

**New Foundations Charter School  
8001 Torresdale Avenue  
Philadelphia, PA 19136**

**Agenda  
September 21, 2015**

The Pledge of Allegiance

Roll Call

Motion to go into Executive Session

Resumed Regular Meeting

Approval of the Agenda:

Approval of the Minutes from the meetings on August 3, 2015

CEO's Report: Mr. Stadelberger's report is attached.

Chief Academic Officer's Report: Ms. Schilling's report is attached.

Elementary Principal Report: Ms. Shira Woolf – Cohen's report is attached.

High School Principal's Report: Mr. Schilling's report is attached.

Committee Reports

Audit Committee: Ms. Thompson

Curriculum Committee: Ms. Bowman

Discipline Committee: Ms. Kisiel

Finance Committee: Mr. Shirley

Personnel Committee: Mr. Lambie

Controller /Treasurer's Report: Mr. Thomson report is attached.

**New Business:**

1. Mr. Green – Permit to carry
2. Pay Differential – Special Education Teachers, High Demand High School Teachers, Building Maintenance Supervisor

3. SDP – Financial Request
4. Keystone Alliance for Public Schools Conference- Hershey -Nov. 6<sup>th</sup> & 7<sup>th</sup>
5. STAR Assessment Program

**Old Business:**

1. Surveys: Parent/Faculty
2. Board Development
3. Review of Board Policy Manual
4. AQI & MOU from SDP
5. Updating Phone System
6. NFCS Branding

**The following resolutions were brought before the Board:**

1. Personnel
2. Suicide Prevention Policy
3. Concussion Policy
4. Parking Lot Repair
5. PCPCS Membership
6. School Calendar Change

**New Foundations Charter School**

**RESOLUTION  
September 21, 2015**

**09.21.15.01**

**BE IT RESOLVED,** that the Board of Trustees of New Foundations Charter School approves the following personnel transactions for the school year 2015-16.

<b><u>Name</u></b>	<b><u>Job Title</u></b>	<b><u>Action</u></b>	<b><u>Effective Dates</u></b>
Allan Johnston	Teacher	Change	08/27/15
Nicole Apa DiCicco	Teacher	Change	08/27/15
Brian Dever	Teacher	Change	08/27/15
Heather Urban	Teacher	Change	08/27/15
Michael McGovern	Teacher	Change	08/27/15
Joseph Skokowski	Teacher	Resigned	08/27/15
Denise Spetrino	Teacher	Resigned	08/27/15
Christina Devlin	Teacher	Resigned	08/27/15
Brittany Schultz	Teacher	Resigned	08/27/15
Joseph Denelsbeck	Teacher	Declined	08/17/15
Vanessa Owens	Teacher	New Hire	08/27/15
Ben Randall	Teacher	New Hire	08/27/15
William Snyder	Teacher	New Hire	08/27/15
Brian Schweizer	Teacher	New Hire	08/27/15
Michael Martin	Teacher	New Hire	08/27/15
Laura Marunich	Wrap	Declined	08/21/15
Karen Whalen	Lunch Aide	New Hire	08/27/15
Bridget Hauss	Teacher	New Hire	08/27/15
David Moomaw	Teacher	New Hire	08/27/15
Kaitlyn Getley	Substitute	New Hire	08/27/15
Emily McComb	Teacher	New Hire	08/27/15
Stacy Montgomery	PCA	New Hire	08/28/15
Ben Randall	Teacher	Terminated	09/21/15

Motion for Adoption:

Second:

Vote: \_\_\_\_\_ For adoption

\_\_\_\_\_ Opposed

**New Foundations Charter School**

**RESOLUTION  
September 21, 2015**

**09.21.15.02**

**BE IT RESOLVED**, that the Board of Trustees of New Foundations Charter School approves the attached Suicide Prevention Policy to the Board of Trustees Board Policy Manual.

Motion for Adoption:

Second:

Vote: \_\_\_\_ For adoption

\_\_\_\_ Opposed

**NEW FOUNDATIONS CHARTER SCHOOL SUICIDE PREVENTION PLAN:**

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## CONTRIBUTING GROUPS

**The American Foundation for Suicide Prevention (AFSP)** is the leading national not-for-profit organization exclusively dedicated to understanding and preventing suicide through research, education and advocacy, and to reaching out to people with mental disorders and those impacted by suicide. To fully achieve its mission, AFSP engages in the following Five Core Strategies: 1) fund scientific research, 2) offer educational programs for professionals, 3) educate the public about mood disorders and suicide prevention, 4) promote policies and legislation that impact suicide and prevention, and 5) provide programs and resources for survivors of suicide loss and people at risk, and involve them in the work of the Foundation. Learn more at [www.afsp.org](http://www.afsp.org).

**The American School Counselor Association (ASCA)** promotes student success by expanding the image and influence of professional school counseling through leadership, advocacy, collaboration and systemic change. ASCA helps school counselors guide their students toward academic achievement, personal and social development, and career planning to help today's students become tomorrow's productive, contributing members of society. Founded in 1952, ASCA currently has a network of 50 state associations and a membership of more than 33,000 school counseling professionals. Learn more at [www.schoolcounselor.org](http://www.schoolcounselor.org).

**The National Association of School Psychologists (NASP)** represents more than 25,000 school psychologists who work with students, educators, and families to support the academic achievement, positive behavior, and mental wellness of all students. NASP promotes best practices and policies that allow school psychologists to work with parents and educators to help shape individual and system wide supports that provide the necessary prevention and intervention services to ensure that students have access to the mental health, social- emotional, behavioral, and academic supports they need to be successful at home, at school, and throughout life. Learn more at [www.nasponline.org](http://www.nasponline.org).

**The Trevor Project** is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Every day, The Trevor Project saves young lives through its accredited, free and confidential phone, text and instant message crisis intervention services. A leader and innovator in suicide prevention, The Trevor Project offers the largest safe social networking community for LGBTQ youth, best practice suicide prevention educational trainings, resources for youth and adults, and advocacy initiatives. Learn more at [www.thetrevorproject.org](http://www.thetrevorproject.org).

## INTRODUCTION

This document outlines our policy to follow to protect the health and safety of all students. As suicide is the third leading cause of death among young people ages 10-19, it is critically important that we have policies and procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior.

Protecting the health and well-being of students is in line with school mandates and is an ethical imperative for all professionals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school district. In a typical high school, it is estimated that three students will attempt suicide each year. On average, a young person dies by suicide every one hour and 40 minutes in the US. For every young person who dies by suicide, an estimated 100-200 youth make suicide attempts. Youth suicide is preventable, and educators and schools are key to prevention.

As emphasized in the National Strategy on Suicide Prevention, preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this model policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

Please refer to the included Resources Section for additional information.

## *Policy Language*

### PURPOSE

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. New Foundations Charter School:

- (a) recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- (b) further recognizes that suicide is a leading cause of death among young people,
- (c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- (d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

### DEFINITIONS

1. **At risk:** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. **Crisis team:** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
3. **Mental health:** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
4. **Postvention:** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
5. **Risk assessment:** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. **Risk factors for suicide:** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.



7. **Self-harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

8. **Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

9. **Suicide attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

10. **Suicidal behavior:** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. **Suicide contagion:** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

12. **Suicidal ideation:** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

## SCOPE

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high risk behaviors that take place outside of the school environment.

## PREVENTION

1. **Policy Implementation:** A suicide prevention coordinator shall be designated by Administration. The suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school. The suicide prevention coordinator will act as a point of contact for the entire school. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.
2. **Staff Professional Development:** All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk

assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

3. **Youth Suicide Prevention Programming:** Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small- group suicide prevention programming for students.
4. **Publication and Distribution:** This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

#### ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

#### IN-SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the principal or school suicide prevention coordinator regarding in-school suicide attempts.

7. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

#### RE-ENTRY PROCEDURE

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

#### OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and principal.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

#### PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

## POSTVENTION

1. **Development and Implementation of an Action Plan:** The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:
  - a) **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.
  - b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
  - c) **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
  - d) **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
  - e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
  - f) **Develop memorial plans.** The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

2. **External Communication:** The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:
  - a) Keep the district suicide prevention coordinator and administration informed of school actions relating to the death.
  - b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
  - c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

## RISK FACTORS AND PROTECTIVE FACTORS

**Risk Factors for Suicide** are characteristics or conditions that increase the chance that a person may try to take her or his life. Suicide risk tends to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

- Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
- Problems with alcohol or drugs
- Unusual thoughts and behavior or confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition and/or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

**Protective Factors for Suicide** are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Note that protective factors do not entirely remove risk, especially when there is a personal or family history of

depression or other mental disorders.

It is important for schools to be aware of student populations that are at elevated risk for suicidal behavior based on various factors:

1. **Youth living with mental and/or substance use disorders.** While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bi-polar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among young people.<sup>5</sup> The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.
2. **Youth who engage in self-harm or have attempted suicide.** Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self-harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.
3. **Youth in out-of-home settings.** Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one researcher found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
4. **Youth experiencing homelessness.** For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder. One study found that more than half of runaway and homeless youth have had some kind of suicidal ideation.
5. **American Indian/Alaska Native (AI/AN) youth.** In 2013, the rate of suicide among AI/AN youth ages 15-19 was nearly twice that of the general youth population. Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma. For more information about historical trauma and how it can affect AI/AN youth, see [http://www.nctsnet.org/nctsn\\_assets/pdfs/AI\\_Youth-CurrentandHistoricalTrauma.pdf](http://www.nctsnet.org/nctsn_assets/pdfs/AI_Youth-CurrentandHistoricalTrauma.pdf).
6. **LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth.** The CDC finds that LGB youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers.<sup>9</sup> The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made a suicide attempt.<sup>10</sup> Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ which elevate the risk of suicidal behavior for LGBTQ youth.
7. **Youth bereaved by suicide.** Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
8. **Youth living with medical conditions and disabilities.** A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic

limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

## REFERRALS AND LGBTQ YOUNG PEOPLE

LGBTQ youth are at heightened risk for suicidal behavior, which may be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. It is therefore especially important that school staff be trained to support at risk LGBTQ youth with sensitivity and cultural competency. School staff should not make assumptions about a student's sexual orientation or gender identity and affirm students who do decide to disclose this information. Information about a student's sexual orientation or gender identity should be treated as confidential and not disclosed to parents, guardians, or third parties without the student's permission. Additionally, when referring students to out-of-school resources, it is important to connect LGBTQ students with LGBTQ-affirming local health and mental health service providers. Affirming service providers are those which adhere to best practices guidelines regarding working with LGBTQ clients as specified by their professional association (e.g., <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>).

## BULLYING AND SUICIDE

The relationship between bullying and suicide is highly complex, as is the relationship between suicide and other negative life events. Research indicates that persistent bullying can lead to or worsen feelings of isolation, rejection, exclusion and despair, as well as to depression and anxiety, which can contribute to suicidal behavior in those at risk.<sup>13</sup> Research also suggests that young people who are already at heightened risk for suicide (see page 3, Risk Factors and Protective Factors) are also at increased risk for involvement in bullying.

It is important to remember that most students who are involved in bullying do not become suicidal. While studies have shown that young people who are bullied and those who bully others are at heightened risk for suicidal behavior, youth who exhibit both pre-existing risk for suicide (namely the existence of depression, anxiety, substance use or other mental disorders) and who are concurrently involved in bullying or experiencing other negative life events are at highest risk. Individuals who are bullied in the absence of other risk factors have far fewer negative outcomes than those with pre-existing risk for suicide. Youth who bully are also at risk and their behavior may reflect underlying mental health problems.

It is imperative to convey safe and accurate messages about bullying and suicide to youth, especially to those young people who may be at risk for completing suicide. Suggesting that suicide is a natural response to bullying, or providing repeated opportunities for at-risk students to see their own experiences of bullying, isolation, or exclusion reflected in stories of those who have died by suicide, can increase contagion risk by contributing to thoughts that frame suicide as a viable solution. Idealizing young people who complete suicide after being bullied, or creating an aura of celebrity around them, may contribute to an at-risk youth's illogical thoughts that suicide is the only way to have a voice or to make a difference for others.

Whenever possible, discussions on bullying and suicide should center on prevention (not statistics) and encourage help-seeking behavior.

## RELEVANT STATE LAWS

There are numerous types of state laws, both positive and negative, that can affect risk factors for suicidal behavior among youth. A number of states limit the ability for young people to receive access to necessary mental health care. These laws can either limit access based on age, by requiring youth under 18 to receive parental permission before seeking mental health care, or by limiting mental health confidentiality – which can be an especially damaging problem for LGBTQ youth. Conversely, mandated suicide prevention training for school personnel can have a positive effect by ensuring that all school staff members have an understanding of suicide risk and the referral process. While currently less than half of all states require school personnel to receive suicide prevention training, the majority of the laws that are in existence were adopted during the 2012 and 2013 legislative sessions, suggesting a trend toward more state legislatures considering and adopting these laws moving forward.

Anti-bullying and nondiscrimination laws can also affect risk factors for suicidal behavior. While the majority of states have adopted some form of anti-bullying and harassment legislation, not all states specifically prohibit bullying and harassment on the basis of sexual orientation and gender identity. In addition, laws that stigmatize or isolate LGBTQ youth, often called “no promo homo” laws, can affect school climate in damaging ways. These laws prohibit educators from discussing LGBTQ people or issues in school or require these issues to be discussed in negative and stigmatizing ways. Research has shown that in states with these laws, LGBTQ students are more likely to hear homophobic remarks from school staff, less likely to report having supportive educators, and less likely to report that intervention by educators to prevent bullying and harassment is effective.

## DISTRICT LIABILITY

Schools have been sued and found liable for failing to take proper action, particularly for failing to notify parents/guardians, when a student was thought to be suicidal. The key issues in court cases have been foreseeability and negligence and have included cases in which schools did not warn parents/guardians about both verbal and written statements about suicide as well as cases in which the school failed to provide supervision and counseling for suicidal students.

Schools have also been sued over more complex issues, such as school climate and failure to reduce bullying, that were claimed to contribute to the suicide of a student. As the U.S. Department of Education Office for Civil Rights has emphasized, schools have legal obligations under anti-discrimination laws. Once a school knows or reasonably should know of possible student harassment, it must take immediate action to investigate, take steps to end the harassment, eliminate a hostile environment, and prevent its recurrence.

These duties are a school’s responsibility even if the misconduct also is covered by an anti-bullying policy and regardless of whether the student makes a complaint. For more information, including example cases, see: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>.

## MESSAGING AND SUICIDE CONTAGION

Research has shown a link between certain kinds of suicide-related media coverage and increases in suicide deaths. Suicide contagion has been observed when:

- the number of stories about individual suicides increases,
- a particular death is reported in great detail,
- the coverage of a suicide death is prominently featured in a media outlet, or
- when the headlines about specific deaths are framed dramatically (e.g., “Bullied Gay Teen Commits Suicide By Jumping From Bridge”).



Research also shows that suicide contagion can be avoided when the media report on suicide responsibly, such as by following the steps outlined in “Recommendations for Reporting on Suicide” at [www.reportingonsuicide.org](http://www.reportingonsuicide.org).

Contagion can also play a role in cases of self-harm behavior. These behaviors may originate with one student and can spread to other students through imitation. Because adolescents are especially vulnerable to the risk of contagion, in the case of a suicide death, it is important to memorialize the student in a way that does not inadvertently glamorize or romanticize either the student or the death. Schools can do this by seeking opportunities to emphasize the connection between suicide and underlying mental health issues such as depression or anxiety that can cause substantial psychological pain but may not be apparent to others (or that may manifest as behavioral problems or substance abuse).

However, schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces stigma and may be deeply and unfairly painful to the student’s family and friends. Refer to the American Foundation for Suicide Prevention’s “After a Suicide” resource listed in the Resources section for sample notification statements for students and parents/guardians, sample media statements, and other model language.

Finally, after a death by suicide it is important for schools to encourage parents/guardians to monitor their child’s social networking pages. Students often turn to social networking websites as an outlet for communicating information and for expressing their thoughts and feelings about the death. Parents/ guardians should be advised to monitor the websites for warning signs of suicidal behavior.

## RESOURCES

### GUIDEBOOKS AND TOOLKITS

“Preventing Suicide: A Toolkit for High Schools” – U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services  
<http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>

“After a Suicide: A Toolkit for Schools” – American Foundation for Suicide Prevention and Suicide Prevention Resource Center <http://www.afsp.org/schools>

“Guidelines for School-Based Suicide Prevention Programs” – American Association of Suicidology  
[http://www.sprc.org/sites/sprc.org/files/library/aasguide\\_school.pdf](http://www.sprc.org/sites/sprc.org/files/library/aasguide_school.pdf)

“Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School Personnel” – Maine Youth Suicide Prevention Program <http://www.maine.gov/suicide/docs/Guideline.pdf>

“Trevor Resource Kit” – The Trevor Project <http://thetrevorproject.org/resourcekit>

“Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT) Children” – Family Acceptance Project <http://familyproject.sfsu.edu/publications>

National Center for School Crisis and Bereavement <http://www.stchristophershospital.com/pediatric-specialties-programs/specialties/690>

Adolescent and School Health Resources – Centers for Disease Control and Prevention, contains an assortment of resources and tools relating to coordinated school health, school connectedness, and health and academics  
<http://www.cdc.gov/healthyyouth/schoolhealth/index.htm>

## SCHOOL PROGRAMS

“Signs of Suicide Prevention Program (SOS) – Screening for Mental Health, Inc.  
<http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/>

“American Indian Life Skills Development/Zuni Life Skills Development” – University of Washington  
<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=81>

“Lifeguard Workshop Program” – The Trevor Project <http://thetrevorproject.org/adulteducation>

“More Than Sad: Suicide Prevention Education for Teachers and Other School Personnel” – American Foundation for Suicide Prevention <http://morethansad.org>

## CRISIS SERVICES FOR STUDENTS

National Suicide Prevention Lifeline: The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones. Call 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area. <http://www.suicidepreventionlifeline.org>

The Trevor Lifeline: The only nationwide, around-the-clock crisis intervention and suicide prevention lifeline for lesbian, gay, bisexual, transgender, and questioning young people, 13-24, available at 1.866.488.7386.

TrevorChat: A free, confidential, secure instant messaging service that provides live help to lesbian, gay, bisexual, transgender, and questioning young people, 13-24, through <http://www.TheTrevorProject.org>

## RELEVANT RESEARCH

“Youth Risk Behavior Surveillance System” – Centers for Disease Control and Prevention. Monitors health-risk behaviors among youth, including a national school-based survey conducted by CDC and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments. <http://www.cdc.gov/healthyouth/yrbs/index.htm>

2012 National Strategy for Suicide Prevention: A report by the U.S. Surgeon General and the National Alliance for Suicide Prevention outlining a national strategy to guide suicide prevention actions. Includes up-to-date research on suicide prevention. [http://www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full\\_report-rev.pdf](http://www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full_report-rev.pdf)

## WORKING WITH THE MEDIA

“Talking About Suicide & LGBT Populations” – Gay & Lesbian Alliance Against Defamation, Movement Advancement Project, American Foundation for Suicide Prevention, The Trevor Project, et al.  
<http://www.afsp.org/understanding-suicide/for-the-media/reporting-on-suicide/talking-about-lgbt-suicide>

“Recommendations for Reporting on Suicide” – American Foundation for Suicide Prevention, et al.  
<http://reportingonsuicide.org/>

## END NOTES

1. Centers for Disease Control and Prevention. (2010). Web-based Injury Statistics Query and Reporting System [Data file]. Retrieved from [www.cdc.gov/ncipc/wisqars](http://www.cdc.gov/ncipc/wisqars).
2. Center for Disease Control and Prevention. (2012). Suicide Facts at a Glance. Retrieved from <http://www.cdc.gov/violenceprevention/pdf/suicide-datasheet-a.PDF>.
3. Ryan, C., Russell, S.T., Huebner, D, Diaz, R. Sanchez, J. (2009). Family Rejection as a Predictor of Negative Health Outcomes in White and Latin Lesbian, Gay, and Bisexual Young Adults. *Journal of the American Academy of Pediatrics*, 123, 346-352.
4. Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). A framework for safe and successful schools [Brief]. Bethesda, MD: National Association of School Psychologists.
5. Moscicki, E. K. (2001). Epidemiology of completed and attempted suicide: Toward a framework for prevention. *Clinical Neuroscience Research*, 1(5), 310-323.
6. Pilowsky, D. J. & Wu, L.-T. (2006). Psychiatric symptoms and substance use disorders in a nationally representative sample of American adolescents involved with foster care. *Journal of Adolescent Health*, 38(4), 351-358.
7. Yoder, K. A., Hoyt, D. R., & Whitbeck, L. B. (1998). Suicidal behavior among homeless and runaway adolescents. *Journal of Youth and Adolescents*, 27(6), 753-771.
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9. Kann, L., O'Malley Olsen, E., McManus, T., Kinchech, S., Chyen, D., Harris, W. A., Wechsler, H. (2011). Sexual Identity, Sex of Sexual Contracts, and Health-Risk Behaviors Among Students Grades 9-12 – Youth Risk Behavior Surveillance, Selected Sites, United States, 2001-2009, *Morbidity and Mortality Weekly Report* 60(SS07), 1-133.
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11. Krynska, K. E. (2003). Loss by suicide: A risk factor for suicidal behavior. *Journal of Psychosocial Nursing*, 41(7), 34-41.
12. Giannini, M. J., Bergmark, B., Kreshover, S., Elias, E., Plummer, C., O'Keefe, E. (2010). Understanding suicide and disability through three major disabling conditions: Intellectual disability, spinal cord injury, and multiple sclerosis. *Disability and Health Journal*, 3(2), 74-78.
13. Kosciw, J. G., Greytak, E. A., Bartkiewicz, M. J., Boesen, M. J., & Palmer, N. A. (2011). The 2011 National School Climate Survey. New York, NY: GLSEN.
14. Kosciw, J. G., Greytak, E. A., Diaz, E. M., and Bartkiewicz, M. J. (2010). The 2009 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools. New York: GLSEN.

**New Foundations Charter School**

**RESOLUTION  
September 21, 2015**

**09.21.15.03**

**BE IT RESOLVED**, that the Board of Trustees of New Foundations Charter School approves the Concussion Policy to the Board of Trustees Board Policy Manual as presented and prepared by Latsha, Davis & McKenna.

Motion for Adoption:

Second:

Vote: \_\_\_\_ For adoption

\_\_\_\_ Opposed

**New Foundations Charter School**

**RESOLUTION  
September 21, 2015**

**09.21.15.04**

**BE IT RESOLVED**, that the Board of Trustees of New Foundations Charter School approves the repair of the high school parking lot to be paved by General Asphalt Paving Co. of Philadelphia.  
The contract is not to exceed \$63,300.00.

Motion for Adoption:

Second:

Vote: \_\_\_\_ For adoption

\_\_\_\_ Opposed

# Proposal

## GENERAL ASPHALT PAVING CO. OF PHILADELPHIA

9301 Krewstown Road Philadelphia, Pa. 19115  
PHONE ORchard 7-2626

PROPOSAL SUBMITTED TO <b>NFCS</b>	PHONE <b>215-624-8100</b>	DATE <b>Aug. 12, 2015</b>
STREET <b>8001 Torresdale Ave .</b>	JOB NAME <b>Parking lot repairs</b>	
CITY, STATE AND ZIP CODE <b>Phila . Pa . 19136</b>	JOB LOCATION <b>Same</b>	
DATE OF PLANS	FAX <b>215-624-0600</b>	JOB PHONE

We hereby submit specifications and estimates for:

ITEM	QUANTITY	UNIT	UNIT \$	TOTAL \$
ASPHALT PAVING :	4,950	SY		\$63,300.00
Mill 2.0 " asphalt and repave w/2.0 " 9.5 mm wearing course . Seal paving joints . Re-stripe				

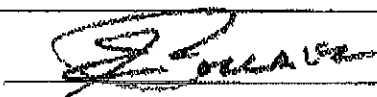
**We Promise---** hereby to furnish material and labor --- complete in accordance with above specifications, for the sum of:

dollars (           \$63,300.00           )

Payment to be made as follows:

All material is guaranteed to be as specified. all work to be completed in a workmanlike manner according to std. practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

Authorized  
Signature



Note: This proposal may be withdrawn by us if not accepted within \_\_\_\_\_ days.

**Acceptance of Proposal-** Above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. payment will be made as outlined above.

Signature \_\_\_\_\_

Date of Acceptance: \_\_\_\_\_

Signature \_\_\_\_\_

# HBI

## CONTRACTORS

- ASPHALT PAVING & REPAIRS
- STRIPING & MARKING
- ASPHALT SURFACE SEALING
- ATHLETIC FIELDS
- INDUSTRIAL SAFETY LINES
- TRAFFIC SIGNS INSTALLED

August 6, 2015

P.O. BOX 11583  
PHILADELPHIA, PA 19116  
(215) 677-1929

P.O. BOX 501  
FEASTERVILLE, PA 19053  
(215) 752-1274  
FAX: (215) 752-4691

View us on the web @  
[www.hbicontractors.com](http://www.hbicontractors.com)  
Email: [HBIINC@aol.com](mailto:HBIINC@aol.com)

Mr. William Schilling  
New Foundation Charter School  
4850 Rhawn Street  
Philadelphia, PA

Dear Mr. Schilling,

We are pleased to submit an estimate for asphalt paving.  
We propose to do the following:

1. Clean existing area of all foreign matter.
2. Remove concrete bumpers and replace after paving.
3. Mill out perimeters, around catch basins, and concrete aprons for smooth transition.
4. Tack coat existing surface to insure proper adhesion to new asphalt.
5. Patch all depressions and holes.
6. Pave with a 1 1/2" 19 MM 3-3 base course.
7. Resurface approximately 5,000 square yards with 1 1/2" compacted 9.5 MM 3-3 wearing material.
8. Compaction to be done with 8-10 ton roller and other compaction units.
9. Seal edges with hot A.C. Oil.

**Total price for both labor and material: \$75,000.00**

Thank you for the opportunity to quote you.

Very truly yours,



JOHN NEMO

JN/mc

Emailed: [wschilling@nfcs.k12.pa.us](mailto:wschilling@nfcs.k12.pa.us)

Acceptance

Date

Escalation Clause: Due to the uncertainty of fuel and materials HBI Inc's material suppliers are quoting us prices based on a monthly asphalt index so our material may increase or decrease monthly, therefore we may need to adjust our prices monthly according to the index. The above pricing is based on the August 2015 asphalt index.

# SERAVALLI

INC.  
CONTRACTORS



EXCAVATION

SITE DEVELOPMENT

UTILITY CONSTRUCTION

William Schilling  
New Foundations Charter School  
8001 Torresdale Avenue  
Philadelphia, PA 19136  
email: [wschilling@nfcs.k12.pa.us](mailto:wschilling@nfcs.k12.pa.us)

August 7, 2015

**RE: New Foundations Charter High School - Parking Lot Reconstruction**

Dear Mr. Schilling

We are pleased to provide this proposal for the parking lot reconstruction at New Foundations Charter High School. Our price is based on our on-site meeting, the current site conditions and is in strict accordance with the scope of work contained herein:

**SCOPE OF WORK**

- o Mobilization
- o Site survey and layout
- o Supervision
- o Remove and store existing concrete parking bumpers
- o Mill existing asphalt paving - maximum 4" depth
- o Re-grade existing stone base to provide positive draining to all existing stormwater inlets
- o Reconstruct concrete driveway apron at Decatur Street
- o 2.5" bituminous base course
- o 1.5" bituminous surface course
- o Re-install concrete parking bumpers
- o Re-striping parking lot

**TOTAL BID: \$225,000.00**

**Exclusions**

Unsuitable soils, rock excavation, removal of contaminated soils, compaction testing, permits

Please contact me if you have any questions. Thank you for the opportunity to bid this project.

Sincerely,

Jeffrey D. Weise  
Project Estimator



**New Foundations Charter School**

**RESOLUTION  
September 21, 2015**

**09.21.15.05**

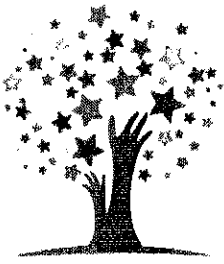
**BE IT RESOLVED**, that the Board of Trustees of New Foundations Charter School approves to join the PCPCS Membership. The cost for the year is \$7,315.00.

Motion for Adoption:

Second:

Vote: \_\_\_\_ For adoption

\_\_\_\_ Opposed



# Pennsylvania Coalition of Public Charter Schools

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## Choice, Quality, and Accountability in Public Education

June 15, 2015

Dear Pennsylvania Charter School Leader,

For years the Pennsylvania Coalition of Public Charter Schools has been battling the forces that are determined to undermine or close all of the charter schools in the state, regardless of how effective or efficient they are in serving the needs of children.

That work has become more difficult with the election of a Governor whose support for the charter school option is tepid at best and combative at worst. And that tone from the Governor's Office has emboldened charter school opponents in the legislature and throughout the state.

Some version of the concept of "united we stand, divided we fall" has existed for millennium and is no less true today when dealing with the future of charter schools in Pennsylvania. If charter schools want to continue to survive in Pennsylvania we must remain united and have a laser focus on performance, transparency, accountability, and outstanding stewardship of taxpayer dollars.

Here are some of the most important things PCPCS has done to make certain that your school can continue to exist and improve - and this applies to every charter school - big, small, brick and mortar, cyber, urban, suburban, rural, stand-alone, regional, neighborhood, CMO.

- Defeated potential legislation that would have cost charter schools in excess of \$200 million.
- Successfully advocated for positive elements for charter schools in current proposed legislation.
- Stopped more than 50 anti-charter initiatives in Harrisburg before they became public.
- Represented charter school positions with the Internal Revenue Service, Pennsylvania Department of Education, the Governor's Office, and General Assembly.
- Followed all state and federal legislation that would potentially impact charters and informed and engaged member schools.
- Recommended candidates for open positions on the Charter Appeals Board and on all legislative commissions, boards, and advisory commissions dealing with charter issues.
- Served as the primary voice for the charter community with all media in the state.
- Published responses and critiques on all Philadelphia and statewide reports on charter schools.
- Represented the sole voice for charter schools on the Campaign for Fair Education Funding initiative.
- Testified before all legislative and executive branch organizations investigating the education system and charter schools.

- Created an incentive program for charter schools to obtain certification through the Middle States Commissions on Elementary and Secondary Education.
- Filed an amicus brief in the Pennsylvania Supreme Court supporting the West Philadelphia Charter School's legal challenge to the School District of Philadelphia and the School Reform Commission.
- Filed an amicus brief in the Dual Language Charter School case, also before the Supreme Court, regarding the ability of charter schools outside of Philadelphia to operate at more than one location.
- Maintained a website, weekly newsletter and legislative summaries, monthly legislative and legal update conference calls, and periodic Alert communications to all member schools.
- Provided periodic meetings of member charter schools to have access to leaders in PDE, and the legislature, and to share ideas and contacts among themselves.
- Created partnerships with half a dozen organizations to provide charter leadership and board training and school accreditation.
- Created purchasing consortiums for charter schools to get discount pricing on supplies and services.

Many charter school leaders have stated that they do not believe their school would exist today if not for this work by PCPCS. But the threat to the existence of every charter school in Pennsylvania, including yours, continues to be a reality. Your support and membership in PCPCS is vital to make certain that this first line of defense remains strong and effective.

Enclose with this letter are an invoice, a Membership Application Form, and the PCPCS Code of Accountability to which all members are expected to commit. Even if you are a renewing member, we ask that you please complete the Membership Application so that our records and contact information are correct for your school.

The Pennsylvania Coalition of Public Charter Schools is dedicated to choice for parents, quality for children, and accountability for taxpayers. If you share those ideals, and recognize the fact that no matter how good your school is, the threat to its viability and existence continues unabated, then you need to be a member of PCPCS.

Sincerely,



Bob Fayfich  
Executive Director



# Pennsylvania Coalition of Public Charter Schools

---

**Choice, Quality, and Accountability in Public Education**

Pennsylvania Coalition of Public Charter  
Schools

630 Freedom Business Center Drive  
3rd Floor  
King of Prussia, PA 19406

# Invoice

Date	Invoice #
8/5/2015	4221

Bill To
New Foundations Charter School 8001 Torresdale Avenue Philadelphia, PA 19136 ATTN: Paul Stadelberger

Description	Amount
PCPCS Membership Dues School Year 2015-2016	7,315.00
Thank you for supporting PCPCS	<b>Total</b> \$7,315.00

**Please make check payable to:  
PA Coalition of Public Charter Schools  
630 Freedom Business Center Drive  
3rd Floor  
King of Prussia, PA 19406**

**New Foundations Charter School**

**RESOLUTION  
September 21, 2015**

**09.21.15.06**

**BE IT RESOLVED,** that the Board of Trustees of New Foundations Charter School approves the contract with Naviance for Test Prep. The Test Prep includes SAT/PSAT and ACT with any 5 AP Subjects. (See attached). The cost is not to exceed \$7,450.00.

Motion for Adoption:

Second:

Vote: \_\_\_\_ For adoption

\_\_\_\_ Opposed



Faye Schilling <fschilling@nfcs.k12.pa.us>

## Naviance Test Prep Pricing

1 message

Dana Rodriguez <droduiguez@nfcs.k12.pa.us>

Fri, Sep 4, 2015 at 7:09 AM

To: Faye Schilling <fschilling@nfcs.k12.pa.us>

The price options for specific tests are as follows:

Individual SAT/PSAT Test Prep: \$2,150

Individual ACT Test Prep: \$2,150

SAT/PSAT and ACT Test Prep: \$3,950

SAT/PSAT or ACT Test Prep with any 5 AP Subjects: \$6,950

SAT/PSAT and ACT Test Prep with any 5 AP Subjects: \$7,450

### AP Tests Offered:

English Language & Composition

U.S. History

English Literature & Composition

Calculus AB

Government & Politics - U.S.

Psychology

World History

Biology

Statistics

Chemistry

Environmental Science

Human Geography

European History

Macroeconomics

Calculus BC

Physics B

Microeconomics

Physics C – Mechanics

Dana Rodriguez, M.S.

College & Career Counselor

New Foundations Charter School

4850 Rhawn Street

Philadelphia, PA 19136

215-344-6410 ext. 6

**New Foundations Charter School**

**RESOLUTION  
August 3, 2015**

**09.21.15.07**

**BE IT RESOLVED**, that the Board of Trustees of New Foundations Charter School approves changing Monday, September 28<sup>th</sup> as a “school closed day” in the 2015-2016 School Calendar, and changing Monday, December 14, 2015 to day of school.

Motion for Adoption:

Second:

Vote: \_\_\_\_ For adoption

\_\_\_\_ Opposed



**NEW FOUNDATIONS CHARTER SCHOOL**  
**2015- 2016 SCHOOL CALENDAR**

<u>DAY</u>	<u>DATE</u>	<u>EVENT</u>
Monday – Friday	August 24 – 28	Faculty In-service
Monday	August 31	First Day of School – Early Dismissal *
Tuesday	September 1	Kindergarten Group I (TBA) - 12:00 P.M. Dismissal Full Day for Grades 1 – 12 Kindergarten Group II (TBA) - 12:00 P.M. Dismissal
Monday	September 7	No School – Labor Day
Monday - Tuesday	September 14 - 15	School Closed – Rosh Hashanah
Wednesday	September 23	School Closed – Yom Kippur
Thursday - Friday	September 24 - 25	School Closed
Friday	October 9	Progress Reports Conferences (24 days)
Wednesday	October 14	Early Dismissal* – Faculty Meeting
Friday	November 6	1 <sup>st</sup> Quarter Ends (44 days)
Wednesday	November 11	Early Dismissal* – Faculty Meeting
Thursday -Friday	November 12 -13	Early Dismissal * Parent - Teacher Conferences
Wednesday	November 25	Early Dismissal *
Thursday – Friday	November 26 - 27	School Closed - Thanksgiving Holiday
Wednesday	December 9	Early Dismissal* – Faculty Meeting
Monday	December 14	No School – Professional Development Progress Reports (23 days)
Wednesday	December 23	Early Dismissal *
Thursday - Friday	December 24 – January 1	School Closed - Christmas Holiday
Monday	January 4	School Re-Opens
Wednesday	January 13	Early Dismissal* – Faculty Meeting
Monday	January 18	School Closed - Martin Luther King Jr. Day
Friday	January 22	2 <sup>nd</sup> Quarter Ends (44 days / 88 days total)
Thursday - Friday	January 28 – 29	Early Dismissal * Parent - Teacher Conferences
Wednesday	February 10	Early Dismissal* – Faculty Meeting
Monday	February 15	School Closed - President’s Day
Monday	February 29	Progress Reports (24 days)
Wednesday	March 9	Early Dismissal* – Faculty Meeting
Wednesday	March 23	Early Dismissal*
Thursday – Monday	March 24 - 28	School Closed - Spring Recess
Friday	April 8	3 <sup>rd</sup> Quarter Ends (51 days / 139 days total)
Monday – Friday	April 11 - 15	PSSA ELA Assessment Grades 3 – 8
Monday – Tuesday	April 11 – 12	Early Dismissal K – 8
Wednesday	April 13	Early Dismissal* – Faculty Meeting
Monday – Friday	April 18 - 22	PSSA Math Assessment Grades 3 – 8
Monday - Tuesday	April 18 - 19	Early Dismissal * Parent - Teacher Conferences
Monday – Friday	April 25 – April 29	PSSA Science Assessment Grades 4 & 8
Monday	May 9	Progress Reports (20 days)
Wednesday	May 11	Early Dismissal* – Faculty Meeting
Monday – Friday	May 16 – 27	Spring keystones (Algebra, Biology, Literature)
Monday	May 30	School Closed - Memorial Day
Monday	June 6	12 <sup>th</sup> Grade Graduation
Monday	June 6	Early Dismissal * - Faculty In-service
Tuesday	June 7	Early Dismissal * - Faculty In-service
Wednesday	June 8	Kindergarten Step-up Day
Wednesday	June 8	Early Dismissal * - Faculty In-service
Thursday	June 9	8 <sup>th</sup> Grade Step-up Day
Thursday	June 9	Early Dismissal * - Faculty In-service
Friday	June 10	4 <sup>th</sup> Quarter Ends (44 days / 183 days total)
Friday	June 10	Last Day of School – Early Dismissal
Monday	June 13	Faculty In-service
Tuesday	June 14	Faculty In-service
Wednesday	June 15	Faculty In-service

- Early Dismissal Times: 11:00 AM 9<sup>th</sup> – 12<sup>th</sup> Grades; 12:00 P.M. Kindergarten – 8<sup>th</sup> Grades

Special Education Report: Mr. Laurence's report is attached.

Faculty Liaison Reports: Ms. Nidosik has no report at this time.

Reading Specialist Report: Ms. Tyndall's report is attached.

Math Specialist Report: Ms. Schwartz's report is attached.

STEM Specialist Report: Mr. Petcaugh's report is attached.

Athletics Report: Mr. Spera's report is attached.

Home & School Report:

Community Comment:

Next Board Meeting: October 12, 2015