severity of Step 3 and the potential duration of the inclusion. If the student continues to misbehave, the student will be immediately suspended and placed on Step 4. Students will remain on Step 3 for 90 school days. If the student refrains from violating the Student Conduct Policy, the student will be removed from the Step Program 90 school days following the date of being placed on Step 3.

A scholar may be placed on Step 3 for any violation that occurs after being placed on Step 2 or if the gravity of the offense warrants it in the opinion of the administrator. scholars will remain on Step 3 for 90 school days. Step 3 requires a mandatory parent conference with the Administrator and/or Dean. The scholar may not return to school without the conference having taken place. scholar and parents will meet with the Dean, Administrator and/or Director to discuss the causes leading up to the decision to place the scholar on Step 3. As with Step 2, the parents of the scholar will be notified in writing the reason the Scholar was placed on Step 3, the severity and the potential duration of the inclusion. If the scholar continues to demonstrate poor conduct, the scholar will immediately be placed on a behavior contract and placed on Step 4. If the scholar refrains from violating the CAGAPS Behavior Policy, the scholar will be removed from the Step Program 90 school days following the date of being placed on Step 3. If the Scholar **does not** refrain from violating the CAGAP Behavior plan the Scholar will be placed on the final and detrimental Step 4.

Step 4

Once a student is placed on Step 4, he/she is in grave jeopardy of being **expelled** from CAGAPCS. While on Step 4, any violation of the School Conduct Policy can result in immediate **expulsion** on the grounds that the student is undermining and degrading the school's learning environment. Parents are notified in writing of Step 4 status, and a parent conference is mandatory before the student may return to school. The student's parents are called in for a conference with the Dean, Principal, and/or Executive Director. The student joins at the end of the conference to discuss further options and future consequences. The student will be removed from the Step program following 120 school days without any violations of the Student Conduct Policy.

Once a scholar is placed on Step 4 and given a behavior contract, he/she is in grave jeopardy of being **expelled**. While on Step 4, any violation of the School Code of Conduct Policy can result in immediate removal from CAGAPCS on the grounds that the scholar is undermining and degrading the school's learning environment. Parents are notified in writing of Step 4 status. Another parent conference with the administrators is mandatory before the scholar may return to school. The scholar joins at the end of the conference to discuss the outcome of the meeting and given 120 days following the date of being placed on step 4. The scholar will be removed from the Step program without any violations of the scholar Conduct Policy. If Scholar **does not** refrain from violating the CAGAP Behavior plan, the Scholar will be removed from the CAGAPCS.

Note: Any student who is suspended more than once in 30 school days is automatically placed on Step 4.

Student Expulsion

If a student is **expelled**, his/her parents will be immediately notified to pick up the student from school. The parents will also be notified that the student is being recommended for **expulsion** and of the due process rights. Parents will have the choice of appealing the administration's recommendation of **expulsion** to the board of CAGAPCS or in some cases withdrawing their child from school. Any student behavior that is deemed to be against local, state, or federal law will be reported to the proper authorities.

Note: 1) The Step Program days are school days not calendar days.

2) Step Program status carries over into the new school year (e.g. – A student is placed on Step 3 in May, the remaining days of the Step Program would be recognized when school resumed in August.)

Parental Expulsion

Parents will be RESTRICTED (BANNED) from school campus for the following reasons:

- Use of profanity
- Being hostile towards a teacher, staff member, student, and/or other parent
- Assault and/or battery of a school employee
- FIGHTING on or near school grounds or at a school event (football game, field trip, etc.)
- Unlawful possession of firearms or illegal drugs on campus
- Damaging school property
- Being rude or disrespectful to a teacher or staff member.
- Immoral conduct
- Intimidating or causing harm to a student, parent, or employee
- Behavior that is counterproductive to the vision of CAGAPCS

At CAGAPCS, we expect our parents to demonstrate courtesy and act with reasonable judgment. As we embark on our journey, with our children's precious minds in our hands, we must lead through example. It is imperative that we model the behavior that we wish for our children. You can expect the same from us!

ATTENTION:

If it becomes necessary to RESTRICT a parent from campus, the student will be allowed to complete the remainder of the school year; however, the family's enrollment for the following school year is subject to review by the College Achieve Greater Asbury Park Charter School Board of Trustees.

VI. UNIFORM POLICY

Research has shown that school uniforms help to facilitate and maintain an effective learning environment as well as to keep the focus of the classroom on learning. CAGAPCS will require students to be in uniform. We need parents and students to embrace and support this initiative.

- Students must wear shoes black, brown or tan are acceptable. No sneakers, boots, high heels, flip flops, slides, or open toe shoes.
- All shirts must be tucked in. Belts must be worn. Ties are required with button-down shirts
- **BOTTOMS:** All students, regardless of gender, are required to wear Khaki Pants
- Uniform Shirt with school logo
- Outerwear must have school logo

Should your child fail to meet any of the uniform standards below, a phone call will be made home to review the uniform policy and to make arrangements for the appropriate uniform item(s) to be delivered to

school. Students who fail to meet the uniform policy shall be subject to the following disciplinary actions.

- The **first** time a Scholar is out of uniform, the administrator and/or In-School support person will contact the Parent/guardian and asked to bring proper uniform clothing for the Scholar.
- The **second** time a Scholar is found out of uniform, the parent/guardian will be contacted and the Scholar will be restricted from participating in chosen elective and/or given detention.
- The **third** time the parents will be notified that the Scholar will receive an In School Suspension, which may put them at risk for Step Program at administrator's discretion
- The **fourth** time parents will be called in for a scheduled meeting with the Administrator/Director regarding the issue.

VII. PARENT INVOLVEMENT

Because both schools and students benefit from parents participating in the education of their children, *College Achieve Greater Asbury Park Charter School* stresses the importance of taking the time to become involved.

To this end, *College Achieve Greater Asbury Park Charter School* offers parents an opportunity to talk with its staff at Open House/Back-to-School Night, Report Card Distribution and parent-teacher conferences. Parents can also join the Parent Teacher Organization, (**PAGES**) which meets several times a year, and attend monthly *College Achieve Greater Asbury Park Charter School* Board of Director meetings, as well as other meetings announced during the year. Parents are encouraged to help the school develop programs and offer ideas to make *College Achieve Greater Asbury Park Charter School* a better learning environment.

Most important, parents should take an active interest in what their children are doing at school. They should talk to them about what they did that day. They should make sure that they never miss school and always complete their homework. They should encourage a positive attitude and talk to their child's teacher if the student is having problems they can't solve or don't understand.

VIII. VOLUNTEERING

College Achieve Greater Asbury Park Charter School welcomes parents to volunteer in a variety of capacities. Not only does the school benefit from their participation, enabling it to undertake more ambitious activities, the parents gain a better understanding of the "**why**" of *College Achieve Greater Asbury Park Charter School* and share their expertise with the school.

Volunteer opportunities will be posted throughout the year on the webpage, class dojo and in periodic newsletters. If you are interested in volunteering in your child's classroom, please contact your child's teacher or Class Parents. To get involved in a broader way, please contact the Principal or your PAGE (Parents, Advocates, Guardians, and Educators) representative. There are many ways parents can help; following are just a few examples:

- Field Trips
- Classroom Activities
- School Events
- Grant Writing
- Workshops/Enrichment
- Translation
- Community Outreach

IX. HOMEWORK

Meaningful homework assignments and special projects extend the learning that has been started in the classroom. Homework should be given on a daily basis and projects should be assigned during extended days off (ie Xmas, Spring Break etc). This deepens understanding and builds independence and creative thinking. The following guidelines will make homework assignments more effective and impactful:

1. The assignment must serve a valid educational purpose.
2. The assignment must be reasonable and consistent with the students' abilities, needs and interests.
3. The assignment must extend the student's knowledge without fostering discouragement and resentment.
4. The instructions must be clear to the student.
5. The assignment must provide challenging reinforcement for lessons that have been taught.
6. Assignments must be given daily.
7. All homework must be checked by the teacher upon return, and corrected accurately.
8. All homework must be graded and recorded.
9. All tests, quizzes or various forms of assessments must be sent home as a homework assignment to be signed by parent/guardian in a Monday folder.

The homework policy and expectations will be explained during Back-to-School Night.

College Achieve Greater Asbury Park Charter School adopts an attitude that all students can succeed and work toward high academic goals. The Grading Distribution provides for students to achieve academic success in fulfillment of the course requirements.

Grade Distribution		
Letter Grade	Numerical	GPA
A+	97-100	4.0
A	93-96	3.8
A-	90-92	3.6
B+	87-89	3.4
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
F	69 and below	0.0

Attendance is a requirement for successful completion of each course offered at CAGAPCS. In order to receive credit for a course, a student must attend each class and complete a final exam at the end of the academic year/course end.

Students who do not complete the course requirements, due to extraordinary circumstances (e.g. illness, emergency), during the timeframe of the course may be given an "Incomplete" status for a short, prescribed period of time after the course ends so that he/she may complete the outstanding assignments, work, requirements. The prescribed time frame would approximate 10 days. At that time, if the course requirements were not met, the student would not have

successfully passed the course. A failing grade of "F" would be assigned as a final grade.

Student performance will be reported to parents/guardians eight (8) times annually using "Progress Reports" and "Report Cards" as the official representation of student grades for each marking period, cumulative for the length of the school year.

Progress reports will be mailed directly to student/parent home address. Report cards will be disseminated at "Parent/Guardian Open House/ Report Card Distribution Nights" each marking period.

Every parent/guardian is expected to attend the Parent Open House/Report Card Distribution Night. Parents/Guardians will have the opportunity to meet with the child's teacher(s) to conference on student academic progress, student needs and collaborate on successful solutions to improve student performance, if necessary.

Promotion and Retention

College Achieve Greater Asbury Park Charter School will conform to any/all NJDOE requirements regarding promotion and retention. CAGAPCS believes that each child is best educated with his/her peers, providing support to each in that process; and desires to the extent possible, to promote each child with those peers. To this end, continuous assessment will be in place, testing students' achievement of the core competencies for each subject/grade. This will ensure the maximum achievement rate and therefore the maximum promotion rate.

If a student fails to earn sufficient credits in a given school year to move up to the next grade level status, the student will be retained (in the previous grade level) and will be scheduled as a Grade R (Retained) student until such time he/she accrues the correct amount of credits.

If necessary, students will participate in support and intervention activities as part of their instructional program, extended day/week support activities, and extended year/summer school.

Each student who falls below grade level will be given support including tutoring, after school assistance, and summer school classes taught by certified teachers.

Ultimately, if a student is in danger of not being promoted based on academic performance, the Principal of CAGAPCS will convene the appropriate parties, as early as possible, to discuss possible interventions and strategies for improvement. If acceptable improvement does not occur, the Principal will be responsible for making the final decision regarding a student's promotion.

Student & Parent Handbook

College Achieve Greater Asbury Park

2023-2024

Parental Acknowledge Student Code of Conduct Contract Campus Copy

As the parent/guardian of the student listed below, We hereby confirm that we have been given a copy of the College Achieve Greater Asbury Park Student Code of Conduct and that:

1. We accept the responsibilities expected of me as a parent/guardian of a student.
2. We acknowledge receipt of the policies, procedures, rules, regulations and practices as presented in this document.
3. We have read the procedures listed in the Student Therapeutic Educational Program (STEP)
4. We understand that there will be consequences should my child fail to abide by as outlined in the Student Code of Conduct behavioral expectations of the College Achieve Greater Asbury Park Charter School

Name of Student (please print)

Student Signature

Date

Parent Name (please print)

Parent's/Guardian's Signature

Date

NOTE: This Handbook is designed to be used as a guide for parents/guardians of College Achieve Greater Asbury Park Charter School.