

**NEW FOUNDATIONS CHARTER SCHOOL
Parent/Student Handbook
2018-2019 School Year**

Table of Contents

● Board of Trustees	Page 3
● School Calendar	Page 4-5
● Home and School	Page 6
● Mission Statement	Page 6
● School Schedule/Contact Information	Page 6
● Admissions/Dismissal/Transfer	Pages 6-8
● Attendance/Lateness	Pages 8-15
● School Rules/Code of Conduct and Discipline	Pages 15-28
● School Bus Code of Conduct and Consequences	Pages 28-30
● Anti-Bullying	Pages 30-35
● Dress Code	Pages 35-39
● Parent Involvement	Pages 40
● Working Papers/ Student Records	Page 40
● Teacher Qualifications	Page 41
● School Curriculum, Program, and Requirements	Pages 41-44
● Plagiarism Policy	Page 45-47
● High School Graduation Requirements	Pages 50-52
● Books, Materials, and Homework	Page 52-53
● Special Education	Pages 54-47
● Student Progress, Field Trips, Meals	Pages 59-61
● Medication Policy/Self Administration of Asthma Inhalers	Pages 59-61
● Computer and Technology Acceptable Use Policy	Pages 61-71
● Safety Procedures/Closing	Pages 76-79
● Personal Property/ Lockers	Page 79-80
● Search and Seizure	Page 80
● Communication	Pages 80-82
● Community C.A.R.E.S. Learning Center	Page 82-83
● Student Equal Opportunity Statement/Pledge of Allegiance Statement/Right to Amend	Page 83

• Notice of Smoke Free School	Page 84
• School Website, Teacher Webpages, PowerSchool	Page 84-85
• New Foundations Charter School Pledge	Page 86
• Computer and Technology Acceptable Use Agreement	Page 87
• School Trip Permission Slip	Page 88
• Media Release	Pages 89-92
• Media Release Form	Page 94
• Walking Trip Permission Slip	Page 95
• Office Copy Acknowledgement Form	Page 96
• Parent/Guardian Copy of Acknowledgement of Handbook	Page 97
• FERPA Notice	Pages 98-99

NEW FOUNDATIONS CHARTER SCHOOL
BOARD OF TRUSTEES MEMBERS
2018-2019

President ~ Mr. David Lambie
Vice President ~ Ms. Kisha Thompson
Secretary ~ Ms. Karen Bowman
Treasurer ~ Mr. Tom Shirley

At Large Members

Mr. Walter Johns Ms. Lizette Olmeda

Advisory Members

CEO ~ Mr. Ron Brady
Business Manager ~ Mr. Michael Thomson
Faculty Representatives: Ms. Brenna Dooley, Mr. Michael Simpson

NEW FOUNDATIONS CHARTER SCHOOL
BOARD OF TRUSTEES
MEETING SCHEDULE 2018-2019

All meetings are held at:

New Foundations Charter School
8001 Torresdale Avenue
Philadelphia, PA 19136
In the Lecture Hall

Time: 7:00 P.M.

July 10, 2018
August 14, 2018
September 17, 2018
October 9, 2018
November 13, 2018
December 11, 2018
January 8, 2019
February 12, 2019
March 12, 2019
April 9, 2019
May 14, 2019
June 11, 2019

NEW FOUNDATIONS CHARTER SCHOOL
2018 - 2019 SCHOOL CALENDAR

<u>DAY</u>	<u>DATE</u>	<u>EVENT</u>
Monday-Friday	August 20-24	Faculty In-service
Monday	August 27	First Day of School – Early Dismissal * Kindergarten Group I (TBA) - 12:00 P.M. Dismissal
Tuesday	August 28	Full Day for Grades 1 – 12 Kindergarten Group II (TBA) - 12:00 P.M. Dismissal
Friday	August 31	Early Dismissal *
Monday	September 3	No School – Labor Day
Monday-Tuesday	September 10-11	School Closed – Rosh Hashanah
Wednesday	September 19	School Closed – Yom Kippur
Friday	October 5	Progress Report Conferences (25 days)
Friday	October 5	School Closed - Faculty In-service
Wednesday	October 17	Early Dismissal* – Faculty In-service
Wednesday	October 24	PSAT's
Friday	November 2	1 st Quarter Ends (45 days)
Wednesday	November 7	Early Dismissal * Faculty In-service
Thursday-Friday	November 8-9	Early Dismissal* – Parent – Teacher Conferences
Monday	November 12	School Closed – Veterans Day
Wednesday	November 21	Early Dismissal *
Thursday-Friday	November 22-23	School Closed - Thanksgiving Holiday
Monday – Friday	December 3 - 14	Winter Keystones (Algebra, Biology, Literature)
Monday	December 10	No School – Faculty In-service Progress Reports (22 days)
Friday	December 21	Early Dismissal *
Monday-Monday	December 24 – 31	School Closed - Christmas Holiday
Tuesday	January 1	School Closed – New Year's Day
Wednesday	January 2	School Re-Opens
Wednesday	January 9	Early Dismissal* – Faculty In-service
Friday	January 18	2 nd Quarter Ends (44 days / 89 days' total)
Monday	January 21	School Closed - Martin Luther King Jr. Day
Thursday - Friday	January 24 - 25	Early Dismissal * Parent - Teacher Conferences
Wednesday	February 6	Early Dismissal* – Faculty In-service
Monday	February 18	School Closed - President's Day
Monday	February 25	Progress Reports (23 days)
Wednesday	March 6	Early Dismissal* – Faculty In-service
Friday	March 29	3 rd Quarter Ends (48 days / 137 days' total)
Wednesday	April 3	Early Dismissal* - Faculty In-service
Thursday - Friday	April 4-5	Early Dismissal * Parent - Teacher Conferences
Monday – Friday	April 15 - 19	School Closed - Spring Recess
Monday – Friday	April 22 – 26	PSSA ELA Assessment Grades 3 – 8

Tuesday - Thursday	April 23 - 25	Early Dismissal K – 8
Monday – Friday	April 29 – May 3	PSSA Math Assessment Grades 3 – 8
Monday – Friday	April 29 – May 3	PSSA Science Assessment Grades 4 & 8
Monday - Wednesday	April 29 – May 1	Early Dismissal K – 8
Monday	May 6	Progress Reports (20 days)
Wednesday	May 8	Early Dismissal* – Faculty In-service
Monday – Friday	May 13 – 24	Spring Keystones (Algebra, Biology, Literature)
Monday	May 27	School Closed - Memorial Day
Wednesday	June 5	Early Dismissal * - Faculty In-service
Thursday	June 6	Early Dismissal * - Faculty In-service
Friday	June 7	12 th Grade Graduation
Friday	June 7	Early Dismissal * - Faculty In-service
Monday	June 10	Kindergarten Step-up Day
Monday	June 10	Early Dismissal * - Faculty In-service
Tuesday	June 11	8 th Grade Step-up Day
Tuesday	June 11	Early Dismissal * - Faculty In-service
Wednesday	June 12	Last Day of School – Early Dismissal
Wednesday	June 12	4 th Quarter Ends (47 days / 184 days’ total)
Thursday	June 13	Faculty In-service
Friday	June 14	Faculty In-service

• Early Dismissal Times: 11:00 AM 9th – 12th Grades; 12:00 P.M. Kindergarten – 8th Grades

Home and School Board Members:

PRESIDENT.....	Vacant
VICE PRESIDENT.....	Ms. Michelle Williams
TREASURER.....	Ms. Claire Hampton
RECORDING SECRETARY.....	Ms. Victoria Wick
CORRESPONDING SECRETARY.....	Ms. Rebecca Morano

The Home and School officers can be reached either by a note sent into the main office or by leaving a message with the main office.

MISSION STATEMENT

Our Mission Statement: The mission of the New Foundations Charter School is to provide students with the academic, social and emotional foundations and skills necessary to become high achieving, socially competent stewards of their communities. The founders of the New Foundations Charter School will ensure a commitment to lifelong learning and achievement of all students by creating an atmosphere of caring that pervades every aspect of school life, and promotes attachment to a responsibility for all members of our school community.

SCHOOL SCHEDULE

Grades Kindergarten through 8th

- **8:15 A.M. School begins (students will be marked late beginning at 8:20am)**
- **3:00 P.M. School dismissal**

Grades 9 - 12

- **7:00 A.M. School Begins (students will be marked late beginning at 7:01am)**
- **2:00 P.M. School Dismisses**

For safety's sake, the only children who are permitted in the building before school begins or after school is dismissed are those enrolled in extracurricular activities.

K-8 PHONE#: 215-624-8100 (Main Office)

HIGH SCHOOL PHONE #: 215-344-6410 (Main Office)

ADMISSION

- Children whose fifth birthday falls on or before September 1 are eligible for kindergarten.
- Children whose sixth birthday falls on or before September 1 are eligible for first grade.
- Registration takes place in the early spring. Parents must present the following information on the day of registration:
 - Birth Certificate (notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of

birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.)

- Custody Papers (if this applies)
- A copy of one of the following documents to use for residency verification
 1. Utility bill (electric or gas), Property tax bill or
 2. PA Department of Transportation identification or driver's license, or
 3. PA Department of Transportation vehicle registration, or
 4. Copy of current State/Federal program enrollment
 5. Copy of current pay stub with name and address of employee and employer, or
 6. Residency affidavit, or
 7. Government agency identification card, or
 8. Deed, Lease or Agreement of Sale
- Parent Registration Statement regarding Suspensions/Expulsions
- Complete immunization records, which includes:
- For attendance in **ALL grades** in 2018/2019 children need the following:
 - 4 doses of tetanus* (1 dose on or after the 4th birthday)
 - 4 doses of diphtheria* (1 dose on or after the 4th birthday)
 - 4 doses of pertussis (DTP/Dtap/Td, or Tdap) (1 dose on or after the 4th birthday)
 - 4 doses of polio (4th dose on or after the 4th birthday)
 - 2 doses of measles**
 - 2 doses of mumps**
 - 2 dose of rubella (German measles)**
 - 3 doses of hepatitis B
 - 2 doses of varicella (chickenpox) vaccine or history of disease
- Children attending 7th grade in 2018/2019 need the following:
 - 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) (at/after age 7)
 - 1 dose of meningococcal conjugate vaccine (MCV). These requirements allow for medical reasons and religious beliefs. If your child is exempt from immunizations, he/she may be removed from school during an outbreak.
- Children attending 12th Grade in 2018/2019 need the following:
 - Meningococcal conjugate vaccine (MCV4) (2 doses) (if 1st dose given at age 16 or older, only 1 dose is needed to enter 12th grade)

*** Tuberculin Test required of all students' new to the school**

DISMISSAL/TRANSFER

- Parents of transferring students must notify the principal of the date of transfer and the name and address of the new school.
- Parents will be asked to sign a release for the transfer of records, including disciplinary records; however, in accordance with applicable exception to the Family Educational

Rights and Privacy Act (“FERPA), records may be transferred by New Foundations without such release to the new school/district in which student is enrolling.

- Parents must sign a Parental Registration Statement upon Enrollment regarding whether the student was previously or is presently suspended or expelled from any public or private school of this Commonwealth or any other state for an action or offense involving a weapon, alcohol or drugs, or for the willful infliction of injury to another person or for any act of violence committed on school property.”

CHANGE OF ADDRESS

Parents must notify the school office and the homeroom teacher, in writing, of a change of address and/or telephone number.

ATTENDANCE

Identification Cards

NFCS uses the ScholarChip program to provide all students with identification cards to track attendance and lunch purchases. Upon entering as new students in Kindergarten and 9th grade, all NFCS students will purchase a K-8 ID for \$25. Upon moving up to the 9th grade from NFCS elementary, students will purchase a new ID for \$15. In Kindergarten through 3rd grade, teachers will keep the ID cards in the classroom, and in 4th through 12th grade students will be responsible for bringing their ID cards each day. It is expected that students will bring in their ID card each day. Students who do not bring their ID card will be charged \$1/day for a temporary ID.

Absences

Participation in class and in the school community as a whole is an essential component of a New Foundations Charter School education. Daily attendance is the foundation upon which students’ successful mastery of class materials is based.

Frequent absences from class affect the student’s ability to learn and the teacher’s opportunity to teach. As a result, the student’s grades and social interactions may suffer.

Individual attendance and lateness figures are recorded on a student’s official transcript, which is maintained in confidential office files. In the event that students graduate or transfer to another school, this information will be forwarded and may affect admission decisions.

Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session, except that a principal may excuse a student for temporary absences when he/she receives satisfactory evidence of such mental, physical or other urgent conditions which may reasonably cause the student’s absence. (See below for Homebound Instruction).

- **Full Day Absence:** A student is considered to be absent for a full day if he/she fails to report to school for any portion of the day

- **Half Day Absence:** A student is recorded as absent for a half day when he/she arrives to school after 10:00am (K-8) or 9:00am (High School) or is dismissed before 1:00pm (K-8) or 12:00pm (High School). Late arrivals and early dismissals result in a significant loss of instructional time, thus are treated as absences of a half day of school. *Students will incur a half day of absence, even if the late arrival/early dismissal is excused with official documentation or arranged by the school nurse.* Half day absences that are not excused with official documentation will be counted towards truancy and could result in consequences for parents and students.
- **Extended Absence of 3 or more Consecutive Days:** In the case of an absence of three (3) or more consecutive days, the Parent must provide a note from a licensed health care provider to the main office.
- **Extended Absence of 10 or more Consecutive Days:** Pennsylvania State Board of Education Regulations requires that students whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:
 - The school has been provided with evidence that absence may be legally excused, or
 - Compulsory attendance prosecution has been or is being pursued

The following conditions are considered to constitute reasonable cause for absence from school and will be considered **excused** with *proper documentation* submitted by a parent:

1. **Serious Injury to or Death in the Immediate Family:** The immediate family of a student includes, but is not necessarily limited to parents, grandparents, brothers and sisters. Documentation is required.
2. **Medical or Dental Appointments:** A note from the medical professional is required to consider this absence as excused. *Please Note: Students are dismissed early or off from school at least monthly for teacher in service days. Please use these opportunities as much as possible for appointments to prevent loss of instructional time.*
3. **Personal Illness or Injury:** A note from a medical professional is required.
4. **Quarantine:** An absence that is ordered by the local health office or State Board of Health.
5. **Court or Administrative Proceedings** with documentation of appointment or attendance
6. **Observance of a Religious Holiday:** If the religious tenets to which the student and/or his/her family adhere require observance of the holiday. To the extent required by law, no student excused due to observance of a religious holiday shall be deprived of an award, eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.
7. **Out of School Suspensions**
8. **Other Absences Approved by the Principal**

Absence Procedure

Please be aware that calling your child out of school, or sending a note, does not mean the absence is excused.

On any day that a student is going to be absent for any reason, the parent/guardian must:

- Telephone or email (attendance@nfcs.k12.pa.us) the school office before 7:30am (HS office) or 8:30 am (K-8 office) with the child's name, grade and reason for the absence. Your call will be recorded on an answering machine or handled directly by a secretary. Please call the school office each day the student is absent.
- Provide written documentation of the reason for the student's absence within three (three) school days of the last day of absence.
 - Absence notes should be submitted to the Homeroom Teacher. Absences are only ***excused*** with written documentation from a doctor, court, funeral home or with approval from the Principal or designee for reasons including religious holidays, out of school suspensions, or other extenuating circumstances.
- Request missed assignments by 8:30am by calling the school and speaking directly to a secretary. Assignments will be ready for pick up at the end of the school day, only if the parent has requested them. It is the responsibility of the parent/guardian/student to make arrangements with the teacher(s) for the completion of all missed schoolwork.

NFCS's Response to Excessive Absences and Truancy

Pursuant to the PA School Code, all students who accumulate three (3) or more *unexcused* absences are considered *truant*. All students who accumulate six (6) or more *unexcused* absences are considered *habitually truant*. New Foundations Charter School is required by state law to report to the Pennsylvania Department of Education any student who is designated as truant by accumulating three (3) or more unexcused absence. In addition, under the Commonwealth's compulsory attendance law, the school is required to refer for investigation and/or prosecution to the magistrate/court responsible for truancy and/or the Department of Human Services any student who has accrued in excess of six (6) *unexcused* absences. Any absence not verified in writing by a physician, court, other approved agency, or the Principal and/or the Principal's designee within three (3) days of the student's return to school, is considered *unexcused*. Planned absences without prior notice and approval of the Principal are also considered *unexcused*.

The Administration will contact students who have a pattern of excessive excused or unexcused absences. New Foundations Charter School will make every effort to work with the parent/guardian/student to reduce absences, including convening a Student Attendance Improvement Conference with Parents/Guardians and Student and Charter School Administration to determine the cause(s) of unexcused absences and means by which to increase attendance so as to maximize Student's educational benefit.

New Foundations recognizes its *Child Find* duty, pursuant to state and federal law, with regard to students with excessive absences and will act accordingly to screen, identify and program for a student with an impairment/disability to which the excused absences are related through written documentation from a licensed medical provider and/or a Section 504 Plan or IEP.

Should a student be designated as *truant* by accumulating three (3) or more *unexcused* absences, the following actions will be taken by the school to support the student and family in improving regular daily attendance.

1. 3 Unexcused Absences (approximately 21 hours of academic instruction)
 - The parent/guardian will receive a letter from the Administration to call attention to the cumulative absences and consequences for continued truancy. The school will begin to monitor student's attendance for patterns and/or improvement.
2. 6 Unexcused Absences (approximately 42 hours of academic instruction)
 - The student will be referred to the school's SAP Committee to explore and develop interventions for improving the student's attendance and academic progress, where applicable.
 - The parent will be required to participate in a meeting to clarify the situation, further investigate the reasons for excessive absences and work together to develop a Student Attendance Improvement Conference. *If the parent and/or student fails to attend this meeting, the school will hold the meeting in their absence and proceed with next steps*, however it is the school's desire to collaborate with students and families.
 - The Student may be assigned one of the following consequences: Reduction/Loss of School Privileges (including athletics, extracurricular, trips, etc.) or Detention or Saturday School to make up lost instructional time.
3. 10 Unexcused Absences (approximately 70 hours of academic instruction)
 - The parent/guardian will be notified via Certified Mail that:
 - i. All future absences must be accompanied by official documentation (doctor, court, funeral home)
 - ii. Failure to comply will result in further action in accordance with PA Compulsory Attendance Laws, including but not limited to: Referral to the Department of Human Services or the District Attorney's Truancy Office, Home Visit by the school Social Worker
 - A 2nd referral will be made to the school's SAP Committee to explore and develop interventions for improving the student's attendance and academic progress, where applicable.
 - The Student may be assigned one of the following consequences: Reduction/Loss of School Privileges (including athletics, extracurricular, trips, etc.) or Detention or Saturday School to make up lost instructional time.
4. Fifteen (15) Unexcused Absences (student has missed 10% of the school year)

- New Foundations Charter School’s administration will review all documentation between the school and home and may refer the matter to the Board of Trustees Discipline Committee. Disciplinary actions for 15 unexcused absences may include any or all of the following:
 - Student Retained in Current Grade
 - Mandatory Summer School, Saturday School, or Summer Camp
 - Referral to the Department of Human Services
 - Referral to District Attorney’s Truancy Office which could result in:
 - Fines for student or parent up to \$750
 - Suspension of Driver’s License for students age 16 or older
 - Suspension of Application for Driver’s License for students under 16
 - Mandatory Parenting Courses and/or Community Service Programs

Lateness

Punctuality at school is an extremely important part of each student’s education and has carry-over implications for later life. Tardiness is a major factor in a student’s lack of progress in school. Once a student falls behind his/her classmates, because of tardiness, it is difficult to catch up and quite often a student will develop a dislike for school, develop behavior problems and a lower self-concept. Something important happens each period, each day. It is important that all students are at school on time.

The school will recognize a tardiness that takes student away from instruction in the school building for part of the school day as excused when official written documentation is provided by a doctor, court or funeral home. These will include:

- Medical or Dental Appointments
- Court Appearance
- Funerals
- Other legitimate reasons as determined and approved by Principal or Principal’s designee

The Board of Trustees and Administration of New Foundations Charter School embrace the philosophy that students at NFCS are expected to be on time for school every day.

- Kindergarten - 8th Grade: Supervision begins in the schoolyard at 7:45 am. Students are expected to report straight to their designated area for Pledge of Allegiance, School Pledge and morning greeting. A student is considered late if he/she arrives after 8:20 am.
- High School: All students are to be in their homeroom class by 7:00 A.M. When late, the child must report to the main office, through the main school entrance and scan their ID to obtain a late slip, which they must present to his/her homeroom teacher.
- Parents/guardians must sign their children into school if they are late.
- Parents/guardians may not accompany students to their classrooms.

NFCS' Response to Lateness

*High School Only: On the day that a student is late for school, he/she is considered ineligible to participate in all athletics and/or extracurricular activities/clubs unless otherwise approved by the Principal.

All Students K-12:

When a student is late three (3) times, the parent/guardian will receive a letter by mail from the Administration that will serve as a reminder of NFCS' policy on lateness.

After the sixth (6) lateness, the parent will be required to participate in a meeting to clarify the situation, further investigate the reasons for excessive lateness and work together to develop a resolution.

If a student is late ten (10) times, an administrative review will take place. The parent/guardian of the student will receive a formal letter from the Administration stating the student's number of lateness and a notice that the student has been assigned a reduction of school privileges. These may include any or all of the actions listed below. The school administration will review all documentation between school and home. The parent/guardian will be required to meet with school officials and teachers to discuss these concerns. Interventions may include one or all of the following:

- A meeting with the Teacher
- A meeting with the School Counselor/Social Worker
- A meeting with the Administration
- Detention--After School or on Saturdays
- Loss of School Privileges (including extracurricular activities, athletics, trips, etc.)
- Make Up of Instructional Time after school, on Saturdays, or in Summer School
- Possible screening/evaluation if determined by Administration through review of records and meeting with Parent/Guardian that student may have qualifying impairment or disability requiring accommodations, modifications or specialized instruction

If a student is late twenty (20) times, the school administration will review all documentation between school and home. The parent/guardian will be required to go before New Foundation Charter School's Board of Trustees Discipline Committee.* A determination of disciplinary actions required for lateness will be made by the committee. The Board of Trustees Discipline Committee has any or all of the following options:

- Saturday Detention
- Suspend the student from ALL extracurricular activities, school events, athletics
- Retain Student in Current Grade
- Refer the student and family to the Department of Human Services

Early Dismissal for Medical and Dental Appointments

**Please Note: *Students are dismissed early or off from school at least monthly for teacher in service days. Please use these opportunities as much as possible for appointments to prevent your student from missing valuable instructional time.*

On those rare occasions when it is necessary for a child to come to school late, or leave early, for appointments, the following procedures apply:

- A note must be presented to the Homeroom Teacher and authorized by the Principal, Assistant Principal, or CEO before the scheduled appointment. Should the appointment be in the early morning, the note must be submitted the previous day.
- The child must be signed in and out of school by the parent/guardian at the main office. *No child is ever dismissed from school without the parent/guardian present.*
- In the event that school is still in session after the appointment, the child is required to return to school.
- See the Half Day Absence policy above for information about when an early dismissal is considered an *absence*.

Illness During School Hours

- It is the responsibility of the parent and/or guardian to ensure that a child attends school in good health and prepared to learn. A doctor should treat lingering illnesses.
- If a child becomes ill during the course of the school day, he/she reports to the nurse's office.
- If the child must be sent home, the parent or guardian will be called by the nurse or an administrator and is expected to come to school to pick up the sick child. Students are not permitted to call home from their own phone when they are sick. See the Half Day Absence policy above for information about when an early dismissal is considered an *absence*.
- It is imperative that all health information and records are current. Please contact the school nurse at **215-344-6410 ext. 2403** if there are any changes in your child's health that must be addressed immediately.
- ***It is imperative that emergency cards are kept up to date so that a responsible adult can be reached at all times.***

Educational Leave of Absence Policy

A planned absence, which extends beyond three consecutive scheduled school days, requires a formal application process in advance according to Educational Leave of Absence Policy. The formal request must be made to the CEO/Principal 30 days prior to leaving, and include the dates, destination, and purpose of the trip, a description of the educational value, specific plans for enrichment, and

arrangements that have been made for making up missed classroom work. Failure to follow Educational Leave of Absence Policy procedures without just cause may result in Student's removal from the Charter School's rolls. Planned absences that shorten the school year by coinciding with either the beginning or the end of the NFCS extended school year are not permitted.

Educational Leave of Absence will only be approved for up to ten school days.

Educational Leave of Absence will not be approved if a student has been absent 5 or more days in a school year.

Homebound Instruction

Homebound instruction describes the instruction a school may provide when a student has been excused from compulsory attendance under 22 Pa. Code §11.25 due to temporary mental or physical illness or other urgent reasons. Students experiencing extended chronic illness may request homebound instruction pursuant to this legal definition.

Homebound/hospital instruction is designed for students who, due to injury or other medical reason as certified by a licensed physician, and are homebound or hospitalized for a period of two (2) weeks or more. Home/hospital instruction cannot replicate classroom instruction and should be of the shortest duration possible. For further information, please contact the CEO/Principal of NFCS.

Below are the basic rules of our school. The New Foundations Charter School Code of Student Conduct is consistently enforced. The overview below highlights the most important areas of concern.

CODE OF CONDUCT AND DISCIPLINE

This Code applies to any conduct that occurs:

- On School Grounds at anytime
- Off School Grounds at any school activity, function or event
- Off School Grounds when the conduct may reasonably be expected to:
 1. Undermine the proper disciplinary authority of the school
 2. Endanger the safety of members of the School Community
 3. Disrupt the school
- While traveling to and from school, including but not limited to actions on any school bus, van or public transportation

Levels of Misconduct

The following list of conduct categories represents a continuum of misbehavior based on the seriousness of the act and the frequency of occurrence.

The infraction classified at **Level I** are relatively minor and involve acts that only minimally interfere with the orderly conduct of the educational process.

At **Level II**, the seriousness of the misconduct remains a primary classification factor but the frequency

of occurrence plays a significant role in determining the most appropriate disciplinary response.

At **Level III**, misconduct usually involves a serious action that shows disregard for the student, classmate, teacher, and the school.

By contrast, **Level IV** misconduct involves extremely serious behavior or criminal acts that represent a direct and immediate threat to the welfare of individuals. **Level IV** misconducts often require interventions by law enforcement authorities.

A minor misconduct appropriately classified at **Level I** could move to **Level II**, and subsequently **Level III**, if the act persisted after several interventions had been attempted at a lower level. Although the seriousness of the infraction remains the same, the frequency of the occurrence requires it to be classified at a high level where a different set of disciplinary responses could be applied.

In terms of seriousness, most **Level I and II** misbehavior could probably be characterized as “victimless infractions.” since they are generally do not involve the welfare of others but could have a serious effect on the student’s own education. On the other hand, misconducts in **Level III and IV**, take an added gravity because they frequently involve a violation of the personal property or personal rights of others.

The following list of infractions and consequences/corrective action list serves as a general guideline for student conduct and discipline. Repeated violations, regardless of whether they occurred in the same school year or in prior school years, may result in a violation being treated as a higher-level offense and may warrant suspension, expulsion and/or other disciplinary consequences connected with higher level offenses as reasonably determined by NFCS on a case by case basis.

The School’s Code of Conduct and Discipline is kept on file in the school’s main office and is available upon request.

The consequences/corrective action for any level infraction may include but is not limited to any one or more consequences/corrective actions listed.

Discipline of students in Grades K-2:

Students in grades K-2 who violate the code of conduct should be disciplined on a case-by-case basis. Students should be referred to the administration to determine whether discipline is appropriate. Exclusions from school should not be considered unless absolutely necessary.

Level I Infractions:

- Failure to obey directions from administrators, teachers or staff
- Homework or assignments incomplete
- Violation of a specific classroom norm
- Violation of a specific teacher classroom rule
- Classroom/school disturbance/interruption/disruption
- Non-return or damage of library book(s); school book(s)
- Hall violation or not having a hall pass

- Possession/eating/chewing of gum, food or candy in the classroom
- Late to class
- Bathroom misconduct/procedure
- Failure to comply with any policy stated in this handbook or school or classroom rule
- Violation of Dress Code

3-8 Level I Consequences/Corrective Action

HS Level I Consequences/Corrective Action

<ul style="list-style-type: none"> • Teachers may use a variety of in class consequences or redirection techniques • Class Meetings may be used for problem solving • A written infraction will be documented • If a student accrues three (3) written infractions in one week, a “Because I Care” note will be sent home • If a student receives any infraction after a “Because I Care” note in the same week, he or she will receive an after-school detention 	<ul style="list-style-type: none"> • Teachers may use a variety of in class consequences or redirection techniques • Class Meetings may be used for problem solving • A written infraction will be documented • If a student received more than three level 1 infractions one week, he or she will receive an afterschool detention
--	---

Level II Infractions:

- Disrespectful language/gesture
- Possession of personal listening device, cell phone or any electronic device during school hours.
- Repeated violation of school dress code
- Chronic disruptive bus behavior

3-8 Level II Consequences/Corrective Action

HS Level II Consequences/Corrective Action

<ul style="list-style-type: none"> ● Class Meetings may be used for problem solving ● Student may receive a “Because I Care” note ● Student may receive an after-school detention ● Meeting/Conference between student, teacher and Administration 	<ul style="list-style-type: none"> ● Class Meetings may be used for problem solving ● Student may receive an after-school detention ● Meeting/Conference between student, teacher and Administration
--	---

LEVEL III INFRACTIONS

- Falsifying teacher or parent/guardian signature
- Cheating
- Bullying including physical, verbal and cyber forms and false accusations of any bullying, including physical, verbal and cyber forms
- Use of racial or other derogatory terms
- Threatening another student, adult or staff member
- Misuse of the computer or internet
- Use of a cell phone, hand held device etc. or other electronic device during school hours without permission
- Repeatedly skipping or “cutting” class
- Tampering with or unauthorized use of elevator
- Aggressive behaviors, including but not limited to hitting, pushing and shoving
- Disobedience to teacher or another staff member
- Failure to report to office as directed
- Gambling or present at scene of gambling
- Lying/falsehood: including presentation of forged notes or passes or refusal to identify yourself properly
- Misuse of school property or property of others including computers, networks, web pages
- Threatening bodily harm or property damage depending on type and severity of damage
- Use of Obscene/Profane/Violent language or gestures through written, electronic, or verbal means
- Creation or Possession of Obscene/Violent writing, pictures or articles
- Academic dishonesty/Plagiarism

3-8 Level III Consequences/Corrective Action HS Level III Consequences/Corrective Action

<ul style="list-style-type: none"> ● Teacher will issue an administrative referral ● Meeting/conference between student, counselor and parent/guardian ● Meeting/conference between student, teacher, principal/vice principal/social worker and parent/guardian ● Saturday Detention or Suspension ● Suspension from school ● Referral to Board of Trustees Discipline Committee for consequences 	<ul style="list-style-type: none"> ● Teacher will issue an administrative referral ● Meeting/conference between student, counselor and parent/guardian ● Meeting/conference between student, teacher, principal/vice principal/social worker and parent/guardian ● Saturday Detention or Suspension ● In school suspension ● Suspension from school ● Referral to Board of Trustees Discipline Committee for consequences
--	--

Level IV Infractions

- Repeatedly having Level III Infractions
- Fighting
- Stealing/theft of school or private property
- Smoking or use of e-cigarettes
- Threatening bodily harm or property damage depending on type and severity of damage through verbal, written, non-verbal or electronic means
- Violation of Drug/Alcohol Policy including but not limited to possession, sale solicitation, use of controlled substances, including but not limited to illegal and/or counterfeit drugs, related paraphernalia, tobacco/tobacco products, alcohol and transfer of legal/prescription medication or medical equipment to other students
- Possession and/or use and/or transfer of matches, lighters, laser pointers or any incendiary devices, weapons**, alcohol, or illegal substances/drugs
- Tampering with fire alarm/extinguishers
- Terroristic threats and/or threats of death whether written, verbal or cyber in nature
- Harassment of another student, teacher, administrator or staff member, contractor or volunteer, through verbal, physical or cyber medium
- Counterfeiting
- Sexual harassment of another student, teacher, administrator or staff member, contractor or volunteer

- Failure to reasonably comply with any school policy
- Unlawful assembly and/or riot
- Attempted or actual Possession/use/sale/solicitation of/manufacture and/or distribution of prescription or over the counter drugs or counterfeit drugs
- Threats of death or serious bodily injury– either written, electronic or verbal
- Vandalism or defacing or destruction of school property or property of another (includes writing on walls, etc.)
- Leaving school grounds without proper authorization
- Harassment of any kind – verbal, written or gestures
- Attempted or actual Possession/use/sale/solicitation of and/or distribution of lighters, matches, or laser pointers
- Arson or attempted arson
- Assault and/or battery of an employee or student, contractor or volunteer
- Other criminal acts in violation of local, state, or federal laws and/or regulations
- Extortion, attempted extortion, robbery, burglary and/or larceny
- Actual or attempted possession, distribution, sale, use or lighting of fireworks, stink bombs, or other explosives
- Sexual Harassment and/or Sexual Assault and/or Sexual Battery, including but not limited to sexual molestation, making unwanted sexual advances (See Title IX Policy for further information)
- Violations of school’s internet safety and/or acceptable use policies
- Actual or attempted possession, use, distribution, solicitation or sale of a firearm or dangerous weapon or look-alike weapon (Weapons include, but are not limited to: any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury)
- Hazing
- Trespassing
- Purposefully or recklessly endangering the health, welfare or safety of any member of the school community
- Threatening to endanger the health, welfare or safety of any member of the school community
- Engaging in any consensual sexual acts (for the purpose of this Code, sexual acts include, but are not limited to: Intercourse, oral sex, groping, simulated sex) on school property, at a school function, on school transportation or at any school-related activity or trip
- Causing or attempting to cause physical bodily injury or pain to any member of the school community
- Engaging in any activity that can reasonably be expected to have the effect of harassing, threatening or damaging the safety or reputation of any member of the school community
- Actual or attempted possession, distribution, sale or use of pornography (whether written or electronic) in violation of the Child Internet Protection Act or otherwise
- Violations of School Acceptable Use or Internet Safety Policy

3-8 Level IV Consequences/Corrective Action:

HS Level IV Consequences/Corrective

<ul style="list-style-type: none">● Teacher will issue an administrative referral● Meeting/conference between student/school counselor and parent/guardian● Meeting/conference/informal hearing between student, teacher, principal, social worker and parent/guardian● Suspension from school● Referral to Board of Trustees Discipline Committee for consequences up to and including expulsion	<ul style="list-style-type: none">● Teacher will issue an administrative referral● Meeting/conference between student/school counselor and parent/guardian● Meeting/conference/informal hearing between student, teacher, principal, social worker and parent/guardian● In school suspension● Suspension from school● Referral to Board of Trustees Discipline Committee for consequences up to and including expulsion
---	--

****Note:** The Pennsylvania Public School Code requires the school to refer for expulsion for not less than one year “any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to school or school-sponsored activity.”

Accordingly, NFCS administration shall do the following:

- The student shall be detained
- Any safe school’s violation shall be reported to the police immediately
- The parents/guardians shall be reasonably notified
- The student shall be suspended
- A Safe Schools Act report to PDE and/or School District of Philadelphia will be filed to the extent required by applicable laws/regulations.
- The student will be recommended to the Discipline Committee for expulsion.
- Expulsion from school as determined after a hearing held in accordance with the due process procedures below

SUSPENSION/EXPULSION PROCEDURES

Saturday Suspension

- (a) No student may receive a Saturday Suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- (b) Communication to the parent/guardian shall follow the suspension action taken by the school.

In-school suspension

- (a) A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- (b) Communication to the parents or guardian shall follow the suspension action taken by the school.
- (c) When the in-school suspension exceeds 3 consecutive school days, an informal hearing with the principal or head of school shall be offered to the student and the student’s parent or guardian prior to the 5th school day in accordance with the procedures in the Pennsylvania Code.
- (d) The student’s school entity has the responsibility to make provision for the student’s education during the period of the in-school or out of school suspension.

Out of School Suspension and Expulsion

It is the policy of New Foundations Charter School not to suspend students out of school in grades Kindergarten through grade two.

Exclusion from school may take the form of suspension or expulsion.

- (1) Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.
 - (a) Suspensions may be given by the principal or person in charge of the charter school.
 - (b) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
 - (c) The parents or guardians shall be notified immediately in writing when the student is suspended.
 - (d) When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code within the first 5 days of the suspension.
 - (e) Suspensions may not be made to run consecutively beyond the 10-school day period.
 - (f) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
- (2) Expulsion is exclusion from school by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.
 - (a) During the period prior to the hearing and decision of the board in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).
 - (b) If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.
 - (c) Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.
 - (d) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.
 - (e) Within 30 days of action by the board, the parents or guardians shall submit to the school written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act 2004.
 - (f) If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Ch. 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See 22 Pa. Code § 12.1 (relating to free

education and attendance).

Hearings

- (1) *General.* Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- (2) *Formal hearings.* A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
 - (a) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
 - (b) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
 - (c) The hearing shall be held in private unless the student or parent requests a public hearing.
 - (d) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
 - (e) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - (f) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
 - (g) The student has the right to testify and present witnesses on his own behalf.
 - (h) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 - (i) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - (1) Laboratory reports are needed from law enforcement agencies.
 - (2) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).
 - (3) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
 - (j) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
 - (k) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. (k) The

informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

- (1) The following due process requirements shall be observed in regard to the informal hearing:
 - (1) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
 - (2) Sufficient notice of the time and place of the informal hearing shall be given.
 - (3) A student has the right to question any witnesses present at the hearing.
 - (4) A student has the right to speak and produce witnesses on his own behalf.
 - (5) The school entity shall offer to hold the informal hearing within the first 5 days of the suspension

All hearings will take place before a qualified hearing examiner or authorized committee of the Board who will consider the evidence presented by Administration and the student in connection with a formal hearing and will make a recommendation to the Board of Trustees.

Student Expression

Students have the right to express themselves unless such expression materially and substantially interferes with the educational process, threatens immediate harm to the welfare of the school or community, encourages unlawful activity or interferes with another individual's rights.

Class Meetings

Class Meetings are used throughout our school to solve problems, learn procedures, check-in with students, and to keep an open dialogue between faculty and students.

Class Meetings may be used to discuss behavior and discipline as a class. Class Meetings give the students opportunities to explore and understand the meaning of a caring community at New Foundations Charter School. Class meetings take place in both formal and informal assessments.

In-class Consequences and Redirections

Teachers may use a variety of methods in class to redirect students' behavior. Methods may include conversations or conferencing, temporary restrictions of class privileges, temporary separation from the group. These methods may be used for Level I infractions.

Written Infractions

All infractions in K-8th grade will be documented in writing. Faculty or administration may issue written infractions for Level I Infractions. As mentioned above, there may be in-class consequences or redirections that accompany the written infractions.

Because I Care Notes (K-8 only)

“Because I Care” notes are an important method of communication between families and teachers. These notes are written when a teacher or administrator has concerns about a student’s behavior or actions in school. These notes are automatically written if a student receives three Level I infractions in one week of school. These notes may also be written at any time there is a concern to be addressed. This is a warning that a detention will be issued if the behavior is not corrected. A parent or guardian must sign the note and it must be returned the next school day. Failure to get notes signed will result in additional infractions.

Detentions

Detentions are served on Wednesday afternoons from 3-4pm for Kindergarten – 8th grade students and Friday afternoons from 2 – 3 pm for the High School students. Saturday Detentions are served on Saturday mornings from 7:00 AM – 9:00 AM for High School students and from 8:00 AM – 10:00 AM for Kindergarten – 8th grade students. Detentions are not optional and must be served on the assigned day. A written notice is sent home when a student receives a detention. This notice must also be returned on the next school day to avoid additional infractions. Students who fail to serve detentions on the day assigned will receive an additional detention (see administrative referral below).

Detentions will be issued to a student who receives 4 or more Level I infractions in one week. Detentions may also be issued for Level II infractions. Students who are issued more than one detention in a week will be issued a Saturday detention.

Saturday Suspensions

Saturday Suspension is a positive alternative to Out of School Suspension.

Saturday Suspension at New Foundations Charter School is utilized when a student has frequent infractions or acquired Level III infractions. Saturday Suspensions are assigned when other interventions fail to change a student’s behavior. Saturday Suspension grants students an opportunity to stay in school, with potential for academic improvement, social engagement and building positive relationships. Saturday Suspension is a mechanism through which New Foundations Charter School’s faculty and administration communicate to students in a positive fashion that they are important members of our Caring School Community. Saturday Suspension provides students with an opportunity to acknowledge behavior resolve conflicts and engage in problem solving activities.

Conferences

A student’s behavior records are kept in PowerSchool and through other classroom-based tracking tools. If a teacher or administrator notices a problem of repeated infractions, a conference may be called with parents or guardians. The goal of such a conference would be to discuss the problems and attempt to resolve them.

Administrative Referrals

Having more than two detentions in one quarter will result in an administrative referral. Administrative referrals will also automatically be issued for any Level III or Level IV infractions. If such a referral is written, the school administration will review the problem and decide upon an appropriate action. Such actions may include suspension from school and/or loss of school privileges.

Suspension

There are times when a student's behavior, abuse of school rules or track record of discipline problems may warrant suspension from school as stated above with regard to specific instances of misconduct pursuant to the various Levels of offenses.

Loss of School Privileges

After an administrative referral, a student may lose certain privileges for a period of time to be determined by the administrator based on the student's discipline record. Such privileges may include field trips, dress down days, assemblies, class parties, or other special events.

STUDENT ASSISTANCE PROGRAM (SAP)

New Foundations Charter School's' Student Assistance Program is a multi-disciplinary team that includes teachers, administrators, nurses, social workers, psychologists and counselors. The team is specially trained to understand and work with adolescent drug and alcohol use, abuse and dependency, depression or suicide in addition to other "at risk" behavior. The team's primary role is to identify, intervene and refer when chemical use, abuse, possession and/or distribution is suspected. The same referral process will be initiated when "at risk" behavior is identified and referred by other professionals. "At risk" behavior is defined as any manifestation of self-destructive behavior. Parents can initiate a referral to the Student Assistance Team by contacting their child's school principal or counselor.

ANTI-CORPORAL PUNISHMENT POLICY

In accordance with Title 22 Pa Code Chapter 12.5, Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited. Teachers and school administrators may only use reasonable force under the following circumstances and to the extent consistent with applicable state and federal laws and regulations: (1) to quell a disturbance, (2) to obtain possession of weapons or other dangerous objects; (3) for the purpose of self-defense; (4) for the protection of persons or property.

PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES.

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 consecutive school days**, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 consecutive school days** in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see *Change of Placement Because of Disciplinary Removals* for the definition, below) or **exceed 15 cumulative school days in a school year**. Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading *Services*.

3. Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see *Manifestation determination*, below) and the disciplinary change of placement would exceed **10 consecutive school days**, Charter School may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under *Services*. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for **more than 10 cumulative school days** in a school year can be considered a pattern so as to be deemed a change in educational placement (explained under *Change of Placement Because of Disciplinary Removals*). Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or more than 10 cumulative days).

4. Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided to an interim alternative educational setting. A Charter School is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their Charter School.

A child with a disability who is removed from the child's current placement for **more than 10 consecutive school days** must:

- a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
- b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **more than 10**

school days during one school year, or **if** current removal is for **10 consecutive school days** or less, **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

5. **Manifestation Determination**

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
- b. If the conduct in question was the direct result of Charter School's failure to implement the child's IEP.

If Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Charter School's failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

6. **Determination that behavior was a manifestation of the child's disability**

If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
- b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. **Special circumstances**

Whether or not the behavior was a manifestation of the child's disability, School personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- a. Carries a weapon (see the **Definitions** below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
- b. Knowingly has or uses illegal drugs (see the **Definitions** below), or sells or solicits the sale of a

controlled substance, (see the **Definitions** below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; **or**

c. Has inflicted serious bodily injury (see the **Definitions** below) upon another person while at school, on school premises, or at a school function under the jurisdiction of Charter School.

8. **Definitions**

a. *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).

b. *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

c. *Serious bodily injury* has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

d. *Weapon* has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. **Notification**

On the date, it makes the decision to make a removal that is a change of placement of the child with a disability because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a Procedural Safeguards Notice.

Change of Placement Because Of Disciplinary Removals (34 CFR §300.536)

A removal of a child with a disability from the child’s current educational placement is a **change of placement** requiring a NOREP/prior written notice if:

1. The removal is for more than 10 consecutive school days; **or**
2. The removal is for more than 15 cumulative school days’ total in any one school year; **or**
3. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals; **and**
 - c. Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting (34 CFR §300.531)

The IEP must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings *Additional authority* and *Special circumstances*, above.

Appeal (34 CFR §300.532)

1. **General**

The parent of a child with a disability may file a due process complaint (see above) to request a due

process hearing if he or she disagrees with:

- a. Any decision regarding placement made under these discipline provisions; **or**
- b. The manifestation determination described above.

Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2. Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading *Impartial Hearing Officer* must conduct the due process hearing and make a decision.

The hearing officer may:

- a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or
- b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others. These hearing procedures may be repeated, if Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a Charter School files a due process complaint to request such a hearing, a hearing must be held in accordance the Due Process Complaint Procedures, Hearings on Due Process Complaints outlined in 34 CFR §300.507 *et seq*, except as follows:

1. Charter School must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is filed and must result in a determination within **10** school days after the hearing.
2. Unless the parents and Charter School agree in writing to waive the resolution meeting, or agree to use mediation, a resolution meeting must occur within **7** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading *Authority of School Personnel*, whichever occurs first. (34 CFR §300.533)

Special Rules for Students with Mental Retardation

The disciplinary removal of a child with mental retardation attending either a Charter School for any amount of time is considered a change in placement and requires NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a Charter School may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

Protections for Children Not Yet Eligible for Special Education and Related Services

1. General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. Basis of knowledge for disciplinary matters

Charter School must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of Charter School, or a teacher of the child;
- b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**
- c. The child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Charter School's Director of Special Education or to other supervisory personnel of Charter School.

3. Exception

A Charter School would not be deemed to have such knowledge if:

- a. The child's parent has not allowed an evaluation of the child or refused special education services; **or**
- b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, Charter School does not have knowledge that a child is a child with a disability, as described above under the sub-headings *Basis of knowledge for disciplinary matters* and *Exception*, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by School authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR §300.535)

1. The state and federal regulations do not:

- a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
- b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. Transmittal of records

If Charter School reports a crime committed by a child with a disability, Charter School must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom Charter School reports the crime and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

SCHOOL BUS

The School District of Philadelphia's Transportation Services has classified the street intersection of Rhawn Street and Torresdale Avenue as a Hazardous Route. This means that every NFCS student who is in 1st through 8th grade is eligible to ride the school bus regardless of where they live. Unfortunately, the School District still will not bus kindergarten or 9th – 12th grade students to and from school. The School District will notify you by mail before the school year starts in September about your child's bus stop location and pick-up time.

New Foundations Charter School considers **a student's school bus ride including SEPTA or other public transportation, as well as school operated vans** to be a part of their school day; so NFCS students are required to act on the school bus in the same manner that is expected of them in the school building. Therefore, NFCS has written **Rules for the School Bus** so that everyone understands exactly what is expected of them. Please review each of these rules with your child. Discuss with them how these rules are not arbitrary but designed with everyone's safety in mind.

The following is a code of conduct and consequences/corrective action for any student that rides a school bus. This includes to and from school as well as school trips or school sponsored activities.

NEW FOUNDATIONS CHARTER SCHOOL CODE OF CONDUCT FOR THE SCHOOL BUS, VAN AND SEPTA TRANSPORTATION

- Please be at the bus stop on time.
- Wait for the bus in an orderly manner.
- Do not approach the school bus until it comes to a complete stop and the door is opened.
- Take your seat immediately.
- Stay seated and facing the front while you are on the bus. Do not get up until the bus has come to a complete stop and the door is opened.
- Enter and leave the bus in an orderly manner by the front door only. (In case of an emergency the bus driver may give you different instructions).
- Keep your head, arms, legs and belongings inside the bus at all times.
- You may speak quietly on the school bus. No loud voices or yelling is allowed.
- There is no cursing, foul language or name-calling allowed on the school bus or at the bus stops.
- You must keep your hands, feet and any other body part to yourself on the school bus and at the bus stops.
- There is no fighting allowed on the school bus or at the bus stops.
- There is no eating of food or candy, drinking or chewing gum allowed on the school bus.
- The use of personal listening devices is up to the discretion of the individual bus driver.
- You are not allowed to use any personal listening devices while on a bus during a school sponsored trip or activity.
- Make-up, perfumes, deodorants, lotions, creams or ointments cannot be applied while on the school bus. These things must stay in your school bag or handbag.
- No medication, either prescription or over the counter, can be taken on the school bus unless with prior permission of the CEO/Principal in accordance with a student's Medical Action Plan.
- All pencils, pens, markers, crayons, scissors and paper must stay in your school bag or

- handbag.
- No one is allowed to damage, deface or vandalize any part of the school bus or anything at their bus stop.
 - Selling of goods of any kind is forbidden on the bus.
 - The Code of Conduct provisions are in effect on the way to and from the bus, on the bus and on the way to and from school.

Consequences/corrective action for school bus violations

- A Bus Behavior Referral will be issued and sent home. The form needs to be signed by the parent/guardian and returned the next school day.
- The second (2nd) Bus Behavior Referral will necessitate a meeting between the parent(s)/guardian(s), dean of students, vice principal and/or the principal. At this time, a warning letter will be placed in the student's file.
- The third (3rd) Bus Behavior Referral will require a minimum two (2) day suspension from the school bus.
- The fourth (4th) Bus Behavior Referral will require a minimum five (5) day suspension from the school bus.
- Any Bus Behavior Referrals beyond the 4th one will warrant long-term consequences that can include an indefinite suspension or expulsion from the school bus.
- Any infraction or violation outlined in New Foundations Charter School's Handbook or its Code of Discipline that mandates a student's suspension and/or expulsion from school applies to school bus behavior and discipline as well.

ANTI-BULLYING POLICY

Purpose

The Board of Trustees ("Board") of the New Foundations Charter School ("Charter School") recognizes the importance of providing all students and employees with a safe school and learning environment in order to promote the educational process. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying and cyberbullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and the Charter School's ability to safely educate its students in a safe environment. Therefore, in order to ensure and promote a safe learning environment, it shall be the policy of the Charter School to maintain an educational environment that is intolerant of bullying and cyberbullying in any form.

Since students learn by example, school administrators, faculty, staff and volunteers are directed to demonstrate appropriate behavior, treat others with civility and respect and to refuse to tolerate bullying and cyberbullying. This policy pertains to all students and staff, regardless of their status. This policy also applies to all students and staff whose conduct out of school materially and substantially interferes

with the educational process at the Charter School.

Definitions

Bullying and Cyberbullying are defined as an intentional electronic, written, verbal or physical act, or a series of acts:

1. Directed at another student or students;
2. Which occurs in a “school setting”, or occurs outside of school and Charter School outside-of-school conduct materially interferes with or substantially disrupts the educational process or program in the school;
3. That is severe, persistent or pervasive; and
4. That has the effect of doing any of the following:
 - substantially interfering with a student’s education;
 - creating a threatening environment; or
 - substantially disrupting the orderly operation of the school.

Bullying and cyberbullying shall encompass acts that occur outside a school setting if those acts meet the requirements found in (1), (3) and (4) listed above.

School Setting shall mean in the Charter School, on Charter School grounds, on Charter School property, using Charter School equipment and technology, on Charter School’s server or the Charter School’s electronic, web-based, Internet or online programs, in Charter School vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by the Charter School and any time spent necessarily traveling to and from these locations. Additionally, any student whose out of school conduct materially interferes with or substantially disrupts the educational process in the school is also subject to this policy.

Cyberbullying

Cyberbullying is often seen by sending harmful or cruel material, text messages and/or images or engaging in other forms of social aggression and bullying using the Internet, social media, cell phones, handheld devices or other technology resources.

All students, staff, volunteers and contractors shall comply with the Charter School’s Acceptable Use and Internet Safety Policy, which is required under the Children’s Internet Protection Act (“CIPA”), and review the Charter School’s Social Media and Networking Guidelines Policy when using any technology resources.

Cyberbullying via the Internet is seen through the use of any one or more of a number of methods, including, but not limited to:

- Email sent to the intended victim;
- Blog entries regarding the intended victim;
- Posts on social networking websites, including, but not limited to, Facebook, snapchat, or any other platforms;
- Posting victim’s pictures on the Internet or networking websites with derogatory phrases or

questions attached to them;

- Using instant messaging tools to harass victims;
- Creating an Internet parody of the intended victim;
- Creating fake Internet profiles for the victim on a public website;
- Creating or accessing an unauthorized website which harasses or bullies the victim;
- Using camera phones and/or digital cameras to take embarrassing photographs of students and/or staff and posting them online;
- Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Cell phones are also often used for cyberbullying for things such as calling or text messaging the victim and/or using a victim's cell phone to text or call another victim using harassing language.

The use of the Internet or Charter School email does not necessarily have to involve the creation of the offensive materials. Rather, the person creating the offensive material may do it on a home computer and then use the Charter School's computers to take such actions as accessing it, viewing it, displaying it for others to see, disseminating copies of it to others or otherwise publicizing the contents.

The Charter School strictly prohibits the above conduct and any conduct by any student or staff that creates or intends to create an intimidating, threatening, offensive or hostile learning environment.

Guidelines

Students shall conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the Charter School, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Since bystander support of bullying and cyberbullying can bolster these types of behaviors, the Charter School prohibits both active and passive support for acts of bullying and cyberbullying. The staff should encourage all students to refuse to engage in these acts and to report them immediately to the Chief Executive Officer ("CEO") of the Charter School.

Reporting Procedures

Any student who feels he or she has been bullied or cyber bullied shall have the right to file a complaint of such bullying. Complaints should be reported to the CEO. Complaints may also be reported directly to a teacher, guidance counselor, or other administrator who shall immediately report the incident to the CEO in order to protect the alleged victim and for prompt investigation.

Any staff who sees or is made aware of any incidents of bullying or cyberbullying must immediately report the incident(s) to the CEO. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. It shall be the responsibility of the CEO to investigate promptly and thoroughly any and all bullying and cyberbullying complaints received or referred by other individuals and to make recommendations based upon the investigation. The investigation is to be commenced within three (3) school days after a report of any bullying is received.

The Board of Trustees requires the CEO to be responsible for determining whether an alleged act constitutes a violation of this policy. In determining whether alleged conduct constitutes bullying or cyberbullying, the totality of circumstances, nature of the conduct, and context in which the alleged conduct occurred shall be investigated. If the investigation results in a substantiated charge of the bullying, the Charter School shall take prompt corrective action to ensure the bullying and/or cyberbullying ceases and will not reoccur.

Reports to the CEO may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The CEO shall immediately notify the parent or guardian of the perpetrator of the bullying and the parent or guardian of the victim of the bullying of the alleged incident.

Consequences for Violations

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or cyberbullying may range from positive behavioral interventions up to and including in school or out of school suspension from the Charter School or expulsion or other disciplinary removal from the Charter School, in the case of a student, or suspension or termination in the case of an employee, as set forth in the Charter School's student Code of Conduct or Employee Handbook.

In some cases, bullying and/or cyberbullying may constitute criminal activity and the Police Department will be notified. This may lead to a criminal investigation and criminal charges against the student or staff.

Consequences for a student who commits an act of bullying and/or cyberbullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Charter School's student code of conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

The following intervention strategies for protecting victims may be followed as needed:

- Supervise and discipline offending students fairly and consistently;
- Provide adult supervision at Charter School testing sites or other sites used by the Charter School, at any activity sponsored, supervised or sanctioned by the Charter School during any breaks, lunch times, bathroom breaks and in the hallways during times of transition;

- Maintain contact with parents and guardians of all involved parties;
- Provide counseling for the victim if assessed that it is needed;
- Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating and bullying and/or cyberbullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; and
- Check with the victim daily to ensure that there have been no incidents of retaliation from the offender or other parties.

Retaliation Prohibited

The Board of Trustees strictly prohibits retaliation or reprisal against any person who reports bullying and/or cyberbullying incidents. Retaliation includes, but it is not limited to, any form of intimidation, reprisal or harassment in person or through other means used against a person who reports, in good faith, incident(s) of bullying and/or cyberbullying. Disciplinary action against any person who retaliates or engages in reprisals for reporting such behavior(s) may include sanctions up to and including expulsion or suspension for students and termination for staff engaging in such prohibited conduct. The consequences and appropriate remedial action shall be determined after consideration of the nature, severity, and circumstances of the act.

False Accusations

The Board of Trustees prohibits any person from falsely accusing another of bullying and/or cyberbullying. The consequences and appropriate remedial action for a student found to have falsely accused another of bullying and/or cyberbullying may range from positive behavioral interventions up to and including suspension or expulsion pursuant to the Code of Conduct. Consequences and appropriate remedial action for an employee found to have falsely accused another of bullying and/or cyberbullying shall be disciplined in accordance with Charter School policies, procedures, and agreements.

Annual Distribution of Information

The Board of Trustees requires Charter School officials to annually disseminate the policy to all school staff, students, volunteers, independent contractors and parents along with a statement explaining that it applies to all applicable acts of bullying and cyberbullying that occur in the Charter School, on Charter School grounds, on Charter School property, using Charter School equipment and/or technology, on the Charter School's server or the Charter School's electronic, web-based, Internet or online programs, in Charter School vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by the Charter School and any time spent necessarily traveling to and from these locations. Additionally, any student or staff's out of school conduct that materially and substantially interferes with the educational process in the Charter School is also subject to this policy.

The Charter School is required to post this policy on its website and make the policy available in every classroom. This policy shall also be posted at a prominent location within every Charter School building where such notices are usually posted. The Charter School shall ensure this policy and its procedures for reporting bullying and cyberbullying incidents are reviewed with students and staff within ninety (90) days after its adoption and, thereafter, a minimum of one (1) time per school year.

Compliance

As required by the Federal Broadband Data Improvement Act of 2008, the Charter School shall educate elementary and secondary school aged students with computer access to the Internet about appropriate online behavior, including online interaction with other individuals on social networking websites, such as Facebook, Instagram, or other social media, and in chat rooms and educate them regarding cyberbullying awareness and response.

The Board of Trustees directs the Administration to develop any procedures necessary to implement this policy and to develop appropriate prevention, intervention and education strategies related to bullying and cyberbullying.

Acts of bullying and cyberbullying are prohibited by and a violation of the Charter School's Acceptable Use and Internet Safety Policy and its Child Internet Protection Act (CIPA) Policy.

The Charter School will comply with all applicable federal and state laws relating to bullying and cyberbullying, including, but not limited to, the requirements delineated in the Pennsylvania Charter School Law, 24 P.S. § 1701-A, *et seq.*, the Federal Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(h) and (l), and the Neighborhood Children's Internet Protection Act (N-CIPA) and any applicable implementing regulations.

The Charter School will also comply with Chapter 711 of Title 22 of the Pennsylvania Code, the Public-School Code, the applicable House Bill 1067 Public School Code amendments relating to safe schools and bullying, and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and its applicable implementing regulations regarding the discipline of special education students and thought-to-be eligible students who engage in an act of bullying.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

DRESS CODE

School Uniform

Important Information:

- Students will wear the school uniform from the first day of school until the last day of school.
- Students are required to wear the complete uniform every day.
- Parents are expected to comply with these regulations.
- Any student not in compliance with the dress code will receive an infraction and consequence.
- No hats, caps or hoods are permitted to be worn in the building.
- No sandals or flip-flop, or slippers of any kind are allowed (including dress down days).
- Hairstyles and grooming should be neat and clean.
- Facial hair must be neatly trimmed and clean
- No extreme styles of any kind are permitted.
- All T-shirts/undergarments must be tucked in and not visible.
- Shoes must be worn properly and laces should be tied, heels and toes covered.
- The uniforms are to be purchased from ***DiGiulio's Clothing and Footwear*** located at ***6948 Frankford Ave. Phila., PA 19135 Telephone: 215-333-5512***

Specific regulations are as follows:

Boys: - Grades Kindergarten through 8th:

The uniform consists of:

- Khaki dress trousers and a belt (***No jeans, corduroy, parachute, or cargo pants***).
- Burgundy golf shirt (either short or long sleeved) with the school insignia.
- Solid color Black or Brown Eastland, GBX or Peeks School Shoes.
- Dark or White Solid colored socks.
- Winter uniform of khaki dress pants and New Foundations Charter School shirt (either long or short sleeve), a New Foundations Charter School V-neck sweater with either a New Foundations Charter School shirt or white turtleneck shirt. A New Foundations Charter School V-neck sweater must be worn with the white turtleneck.
- Summer uniform of khaki walking shorts (***No jeans or cargo shorts***) and school burgundy golf shirt may be worn from September 1st to November 1st and April 1st through June. Sneakers are permitted with summer uniform.

Girls - Grades Kindergarten through 8th:

The uniform consists of:

- Khaki skort, or khaki dress pants. (*No jeans, leggings, corduroy, Capri or cargo pants*)
- Burgundy golf shirt with school insignia.
- Solid color Black or Brown Eastland, GBX or Peeks School Shoes
- Dark or White Solid colored socks.
- Winter uniform of khaki dress pants (or skort), (*No jeans, Capri or cargo pants*)
- *New Foundations Charter* School shirt (either long or short sleeve), a *New Foundations Charter* School V-neck sweater with either a *New Foundations Charter* School shirt or white turtleneck. A *New Foundations Charter* School V-neck sweater must be worn with the white turtleneck.
- Summer uniform of khaki walking shorts (*No jeans, Capri or cargo pants*) and school burgundy golf shirt may be worn from September 1st to November 1st and April 1st through June. Sneakers are permitted with summer uniform.
- Headbands must be limited to 1-inch-thick; and barrettes must not be too large or distracting.

Boys - Grades 9 through 12

How the uniform should be worn:

- Shirts must be worn tucked in
- Shoes must be worn and laces tied
- Tie must be fastened or tied

The uniform consists of:

- Khaki dress trousers (*No jeans, corduroy or cargo pants*)
- A black or brown belt
- Burgundy long sleeve, button down shirt with the school insignia.
- A tan tie - Students arriving to school without the appropriate tie will be required to purchase one in the main office for \$10.00. If the student does not have the funds available, the cost will be added to his or her account.
- Solid color Black or Brown Eastland, GBX or Peeks School Shoes
- Dark or White Solid colored socks
- Summer uniform of khaki dress pants and a short sleeve button down shirt with the school insignia may be worn from September 1st to November 1st and from April 1st through June (*No sneakers are allowed with the summer uniform*).

Girls - Grades 9 through 12

How the uniform should be worn:

- Shirts must be worn tucked in
- Shoes must be worn and laces tied
- Tie must be fastened or tied

The uniform consists of:

- Khaki dress pants (*No leggings, jeans, corduroy, Capri or cargo pants*)
- A black or brown belt
- Burgundy long sleeve, button down shirt with the school insignia.
- A tan tie - Students arriving to school without the appropriate tie will be required to purchase one in the main office for \$10.00. If the student does not have the funds available, the cost will be added to his or her account.
- Solid color Black or Brown Eastland, GBX or Peeks School Shoes
- Dark or White Solid colored socks
- Summer uniform of khaki dress pants and a short sleeve burgundy button down shirt with the school insignia may be worn from September 1st to November 1st and from April 1st through June (*No sneakers are allowed with the summer uniform*)

SENIOR UNIFORM PRIVILEGE

Students in grade 12 ONLY: The Senior Sweater: V-Neck sweater with the student's name and graduation year embroidered upon it.

GYM UNIFORM

The uniform for all students consists of:

Kindergarten through 8th Grade:

- **The gym uniform may only be worn on gym day.**
- Gray or burgundy sweat pants with burgundy shorts worn underneath. From September 1st through November 1st and April 1st through June, burgundy gym shorts without sweat pants are permitted.
- Burgundy gym shorts
- Gray tee shirt with school insignia New Foundations Charter School Logo Gym T-Shirt Only (Spirit Day, Band, Choir, etc. T-shirts are not to be worn as gym uniform shirt
- NFCS sweat shirt with school insignia
- Sneakers
- If the gym uniform is dirty or can't be located, children must come to school in their

regular school uniform.

High School:

- **Gym uniform should be brought in a separate backpack to change into or worn under clothes**
- Gold, grey or Maroon NFCS t-shirt
- Maroon or gold mesh shorts
- maroon or grey sweatpants
- NFCS sweatshirt
- Sneakers

Students in K-12 who do not wear the appropriate gym uniform may not be able to participate in planned activities and an alternative activity will be provided. This will also result in a loss of credit for the class and a uniform infraction.

Jewelry

- Earrings are permitted but should be of appropriate size - no larger than the size of a quarter. Other visible piercings including, but not limited to, nose, eyebrow, lips or chins are not permitted. Also, key chains hanging from a pocket and heavy neck chains are not permitted. The wearing of one watch and no more than one bracelet is considered acceptable.

Purses

- Students are permitted to carry a purse during school hours. The purse must be no larger than 8 ½ x 11 inches. Purses may not advertise or be decorated with derogatory or inappropriate messages or images.

DRESS DOWN DAYS

New Foundations Charter School will have an occasional Dress Down Day. A Dress Down Day is primarily used as a fundraiser for one of the school's organizations or groups. Participation in Dress Down Day is always voluntary. Paying a small fee, a student does not have to wear their uniform for that day. On a Dress Down Day students are still required to dress respectfully (no inappropriate, revealing, disrespectful or dangerous clothing is allowed to be worn).

Uniform Infraction

If a student does not have on a complete uniform the following will occur:

- Student will be given a warning, and temporary uniform will be provided if available.
- The Teacher/Administrator will issue an infraction and/or consequence. Repeated infraction will result in the consequence of an afterschool or Saturday detention.
- Repeated infractions for dress code will result in meeting with social worker, counselor, administrator, student, and parent.

PARENT/GUARDIAN

Involvement and Responsibilities:

Parent/guardian volunteers are not permitted to work nor have direct contact with any child, without the proper clearances.

1. New Foundations Charter School encourages parent/guardian participation in the curriculum, programs and activities.
2. A Home and School Association is available for parent/guardian participation.
3. New Foundations Charter School requests that every parent/guardian support the school by volunteering 20 hours of service for each child enrolled.
4. It is the policy of New Foundations Charter School that all volunteers that have direct contact with the children are required to obtain, at their own expense, Criminal History, FBI and Child Abuse Background Clearances that are less than one-year-old from the date of their child's enrollment at the school. These clearances will be held in the school's main office and as otherwise required by law. These clearances must be updated every three (3) years as required by State law.
5. Questions/Comments/Suggestions about New Foundations Charter School or this handbook should be put in writing and addressed to the CEO.
6. Any question/comment/suggestion not satisfactorily attended to by the CEO should be put in writing and addressed to the President of the Board of Trustees. The Board of Trustees generally meets the second Monday of each month at 7:00 P.M. in the Lecture Hall at New Foundations Charter School, 8001 Torresdale Avenue, Philadelphia, PA 19136.

The Board of Trustees has adopted the Parent Engagement policy that is posted to the School website (www.nfconline.org) and are available in hard copy at the main office of both buildings.

WORKING PAPERS (Student Employment)

All persons under eighteen years of age are required by the Pennsylvania Child Labor Law to have working papers for all types of employment at any time of the calendar year (including summer vacation). Application for employment (working) papers may be obtained from the high school guidance counselor. Working papers can be obtained from identified locations.

STUDENT RECORDS

New Foundations Charter School will not release or disclose any student information without parental or legal guardian permission unless allowed to do so pursuant to applicable state and federal laws.

Questions regarding the disclosure of student information must be directed to the Chief Executive Officer and must conform to New Foundations' student records/confidentiality policies. A copy of this policy can be obtained by written request to the Chief Executive Officer. Additionally, the Board approved Annual Family Educational Rights and Privacy Act Notice is available on the School's website and is updated annually.

TEACHER QUALIFICATIONS

NFCS aims to employ high quality teachers in all subjects. As a Title I school, parents may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children. To do this, please contact the CEO/Principal/Vice Principal.

CURRICULUM

New Foundations Charter School has implemented the Developmental Studies Center (The Collaborative Classroom) curriculum that focuses on emotional, social, ethical and intellectual development of children. This is accomplished through comprehensive programs in reading and community building activities in the classroom, within the school building, with our families, and with the school's community.

NEW FOUNDATIONS CHARTER SCHOOL CURRICULUM GOALS

- To promote high academic standards in all subject areas for all students.
- To develop responsible citizens who foster the growth of others.
- To create a supportive environment where everyone is both teacher and learner.
- To teach skills essential to teamwork and pro-social behavior.
- To translate activities and opportunities to demonstrate knowledge and skills into the twelve recognized modes of intelligence.
- To address emotions explicitly as elements that regulates our interactions with the physical, social, and internal environments.
- To continually develop, implement, and assess methods to generate positive emotional energy around learning and contributing to a vibrant learning community.
- To foster the growth of all students into healthy, mentally resilient contributors to society.

Grading Policy

The New Foundations Charter School community believes in world-class standards, instruction, and assessment. Our grading policy reflects these high expectations, as well as honors the process and product of students' efforts and achievements. The grading scale is as follows:

98-100	A+
93-97	A

90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
69 or under	F

*In addition, all students must score proficient on Keystone Tests or its equivalent in order to graduate

K-8 Standards Based Grading:

Students in grades K-8 will be assessed based on state and national standards related to the course content, in addition to social emotional skills throughout the year. Standards based reporting can be viewed through PowerSchool and will be distributed at report card conferences. Standards are assessed on the following scale: 1 (0-69%), 2 (70-79%), 3 (80-89%), 4 (90-99%). Students are assessed according to the categories of practice, formative, and summative.

K-8 Grade Promotion:

Students failing to acquire a “year end” grade of 70 or above for a particular subject will be required to attend summer school in order to receive further instruction in a particular area of study. During the year, parents will be involved in ongoing discussion on student progress and made aware officially of progress through quarterly progress reports and report card conferences.

Students who acquire a ‘year-end’ grade of 70 or below for up to 2 subjects must participate in NFCS’ summer school program to gain further instruction in the particular subject areas. Students who acquire a ‘year-end’ grade of 70 or below for 3 or more subject areas will be retained in the current grade level.

Credit Recovery

Students failing to acquire a “year end” grade of 70 or above for a particular subject will be required to attend summer school in order to recover credit in that particular area of study. The curriculum and individual units of study is scaffold; therefore, students will not be able to move to the next academic level of study until they complete and pass all requirements. Furthermore, New Foundations Charter High School does not allow students to retake or re-enroll in failed courses during the academic year, unless otherwise approved by administration. **All failed courses must be completed during summer school in order to be eligible for promotion!!**

At the conclusion of the credit recovery process, students must acquire a passing grade of 70 or above in order to be given credit for the course.

For planning purposes, parents will be notified at the start of the 4th quarter as whether their son or

daughter is in danger of failing. Parents will again be notified after final examinations (High School only) as to whether summer school is required. Parents will then be given information pertaining to costs, times, dates, and other logistical information pertaining to summer school.

Guidelines for computation of Grade Point Average for Grades 9 through 12

In recognition of varied course requirements, grade point averages shall be weighted to reflect this variation as follows:

AP course	1.25
College Courses	1.25

Students may not receive duplicate credit for the same course. If a student withdraws from an AP class, a “W” (withdrawn) remains on the student’s transcript.

ADVANCED PLACEMENT

An Advanced Placement (AP) course is a challenging learning experience and evidence of completion of an AP course on a transcript is a positive indication of the student's dedication to rigorous academics. In addition, participation in AP courses is constructive preparation in building the solid foundation needed for success in college.

However, the course selections of the students determine how the master course schedule is developed. Because the choices are extremely important to the planning of the school year, students are expected to remain committed to their selections throughout the year; therefore, there will be no changes in scheduling of yearlong courses.

Students interested in Advanced Placement Courses must know that these courses are academically rigorous, hence requiring independence, self-motivation, diligence, and responsibility. These courses are fast-paced and aligned to National Standards created by the College Board. Students will be responsible to:

1. Referral by an NFCS same subject-based teacher
2. Attend meeting with parents prior to the start of course
3. Sign Advance Placement Contract
4. Complete all assigned summer reading assignments
5. Complete tasks and assignments during the school year promptly and independently.

DUAL ENROLLMENT REQUIREMENTS

Students interested in taking advantage of dual enrollment programs with local colleges and university, with whom New Foundations Charter School has established an agreement, must adhere to specific criteria in order to be considered for enrollment. The administration has agreed that our requirements will include:

1. G.P.A. of at least a 3.4 or higher
2. Excellent attendance
3. Outstanding behavior/character
4. Essay
5. Letter of Recommendation from a subject area teacher
6. Approval from administration

Ranking and Honors

Latin Honors- Students will receive special academic distinction upon completion of credit requirements. Students who receive a final Grade Point Average of 3.9 or higher will receive Summa Cum Laude recognition. Students receiving a final GPA between 3.61 and 3.89 will be classified as Magna Cum Laude. Those students with a GPA between 3.4 and 3.6 will be classified as Cum Laude.

Graduation

Graduation is a serious academic occasion. It is a ceremony to honor the tremendous time and effort it has taken our students to reach this milestone. Everyone has planned this day for a long time. Hence, in order to ensure that the event is successful, the administration has established protocol for students and parents.

Student Protocol

1. Graduates must attend all Graduation practices. **It is MANDATORY. Failure to attend will result in a reduction of tickets.** If all practices are missed, students will not be eligible to walk on graduation day.
2. NFCS students must conduct themselves in an orderly and mature fashion. We expect them to follow all **rules for behavior as outlined in the school handbook.**
3. NFCS students must arrive one hour before the ceremony on graduation day. **Students ONLY** will meet in the assigned location.
4. Attire for graduates is as follows:
 - a. Girls: Dress or skirt, no shorts, flip-flops or sneakers.
 - b. Boys: Dress pants, shirt and tie, no flip flops, sneakers or shorts
 - c. Caps and gowns must be worn during the entire ceremony. **Graduates will receive CAPS/GOWNS one week prior to graduation. Please be sure that these are pressed.**

Parent/Guardian Protocol

1. We ask that you assist your son or daughter in arriving **PROMPTLY one hour before graduation** on graduation day. Parents will be permitted to enter directly into the graduation location at that time. **Parents may not come** into the assigned meeting location with their son/daughter.
2. **All parents deserve the right to hear their child's name announced. During the distribution of diplomas, we asked that you please refrain from loud celebrating and applause until all names have been called.**
3. Parents will not be permitted up the center aisle or in front of the stage during the ceremony. These sections will be roped off and monitored by security.
4. We ask that all cell phones and electronic devices be turned off during the ceremony.
5. We ask that if you bring young children to the ceremony that you properly supervise them.
6. Please be advised that graduates will enter at the designed time anyone arriving during this procession will be asked to wait in the lobby. No one will be allowed to enter while the graduates are marching into the facility.
7. Every guest must have a ticket, including children, to enter the graduation. Students have been allotted 5 tickets each. They are no replacement tickets if these are lost. **Graduates will receive their tickets in a sealed envelope on the Friday before graduation.**

All of these requests are based on our basic philosophy: Students and families have waited a long time for this day. All families deserve the right to clearly hear their child's name called and see them graduate without trying to hear over noise made by others or trying to see between people standing in front of them. **We respectfully request that you please exercise common courtesy during our graduation proceedings.**

Valedictorian and Salutatorian

The valedictorian is the graduating senior who has attained the highest weighted GPA on the basis of cumulative performance and grades received in 9th, 10th, 11th and 12th grades.

The salutatorian is the graduating senior who has attained the second highest weighted GPA. **To be eligible for these distinctions, a student must have attended New Foundations Charter High School for all four years, beginning in September of their Freshman year.** Ranking is computed using the grades earned in all subjects, with the exception of Pass-Fail courses. Students will be informed of these honors upon completion of Final Examinations in June, one week prior to graduation. In the event of a tie, a student's complete record will be reviewed for attendance, service to community, and extra-curricular activities. Elements that will be considered and used to break the tie are as follows: 1.) participation in Advanced Placement and/or dual enrollment programs, 2.) Attendance, 3.) Participation in Extra-Curricular activities. **Please be advised that all dual enrollment/college course grades, must be submitted to the administration immediately upon completion of the course. An official transcript from the college or university must be presented to the administration. Spring semester dual enrollment course grades must be submitted on or before the last day of final examinations in order to be included in the class rank computation. In order to adequately notify students receiving the honor of Valedictorian or Salutatorian, final grade point averages will be computed upon the completion of the last examination. Hence, all examinations must be complete and all dual enrollment grades must be submitted and entered for computation on or before the last day of senior finals.**

Extra-Curricular Activities

Students wishing to participate in extra-curricular activities must be a *student in good standing*. A detailed explanation may be obtained from the CEO/Principal. The student must meet academic, behavioral and attendance standards to participate in all aspects of the activity (practices, games, meetings, events, etc.) Extra-curricular is defined as any activity that will require the release of a student from regularly scheduled classes (ex. sports, music lessons, student council, etc.) or any school-sponsored activity that meets during a student's non-class time (before or after school, lunchtime). Students who commit to an extra-curricular activity are expected to participate for the duration of the activity, unless they become ineligible. The CEO/Principal/Athletic Director or designee may only make exceptions to this policy.

PLAGIARISM POLICY

Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. Plagiarism, (or intellectual theft) includes "the reproduction, in whole or essential part, of a literary, artistic or musical work by one who falsely claims to be its creator." *Encyclopedia Americana, 2003*. "The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." *Dictionary.com*.

Some examples might include, but are not limited to:

- Downloading a paper from a “paper-mill”
- Submitting another student’s work
- Copying homework
- Copying a portion of another’s work without citing it, including the internet
- Copying material, supplying proper documentation, but leaving out quotes or indents
- Paraphrasing ideas without documentation

Plagiarism is regarded as a very serious offense. Many institutions of higher education expel students found guilty of plagiarism. In our effort to educate all New Foundations Charter School students about the issue of academic dishonesty and to prepare our students for the future, we have established the following guidelines:

Rules and Procedures

When plagiarism takes place in an academic setting, it is most often handled by the individual teacher and administrator involved. The following procedures and consequences have been established for handling issues related to plagiarism at the elementary, middle and high school levels.

VIOLATION/PROCEDURE/PENALTY

VIOLATION	PROCEDURE	PENALTY
FIRST OFFENSE	Teacher notes the plagiarism and deals with it by contacting the parent/guardian	Loss or no credit for the assignment Document plagiarism event Teacher contacts parent/guardian
SECOND OFFENSE	The teacher notes the plagiarism and refers the student to the Principal/Vice Principal	Loss or no credit for the assignment Report in discipline file Principal/Parent/Guardian Conference Suspension of student activities and extracurricular activities
THIRD OFFENSE	Teacher reports the incident. Principal immediately notifies parents/guardians in order to conduct a meeting with the parent/guardian, principal, and the guidance counselor.	Student is referred to the counselor who will immediately recommend training and courses in Ethics. Student placed on academic probation

		Student referred to the discipline committee of the Board of Trustees
--	--	---

Graduation and Promotion Requirements

- The New Foundations Charter School Board of Trustees shall award a Diploma to every student who meets the requirements for graduation from 8th grade.
- The New Foundations Charter School Board of Trustees shall award a High School Diploma to every student who meets the requirements for graduation. Such requirements shall include the successful completion of courses of study for a four-year high school approved by the Board of Trustees and which meet the standards set by the commonwealth laws and regulations.

The following is the High School Graduation Requirements

The New Foundations Charter School requires a minimum of 25 credits for graduation. The 25 credits to be earned must include the following:

- English 4.0 credits
- Mathematics 3.0/4.0 credits
- Science 3.0/4.0 credits
- Social Sciences 4.0 credits
- Arts/Humanities 2.0 credits
- Electives 5.5 credits
- Physical Education/Health 1.5 credits
- Summer Reading 1.0 credit
- TOTAL 25 credits**

The following courses are required for graduation for all students:

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English	English 9 (1 cr.)	English 10 (1 cr.)	English 11 (1 cr.)	English 12 or AP English Literature & Composition or AP English Language & Composition (1 cr.)

Social Studies	World History (1 cr.)	Geography (1 cr.)	US History (1 cr.)	American Government or AP US History or AP European History or AP Comparative Government (1 cr.)
Mathematics	Algebra 1 (1 cr.)	Geometry (1 cr.)	Algebra 2 (1 cr.)	Math Elective Course may include: Consumer Math or Pre-Calculus or AP Calculus (1 cr.)
Science	Biology / Environmental Science (1 cr.)	Chemistry (1 cr.)	Science Elective may include: Physics or AP Chemistry or AP Biology (1 cr.)	Science Elective may include: Physics or AP Chemistry or AP Biology (1 cr.)
Arts/Humanities	May include: World Language (Spanish/French/ASL) (1 cr.)	May include: World Language (Spanish/French/ASL) Music, Art or English and or Social Studies courses (1 cr.)	May include: World Language (Spanish/French/ASL) Music, Art or English and or Social Studies courses (1 cr.)	May include: World Language (Spanish/French/ASL) Music, Art or English and or Social Studies courses (1 cr.)
Summer	Summer	Summer	Summer	Summer

Reading	Reading 09 (0.25 cr.)	Reading 10 (0.25 cr.)	Reading 11 (0.25 cr.)	Reading 12 (0.25 cr.)
Health & Physical Education			Physical Education 1 credit	Physical Education 1 credit Health .5 credits
Elective	1 credit	1 / 1.5 credit(s)	.5 credit(s)	1 credit(s)
Total Credits	6.25	6.25	6.75	6.25

2018-2019 ELECTIVES	
English	<ul style="list-style-type: none"> · AP English Language & Composition (1.0) · AP English Literature & Composition (1.0) · College Essay Writing (0.5) · Honors English (1.0) · Public Speaking & Communications (0.5)
Social Science	<ul style="list-style-type: none"> · AP World History (1.0) · AP European History (1.0) · AP US History (1.0) · AP Psychology (1.0) · AP Comparative Government (1.0) · Criminal Justice (0.5) · Introduction to Film Studies (0.5) · History of Philadelphia (0.5) · Introduction to American Minority (0.5) · Introduction to Middle Eastern Studies (0.5)
Mathematics	<ul style="list-style-type: none"> · AP Calculus (1.0) · Statistics (1.0) · Honors Geometry (1.0) · Honors Pre-calculus (1.0) · Honors Algebra II (1.0)

Science	<ul style="list-style-type: none"> · AP Biology (1.0) · AP Chemistry (1.0) · AP Physics (1.0) · Forensics (1.0) · Honors Chemistry (1.0) · Honors Physics (1.0) · Honors Biology (1.0) · Marine Biology (1.0) · Anatomy & Physiology (1.0) · Introduction to Nursing (0.5)
World Language	<ul style="list-style-type: none"> · French 1 (1.0) · French 2 (1.0) · American Sign Language (1.0) · Spanish 3 (1.0) · Honors Spanish (1.0)
Project Lead the Way	<ul style="list-style-type: none"> · Computer Science Essentials (1.0) · Computer Science Applications (1.0) · Principles of Engineering (1.0) · Cyber-security (1.0)
Music & Arts	<ul style="list-style-type: none"> · Introduction to Contemporary Music (1.0) · Introduction to Music Theory (1.0) · Introduction to Songwriting (0.5) · Choir (0.5) · Introduction to Art I (1.0) · Introduction to Art II (1.0) · Sculpture (0.5) · Figure Drawing (0.5)

***** It is possible for students to earn more than 25.5 credits. We encourage students to earn more than the minimum 25.5 credits by taking advantage of electives, Advanced Placement Courses, and Dual Enrollment.***

GRADUATION FROM NEW FOUNDATIONS CHARTER HIGH SCHOOL WILL INCLUDE:

1. Complete the prescribed course/credit requirements as set forth above.
2. Passing Keystone Examination administered at the conclusion of each core content subject area. Keystones exams may stand-alone or count as 30% of the student's grade in a particular subject area. This will be determined at the discretion of the CEO/High School Principal.

SUMMER READING – High School

Each summer, students are expected to a book selected by the school. The entire high school will read the same book mandatory book. Upon return to school, students will take a multiple-choice tests or other assessment on the mandatory book. The assessment is a required grade for every student and reflected on the student's report card. Students receiving a 70 percent or better will receive a passing grade, indicated by a "P" on their report card.

Students receiving a grade below 70 percent will receive a failing grade, indicated by an "F" on the report card. **Summer reading is a graduation requirement. Hence, students failing summer reading will be expected to attend a one- week credit recovery course. STUDENT ATTENDANCE at this session is MANDATORY. Students may not be excused from this session nor may they miss any days. This course runs during the first full week of summer vacation. The cost of this credit recovery program is \$150 per pupil.**

KEYSTONE TESTING

The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. Beginning with the class of 2019, students must demonstrate proficiency on the Algebra 1, Literature, and Biology Keystone Exams to graduate. Students will be offered multiple opportunities to take the Keystones throughout their high school careers. The Keystone Exams will be administered three times each year—winter, spring, and summer. Specific administration dates will be published by the Pennsylvania Department of Education on the SAS website at www.pdesas.org. Proficiency on Keystone exams is required for graduation from New Foundations Charter High School.

PSSA & Keystone Assessments:

In rare circumstances, parents may utilize "Ethic of Reciprocity" or state as a religious reason for "opting out of PSSA and/or Keystone testing. This must be presented to the school principal in writing by September 30th each school year in which the assessment will be administered.

ADDITIONAL NOTES

1. All students will participate in career development activities and service learning experiences.
2. Advanced Placement Courses are electives.
3. Psychology and Sociology are a split course for one year. It may be taken at any time. It counts for 1 credit.
4. Health and Physical Education can be taken any time during the 4-year cohort.
5. Students will have six periods per day. Flexibility in the student's schedule exists in Junior and Senior year which is subject to approval by administration.
6. Dual Enrollment and Dual credit will be offered as early as Sophomore year; however,

students may not receive college credit nor may substitute credits for courses offered by New Foundations Charter School. However, elective and or core subject credit will be offered to students pursuing college enrollment.

Books and Materials:

- Books are to be covered with commercial covers or sturdy brown paper bag covers. These may need to be replaced during the school year as they become worn or torn. **Do not use contact paper on any hardback books.**
- Children are responsible for their books and parents/guardians will have to pay for any books that are lost or damaged. This policy also applies to the student's use of the school's technology equipment (please see the section on the "Computer and Technology Acceptable Use Policy")
- Books are to be carried in a durable school bag.
- Students in grades 4-12 are to store their outerwear and book bags in their lockers each day. Students are not allowed to carry their book bags from class to class. Students may go to their lockers to get the necessary materials needed for class at their designated times (before homeroom; before and after lunch and at dismissal).

Homework:

- Home assignments, both written and study, are essential for the full academic development of the student.
- Homework strengthens and extends the learning experience of school.
- Parents are asked to check and sign homework and homework assignment books for K - 8th grade students. All teachers will post their Homework on their website.
- The following time allotments are suggested for homework. These include both written and study assignments:

Kindergarten

- 15 minutes / this time can be for reading if there are no other assignments given.

Grades 1-2

- 15- 30 minutes' homework / additional 15-30 minutes of assigned and/or pleasure reading each night.

Grades 3-4

- 30- 40 minutes' homework / additional 15-30 minutes of and/or pleasure reading each night.

Grades 5-6

- 50-60 minutes' homework / additional 30 minutes of assigned and/or pleasure reading each night.

Grades 7-8

- 60-90 minutes' homework / additional 45 minutes of assigned and/or pleasure reading each night.

Grade 9-12

- 70-120 minutes' homework / additional 60 minutes of assigned and/or pleasure reading each night.

Procedures for Missed Homework Due to Student Absences

- All teachers post the Homework on their teacher website and/or through Canvas.
- Students in Grades 6 through 12 can contact a classmate to obtain work missed.
- For clarification, parent and/or student may email a teacher about a missed assignment.
- Missed assignments due to absence are due when the child returns to school, unless otherwise approved by the teacher.

Testing:

- Teacher made tests, designed to evaluate the progress of students, are given regularly.
- Standardized testing is conducted by the Pennsylvania Department of Education, the School District of Philadelphia and New Foundations Charter School during various times throughout the school year. (*See the attached calendar for specific testing dates.*)

Special Education and Student Support

- New Foundations Charter School recognizes individual student's abilities, and works closely with the students and their parent/guardians to provide an appropriate curriculum.
- New Foundations Charter School operates a full inclusion model for special education students and complies with applicable state regulations regarding the education and placement of students.
- New Foundations Charter School has established our ESAP (Elementary Student Assistance Program) Program to assist both the student and teacher in helping a student achieve to their potential. The SAP program's goal is to provide accommodations and support to the student and teacher, before special education services are recommended.
- A **student** may be evaluated by a school psychologist to determine if an I.E.P. (Individual Education Plan) or Section 504 Plan is needed for special education services or accommodations.

The school will comply with applicable state and federal laws regarding the identification, evaluation and education of exceptional students.

NFCS' Child Find Policy and Public Outreach Awareness System

The Principal/CEO, or his designee shall ensure that children with disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Child Find includes children who are suspected of being a child with a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children, wards of the state and parentally placed private students, as appropriate.

Public Awareness

The Principal/CEO, or his designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are applying for enrollment at NFCS or who attend NFCS:

NFCS shall publish annually a written Child Find notice in means accessible to the NFCS families, including, in this Handbook and on the NFCS' website. The Notice must also be made available in means accessible to the public, such as: at the NFCS' main office, in NFCS' special education office, in a newspaper of general circulation, through local Intermediate Units and/or through other generally accessible print and electronic media, and with the Board meeting minutes a description of: child identification activities, of NFCS' special education services and programs, of the manner in which to request services and programs, and of the procedures followed by NFCS to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

A copy of the Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities and Notification of Rights under the Family Educational Rights and Privacy Act are posted to the School website (www.nfconline.org) and are available in hard copy at the main office of both buildings.

Outreach Activities

The Principal/CEO or his designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend NFCS:

- Offer parents and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents (trainings in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination are important and parents may also be directed to PaTTAN training opportunities). Parent input is to be sought to determine what parent trainings are needed/desired;
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the state, as well as to students attending private schools (where applicable), information concerning the types of special education programs and services available in and through NFCS and information regarding the manner in which parents can request and access those services.
- Provide or obtain periodic training for NFCS' regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and

services to students with disabilities.

- The public outreach awareness system utilized by the charter school shall include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children.
- NFCS shall conduct child find activities to inform the public of its special education services and programs and the manner in which to request them.
- NFCS' child find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- Efforts must be made to identify applicants and enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

Screening

The CEO/Principal or his designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
- Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.
- Maintain the confidentiality of information in accordance with applicable state and federal regulations.

Pre-Evaluation Screening

The pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty ("FBA" or functional behavior assessment);

- An intervention based on the results of the assessments conducted;
- An assessment of the student's response to the intervention;
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;
- A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, NFCS may initiate a multidisciplinary team reevaluation without completion of the screening process. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

NFCS will also provide 504 Plans for students who have disabilities or impairments, within the meaning of Section 504, that *substantially limit* the students learning or other major life activity. NFCS will utilize the definition of "*substantially limits*" as provided by the federal regulations implementing Section 504 of the Rehabilitation Act of 1973, on the basis of individual inquiry for each student (34 C.F.R. §§104, et seq.). This includes whether the individual student is (a) unable to perform a major life activity that the average person in the general population can perform or (b) significantly restricted as to the condition, manner or duration under which the person can perform, in comparison with the average person in the general population. The definition of a physical or mental impairment and of a major life activity may be found at the Section 504 regulation at 34 C.F.R. 104.3(j)(2)(i) and (ii) respectively. Students may be considered to be disabled under this policy even though they do not require and/or qualify for services pursuant to the Individuals with Disabilities Education Act (2004).

Parents who think their child may have a disability or may be eligible for special education may request, at any time, that New Foundations Charter School conduct a Multi-Disciplinary Evaluation. **Requests for a Multi-Disciplinary Evaluation must be made in writing to the CEO of New Foundations Charter School at 8001 Torresdale Avenue, Philadelphia, PA 19136.**

REPORTING STUDENT PROGRESS

Report Cards:

- The purpose of the report card is to inform parents of the progress of their children and to provide guidance for their growth and development.
- Report cards will be issued four times a year.
- Progress reports will be issued four times per year
- Parent/Guardian conferences will be held for each report card issuance at the end of Quarter 1 through 3. Final year-end report cards will be sent home during the last week of school.
- Parents/Guardians are expected to attend all report card conferences.

Academic Progress Reports:

- Kindergarten through 12th grade students will receive Academic Progress Reports in October, December, February, and May. Academic Progress Reports will be sent home with the student.
- Parents are also encouraged to contact teachers to discuss the reports.
- Failure warnings and warnings of possible retention will be issued at the end of the 2nd and 3rd quarter and at mid-term during the 4th quarter

Skills for Successful Learning (K-8 only):

- Students in K-8 will be collaboratively assessed by teachers, counselors and through self-assessment on their social- emotional learning skills
- Standards based reporting will be included at the end of Quarter 2 and Quarter 4.
- Standards assessed include self-efficacy, growth mindset, grit, emotional confidence, and learning strategies and classroom effort.

Retention:

New Foundations Charter School has high academic standards. When it becomes apparent that a child is in danger of failing, a conference will be held with the parent to develop a plan to help the child succeed. However, from time to time a child does not meet the academic requirements necessary to be promoted to the next grade level. Teachers closely monitor children's progress and will inform parents/guardians at conferences when retention may be necessary. In the event that retention is necessary a written notice will be forwarded to you communicating this formal decision.

National Honor Society and National Junior Honor Society Selection Criteria

Any student in grades 7 through 12 in a school with both an official charter of the National Honor Society and an affiliation with the NASSP Department of Student Activities is eligible for consideration for membership in the National Honor Society. All membership selection is handled through the local

school chapter. Membership is reviewed twice per year. Students failing to adhere to grade point average specifications and any other criteria for membership will initially be placed on probation, until the issue is resolved. If the academic and or other tenants of the organization have not been upheld, students will be dismissed from the organization at the conclusion of the academic school year.

NHS is more than just an honor roll. The New Foundations Charter School Charter National Honor Society establishes rules for membership that are based upon a student's outstanding performance in the areas of scholarship, service, leadership, and character. These four criteria for selection form the foundation upon which the organization and its activities are built.

- **Scholarship:** Students who have a cumulative grade point average of 3.4 or higher (or 85% or better) with no final failing grades meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, and character.
- **Service:** This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit. A minimum of ten hours of community service is required for induction into the New Foundations Charter School National Honor Society.
- **Leadership:** Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others. Students who meet the academic criteria for acceptance to the New Foundations Charter School National Honor Society will be provided with leadership/character reference checklists to be completed by three teachers.
- **Character:** The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others and generally maintains a good and clean lifestyle. Students must have no suspensions in order to meet acceptance criteria.

Field Trips:

- The use of field trips to supplement and support the academic program is a desirable and worthwhile goal.
- Parental permission slips are required for each pupil who participates in this instructional activity.
- The principal will decide the dress code.
- Since a field trip is primarily a learning experience, the time spent is considered part of the regular school day and a part of the school's curriculum.
- Parents/Guardians are expected to support the academic program of New Foundations Charter School by making certain that students are well prepared and attend all Field Trips scheduled.
- Children who have poor conduct/attendance may not be allowed to participate in this academic learning experience.

Breakfast/Lunch:

- New Foundations Charter School has contracted with Maschio's Food Services for our

food service program.

- Breakfast/Lunch may be purchased each day.
- Milk is available every day.
- For Further information on the Lunch Program contact the school office.
- Students not purchasing lunch are to pack a lunch.
- Juice/water is available for purchase during lunch from vending machines.
- NO GLASS CONTAINERS PLEASE.
- Students are not permitted to bring personal games and/or toys to lunch/recess.
- Students are not permitted to eat or chew gum or candy during the school day.

All kindergarten – 8th grade students go outside for recess, unless there is inclement weather.

MEDICATION POLICY

The following information is a guide for the administration of medication in school.

REQUEST FOR ADMINISTRATION OF MEDICATION OR OTHER EQUIPMENT IN SCHOOL:

1. A form (available in the health office) must be completed and returned to the school prior to administrations of medication in school. Please make sure both the doctor and parent/guardian complete the form.
 - The doctor completes the left-hand side of the form
 - The parent/guardian must sign the top right hand side.

2. Medication must be brought to school properly labeled and packaged by a registered pharmacist. The medication bottle must have a Safe-T-Closure cap and the label must include:
 - Patient Name
 - Pharmacy Name
 - Prescription #
 - Pharmacy Phone #
 - Name of medication and dosage
 - Name of prescribing doctor
 - Instructions for administration
3. For special equipment, such as nebulizers, service will only be provided if you have such equipment in your home. **You must provide** the equipment as well as repair and replace it when necessary. Operating instructions must accompany the equipment.
4. This procedure must be repeated each time there is a change in dosage and at the beginning of every school year.
5. These guidelines apply to the administration of all over the counter medications and usage of medical devices or equipment, i.e., nebulizer, Epi-Pen, catheter, etc., as well or if needed on a regular basis.
6. Unused medication must be picked up by the last day of school or it will be discarded.

These guidelines are designed for the safety of your child and are strictly enforced. If you have any questions/concerns, please contact the school nurse.

Self-Administration Medication and Equipment for Diabetes Asthma and Severe Allergic Reactions

The Principal/CEO shall have authorization to determine procedures for staff development in monitoring students who self-administer medication and equipment for diabetes, asthma and for severe allergic reactions and reviewing students' ability to self-administer same.

Diabetic and asthmatic students and those subject to severe allergic reactions of school age may possess on their persons, including book bags and handbags, all necessary supplies, equipment and prescribed medication to perform self-monitoring and treatment if certain criteria are met for self-administration in addition to parental and medical provider documentation.

A student with asthma shall be permitted to use an asthma inhaler and a student with diabetes shall be permitted to perform blood glucose checks, treat hypoglycemia and hyperglycemia and otherwise attend to the care and management of his or her diabetes in the classroom in any area of the school or school grounds and at any school-related activity if requested by the parent or guardian. A student with medically certified severe and possibly life-threatening allergic reaction(s) and of school age may possess an epinephrine auto-injector on their persons, including book bags and handbags, to perform treatment for an allergic reaction.

Such request must be in the form of an Asthma Medical Management Plan (AMMP) or Diabetes

Medical Management Plan (DMMP) or health request form for epi-pen use, respectively, each of which includes a statement from the treating physician, certified registered nurse practitioner or physician assistant indicating that the student has successfully demonstrated capability of independent monitoring and responsible behavior in self-administering treatment or prescribed medication. (See Asthma and Diabetes Medical Management Plan forms as attached to Board of Trustee Asthma Medication and Equipment Policy and Diabetes Awareness and Management Policy respectively.)

As part of a student's responsible behavior, the student is to notify the school nurse immediately following each use of medication or equipment for the student's asthma or diabetes related condition.

The AMMP and DMMP shall also contain a statement from the parent that the charter school comply with the order of the healthcare provider and that the charter school is relieved of any responsibility for the benefits or consequences of the prescribed medication when parent-authorized and that the charter school bears no responsibility for ensuring that the medication is taken.

The student is restricted from making medication or any medical equipment available to other students. The student's privilege to self-administer medication or equipment may be revoked or restricted if the student abuses or ignores charter school policies. The Code of Conduct is applicable to such misconduct at Level IV as stated above.

Computer and Technology Acceptable Use Policy

Purpose

New Foundations Charter School relies on its computer network to conduct business and student learning. To ensure appropriate use of the school's Computer Resources, New Foundations has created this Computer Usage Policy (the "Policy").

It is every computer User's (as defined below) duty to use the Computer Resources responsibly, professionally, ethically and lawfully. Access to these resources may be designated a privilege not a right.

DEFINITIONS

From time to time in this Policy, we refer to terms that require definitions:

The term "**Computer Resources**" refers to New Foundations' computer network. Specifically, Computer Resources, whether owned or leased, including, but not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, software, data files, and all internal and external computer and communications networks (for Example: Internet commercial online services, value-added networks, e-mail systems) that may be accessed directly or indirectly from our computer network.

The term "**Users**" refers to all employees, independent contractors, consultants, temporary workers, students, family members and other persons or entities that use our Computer Resources.

POLICY

The Computer Resources are the property of New Foundations. Users are permitted access to the computer system to assist them in the performance of their jobs and academic purposes. Occasional, limited, and appropriate personal use of the computer system is permitted when the use does not: (1) interfere with the User's work performance or academic performance; (2) interfere with any other User's work performance or academic performance; (3) have undue impact on the operation of the computer system; (4) violate any other provision of this policy or any other policy, guideline, or standard of New Foundations. At all times, Users have the responsibility to use Computer Resources in a professional, ethical, and lawful manner.

Use of the computer system is a privilege that may be revoked at any time. In using or accessing our Computer Resources, Users must comply with the following provisions.

NO EXPECTATION OF PRIVACY: The computers and computer accounts given to Users are to assist them in the performance of their jobs and for academic purposes. Users do not have an expectation of privacy in anything they create, store, send, or receive on the computer system. The computer system belongs to New Foundations and should be used primarily for New Foundations' business and academic purposes.

Monitoring the Online Activities of the Users: Network monitoring tools are used to "police" Computer Resources of all Users. (Examples: VNC, PC Anywhere, Remote Control and Hyena). Teachers are required to monitor their student's activities while using the Computer Resources in all learning environments.

WAIVER OF PRIVACY RIGHTS: Users expressly waive any right of privacy in anything they create, store, send, or receive on the computer or through the Internet or any other computer network. Users consent to allowing personnel of New Foundations to access and review all materials Users create, store, send, or receive on the computer or through the Internet or any other computer network. Users understand that New Foundations may use human or automated means to monitor use of their Computer Resources.

PROHIBITED ACTIVITIES

PROHIBITED USES: Without prior written permission from New Foundations, Computer Resources may not be used for dissemination or storage of commercial or personal advertisements, mass mailings, solicitations, promotions, destructive programs (that is, viruses or self-replicating code), political material, downloading nonacademic related media, plagiarism, hacking or any other unauthorized or illegal use.

INAPPROPRIATE OR UNLAWFUL MATERIAL: Material that is fraudulent, harassing, sexually explicit, pornographic, violent or advocating of violence, profane, obscene, intimidating, threatening, defamatory, discriminatory, or otherwise unlawful or inappropriate may not be sent by e-mail or other forms of electronic communication (such as bulletin board systems, newsgroups, chat groups) or accessed, reviewed, displayed on or stored in New Foundations' Computer Resources. Users encountering or receiving this kind of material have the responsibility to immediately report the incident to their teacher or direct supervisor.

SPOOFING AND SPAMMING: Users may not, under any circumstances, use "spoofing" or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards, newsgroups, or chat groups. Without expressed permission from New Foundations, Users may not send unsolicited ("spamming") e-mails to persons with whom they do not have a prior relationship or bona fide New Foundations business purpose.

MISUSE OF SOFTWARE: Without prior written authorization from the New Foundations, Users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or clients of New Foundations or to any third person; (3) modify, revise, transform, recast or adapt any software or (4) reverse-engineer, disassemble, or decompile any software. Users who become aware of any misuse of software or violation of copyright law have the responsibility to immediately report the incident to their teacher or direct supervisor.

COMMUNICATION OF TRADE SECRETS: Unless expressly authorized by New Foundations, sending, transmitting, or otherwise disseminating proprietary data, trade secrets, or other confidential information of New Foundations is strictly prohibited. Unauthorized dissemination of this information may result in substantial civil liability as well as severe criminal penalties.

OTHER: Unless expressly authorized by New Foundations, the following are also unacceptable uses of Computer Resources, as defined herein:

1. Users may not use Computer Resources to access material that is profane or obscene (pornography of any kind), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
2. Users may not post personal information on the Internet about themselves or other people. Personal contact information includes address, telephone, school address, work address, pictures or video bites, clips, blogs, social networking information, etc.
3. Students may not agree to meet with someone they have met on the Internet without their parent's approval and participation.
4. Users may not attempt to gain unauthorized access to any other computer system. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing", "snooping" or "electronic discovery".
5. Users may not deliberately disrupt or harm hardware or systems, interfere with computer performance, interfere with another's ability to use equipment and systems, or destroy data.
6. Users may not use Computer Resources to engage in illegal acts, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.
7. Users may not use the Computer Resources to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
8. Users may not post information that could endanger an individual, cause personal damage or a danger of service disruption.
9. Users may not knowingly or recklessly post false or defamatory information about a person or organization.
10. Users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other Users.

11. Users may not indirectly or directly make connections that create "backdoors" to New Foundations, other organizations, community groups, etc. that allow unauthorized access to the Computer Resources or New Foundations.
12. Users may not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening, or disrespectful language.
13. Users may not engage in personal attacks, including prejudicial or discriminatory attacks.
14. Users may not bully or harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.
15. Users may not re-post a message that was sent to them privately without permission of the person who sent them the message.
16. Users may not forward or post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
17. Users will not install or reproduce unauthorized or unlicensed software on Computer Resources.
18. Users may not plagiarize works that they find on the Internet or other resources.
19. Users may not use Computer Resources for private business activities or unreasonable personal use.
20. Users may not use Computer Resources for political lobbying except to the extent allowed by applicable state or federal laws.
21. Students will not download files unless approved by their teacher.
22. Students will follow the directions of their teachers and administrators when using Computer Resources and will obey all school rules regarding Computer Resource and Internet usage.

STUDENT CODE OF CONDUCT

Student behavior on Computer Resources is also governed by the behavioral expectations that appear in New Foundations' Student Code of Conduct.

Teachers and other staff members will make every attempt to monitor and guide students toward appropriate materials and the use of the system. It is understood that access to the Computer Resources is a privilege, not a right. Failure to abide by the rules in this document could result in the revocation of access privileges, disciplinary action (including suspension or expulsion from New Foundations), or legal action, as deemed appropriate. Parents/guardians or perpetrators may be billed for damages to equipment. Illegal activities will be referred to the appropriate law enforcement agency. Actions warranting suspension or expulsion will be subject to the due process procedures outlined in the Student Code of Conduct.

PASSWORDS

RESPONSIBILITY FOR PASSWORDS: Users are responsible for safeguarding their passwords for access to the computer system. Individual passwords should not be printed, stored online, or given to others without express consent of the Director of Technology. Users are responsible for all transactions made using their passwords. No User may access the computer system with another User's password or account.

PASSWORDS DO NOT IMPLY PRIVACY: Use of passwords to gain access to the computer system or to encode particular files or messages does not imply that Users have an expectation of

privacy in the material they create or receive on the computer system. New Foundations has global passwords that permit access to all material stored on their computer system regardless of whether that material has been encoded with a particular User's password.

SECURITY

ACCESSING OTHER USER'S FILES: Users may not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. Ability to read, alter, or copy a file belonging to another User does not imply permission to read, alter, or copy that file. Users may not use the computer system to "snoop" or pry into the affairs of other Users by unnecessarily reviewing the files and e-mail.

ACCESSING OTHER COMPUTERS AND NETWORKS: A User's ability to connect to other computer systems through the network or by a modem does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems.

COMPUTER SECURITY: Users may not attempt to circumvent New Foundations data protection measures or uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files, or directories. Users who engage in this type of activity may be subject to loss of computer privileges, disciplinary action up to and including expulsion from New Foundations or termination of employment as well as civil and criminal liability.

INTERNET FILTERING TECHNOLOGY: New Foundations employs firewall solutions. At a minimum, it is meant to block visual depictions that are obscene, child pornography, and harmful to minors. If a User finds a website deemed inappropriate it must be reported to the User's teacher, Executive Director or immediate supervisor. After review of the site appropriate steps will be taken to shield the site from Users. For purposes of bona fide research or other lawful purposes the Director of Technology may make certain blocked sites available for those purposes only after approval of the request. New Foundations does not warrant the effectiveness of Internet filtering.

VIRUSES

VIRUS DETECTION: Viruses can cause substantial damage to computer systems. Each User is responsible for taking reasonable precautions to ensure he or she does not introduce viruses to new Foundations' network. To that end, all material received on floppy disk or other magnetic or optical medium and all materials downloaded from the Internet or from computers or networks that do not belong to New Foundations **MUST** be scanned for viruses and other destructive programs before being placed onto the computer system. Users should understand that their home computers and laptops might contain viruses. All disks transferred from home computers and laptops to New Foundations' network **MUST** be scanned for viruses. Any User receiving email from a questionable source **MUST** contact the Director of Technology before opening the email or any attachment included in the email.

ACCESSING THE INTERNET: To ensure security and avoid the spread of viruses, Users accessing the Internet through a computer attached to New Foundations' network must do so through an approved Internet firewall.

ENCRYPTION SOFTWARE

USE OF ENCRYPTION SOFTWARE: Users may not install or use encryption software on any of New Foundations computers without first obtaining written permission from the Director of Technology. Users may not use passwords or encryption keys that are unknown to the Director of Technology.

EXPORT RESTRICTIONS: The federal government has imposed restrictions on export of programs or files containing encryption technology (such as e-mail programs that permit encryption of messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside the United States.

E -MAIL

E-MAIL DISPOSAL: Unless directed to the contrary by the Director of Technology, Users should discard inactive e-mail after sixty days. Information subject to federal and/or state laws and regulations governing mandatory retention of records and electronic communication may require you to maintain files or documents for a specified period of time. It is the User's responsibility to know which records are subject to these conditions and to comply with these laws and regulations.

DRAFTING E-MAILS: Because they may appear informal, e-mail messages are sometimes off-hand, like a conversation, and not as carefully thought out as a letter or memorandum. Like any other document, an e-mail message or other computer information can later be used to indicate what a User knew or felt. You should keep this in mind when creating e-mail messages and other documents. Even after you delete an e-mail message or close a computer session, it may still be recoverable and may remain on the system.

MISCELLANEOUS

UNAUTHORIZED DISCLOSURE OF INFORMATION OF MINORS: It is a violation of state laws, including, but not limited to, Title 22 of the Pennsylvania Code and federal laws, including but not limited, to the Family Education Rights and Privacy Act ("FERPA"), to access data of a student you do not directly instructor to disclose information about a student without parental permission or absent an exception to the disclosure requirements. All access and distribution of student data is recorded. Questions regarding the disclosure of student information must be directed to the Executive Director prior to disclosure and must conform to New Foundations' student records/confidentiality policies.

PRIVILEGED ATTORNEY-CLIENT COMMUNICATIONS: Confidential e-mail sent from or to in-house counsel or an attorney representing the Company should include this warning header on each page" "ATTORNEY-CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

COMPLIANCE WITH APPLICABLE LAWS AND LICENSES: In their use of Computer Resources, Users must comply with all software licenses/copyrights and all other state, federal, and international laws governing intellectual property and online activities. You should not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the e- mail system or by any other means unless you have confirmed in advance from appropriate sources that New Foundations has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by New Foundations as well as legal action by the copyright owner. Any questions concerning these rights should be directed to your teacher, the CEO, or direct supervisor or the Office of the General Counsel.

CESSATION OF ACCESS: Upon termination or ending of employment, expulsion from NEW FOUNDATIONS, withdrawal from New Foundations, etc., no further access to or use of Computer Resources is permitted without express authorization from the Director of Technology.

NO ADDITIONAL RIGHTS: This Policy is not intended for and does not grant Users any contractual rights.

INTERNET SAFETY POLICY PURSUANT TO THE CHILDREN’S INTERNET PROTECTION ACT (CIPA)

Background

According to the Pennsylvania Department of Education (“PDE”), the Federal Children’s Internet Protection Act (“CIPA”), Pub. L. No. 106-554 and 47 USC 254(h), mandates that schools that receive federal technology funds must develop and implement measures and policies to prevent access to “visual depictions” that are determined to be “obscene”, “child pornography”, or “harmful to minors” as defined herein.

PDE has further stated that schools receiving certain E-rate discounts are also mandated by the Neighborhood Children’s Internet Protection Act (N-CIPA) to adopt and enforce an Internet Safety Policy (ISP) that addresses harmful or inappropriate online activities. N-CIPA was passed as part of CIPA.

The Board of Trustees of New Foundations Charter School (“New Foundations”) has adopted this Policy in order to establish specific standards to comply with CIPA and N-CIPA requirements. This Policy is to be read in conjunction with the New Foundations’ Acceptable Use of Computer Resources Policy and shall supplement, not supplant, New Foundations’ Acceptable Use of Computer Resources Policy.

The Chief Executive Officer “CEO” or his designee is directed to include this Policy in the Parent and Student Handbook and the Employee Handbook. Failure to comply with this Policy and/or Internet safety requirements of New Foundations shall result in consequences as set forth in the school’s Parent and Student Handbook, Code of Conduct or Employee Handbook and/or as allowed by applicable law. Consequences may include, but are not limited to: denial of or restriction to access to technology, suspension, expulsion, notification of authorities, termination, commencement of civil and/or criminal proceedings and/or other consequences available under school policy and/or applicable state and/or

federal laws.

This Policy has been adopted after reasonable public notice and at a meeting held open to the public to address this Policy.

Purpose

New Foundations uses computer resources to facilitate the education of students and to aid in matters related to the operations of New Foundations. New Foundations further places student Internet safety as a primary concern.

It is every computer user's duty to use computer resources, including the Internet, responsibly, professionally, ethically and lawfully. Access to these resources shall be designated a privilege, not a right.

This policy applies to aspects of both adult and student compliance with Internet safety at New Foundations.

CIPA/N-CIPA Compliance/Internet Safety

It is the policy of New Foundations to:

- (1) Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, and all other forms of direct electronic communications;
- (2) Prevent unauthorized access and other unlawful online activity;
- (3) Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- (4) Comply with the Children's Internet Protection Act, Pub. L. No. 106-554 and 47 USC 254(h).

To the extent consistent with applicable state and federal laws and reasonably practical, technology protection measures (or "Internet filters") shall be used at New Foundations to block or filter Internet, and other forms of electronic communications, and access to inappropriate information.

The technology department identifies the form and type of technology protection measures used during the 2014-2014 school year and any questions may be directed to the CEO.

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States Code;
2. Child Pornography, as that term is defined in section 2256 of Title 18, United States

- Code; or
3. Harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

As required by the Children’s Internet Protection Act (CIPA), blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Technology protection measures shall only be disabled pursuant to the direction of the CEO or his designee to the extent allowed by applicable law and regulation, for bona fide research or other lawful purposes of an adult as determined by the CEO or his designee. The development of procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the CEO of New Foundations or his designee.

The CEO or his designee shall take reasonable steps to promote the safety and security of users of the online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

As required by the Children’s Internet Protection Act, prevention of inappropriate network usage at New Foundations shall include:

1. Unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and
2. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

It shall be the responsibility of all members of the New Foundations staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and applicable laws, including the Children’s Internet Protection Act as well as in accordance with any administrative procedures developed by the CEO in furtherance of this Policy.

In accordance with the “Protecting Children in the 21st Century Act” and its requirement to certify to the Schools and Library Division (“SLD”) that the school’s Internet Safety Policy includes educating minors about appropriate online behavior, students shall be educated about appropriate online behavior, including cyber-bullying awareness and response and interacting with other individuals on social networking sites and in chat rooms.

With regard to educating minors about appropriate online behavior, the CEO or his designee is directed to:

- 1) Make such educational opportunities available to students during the school year;
- 2) Notify students and their parents about these educational opportunities in advance; and
- 3) Maintain documentation of:
 - a) educational programs offered;
 - b) the dates and locations of such opportunities;
 - c) how online safety was taught and what was covered in the programs offered; and
 - d) those in attendance at the programs offered.

The CEO or his designee is directed to file and/or provide the appropriate certifications evidencing compliance with CIPA and N-CIPA as required by applicable state and/or federal laws and regulations.

The CEO or his designee is directed to maintain documentation of compliance with CIPA and N-CIPA certification requirements including the annual filing of FCC Form 486.

The CEO or his designee is directed to ensure that New Foundations employs necessary technology protection measures in accordance with this Policy and shall report to the Board when modifications are needed to technology protection measures at New Foundations.

The online activities of students shall be monitored and minors' access to harmful materials shall be restricted to the extent required by applicable laws and regulations.

To the extent not inconsistent with applicable laws and regulations, the following disclaimers apply:

1. There shall be no expectation of privacy by users of New Foundations' Computer Resources;
2. New Foundations does not guarantee the effectiveness of technology protection measures or internet filtering; and
3. New Foundations does not guarantee network functionality or accuracy of online information.

The CEO is directed to implement any procedures that may be necessary to implement this policy as well as to timely submit any forms and paperwork as required by CIPA and N-CIPA and/or applicable state and federal Internet safety laws and regulations.

As with the general code of conduct described on page 16 above, in the area of technology, there are different levels of infractions and concomitant consequences as follows:

Level I

Technology Infractions	Corrective Actions K-8 Building	Corrective Actions High School
<ul style="list-style-type: none"> • Failure to obey directions from administrators, teachers or staff regarding unpermitted exploration of websites during instructional periods • Violation of classroom specific technology norms • Leaving technology resources assigned to the student unattended and/or placed in the designated locked space. • Failure to charge 1:1 devices prior to arriving to school. • Classroom/school disturbance/interruption/disruption <ul style="list-style-type: none"> • Non-return or damage of library • Failure to have assigned 1:1 technology, accessories and carrying case during instructional times. • Logging into any device carts without teacher permission. • Access or use of social media to connect, communicate, or exchange content with peers internal or external to the school 	<ul style="list-style-type: none"> • Teachers may use a variety of in class consequences or redirection techniques • Teacher can provide student with written alternative to activity and require student to temporarily close the laptop. • A written infraction will be documented • If a student accrues three (3) written infractions in one week, a “Because I Care” note will be sent home and the Technology Integration Specialist will be notified and student will meet with Specialist to review Technology Use Policies. • If a student receives any infraction after a “Because I Care” note in the same week, he or she will receive an after-school detention and required to complete (1) Digital Citizenship module assigned by the Technology Integration Specialist. 	<ul style="list-style-type: none"> • Teachers may use a variety of in class consequences or redirection techniques • Teacher can provide student with written alternative to activity and require student to temporarily close the laptop. • If a student accrues three (3) written infractions/.warnings in one week, a detention is to be issued, STEM Specialist will be notified and student will meet with Specialist to review Technology Use Policies.

Level II

Technology Infractions	Corrective Actions K-8 Building	Corrective Actions High School
<ul style="list-style-type: none"> ● Repeatedly having Level 1 Technology infractions ● Engaging in the electronic distribution of non-related educational topics on school devices and/or servers. ● Damaging and/or removing product tags and/or barcodes on any device ● Using another students assigned device without student permission to engage in off-task and/or permitted behaviors. ● Writing or inscribing of any kind on the device surfaces, interfaces and/or casing. ● Intentionally damaging and/or adjusting peripheral input devices (i.e. mouse, keyboard) or peripheral output devices (i.e. printer, monitor, speakers). ● Continuous access or use of social media to connect, communicate, or exchange content with peers internal or external to the school. ● Adjusting system preferences, deleting student work/files or adjusting user interface 	<ul style="list-style-type: none"> ● Student may receive a “Because I Care” note ● Meeting/Conference between student, Technology Integration Specialist and Administration representative ● He or she will receive an after-school detention and required to complete (2) Digital Citizenship modules assigned by the Technology Integration Specialist. ● Suspended from the 1:1 Laptop Program for two days and provided unplugged instructional resources. Returned to Technology Team and letter sent to parent/guardian. 	<ul style="list-style-type: none"> ● Meeting/Conference between student, Technology Integration/STEM Specialist and Administration representative ● He or she will receive an after-school detention and required to complete (2) Digital Citizenship modules assigned by the Technology Integration Specialist and required to complete an artifact of learning from the modules (i.e. poster, resource handout, etc.).

Level III

Technology Infractions	Corrective Actions K-8 Building	Corrective Actions High School
<ul style="list-style-type: none"> • Repeatedly having Level I and/or Level II Infractions • Using technology devices, internet or digital transmission to engage in falsifying individual learning abilities, misrepresenting work, and/or plagiarism • Viewing pornographic content using school resources (devices or network) • Using technology devices, internet or digital transmission (i.e. Web 2.0, Web 3.0 tools, social media) to promote and/or engage in bullying including physical, verbal and cyber forms • Using technology devices, internet or digital transmission to search racial or discriminatory, hateful and/or derogatory content and/or reproduce and spread print or electronically • Complete disregard for devices and digital resources that results in lost access of hardware or software resources for other students and/or users. • Basic tampering peer and/or teacher online content (i.e. changing profile picture, sending emails from others account) that would incite harm to someone other than themselves. 	<ul style="list-style-type: none"> • Class meeting to discuss with class the severity of the issue, revisit technology norms and plan for future best practices. • Student may receive an after-school or Saturday detention • Meeting/Conference between student, Technology Integration Specialist and Administration representative, and parent • In school suspension that includes meetings with Technology Integration Specialist and Counselor. • He or she will complete Digital Citizenship Series as assigned by the Technology Integration Specialist required to complete an artifact of learning from the modules (i.e. poster, resource handout, etc.) to be presented to peer group. • Suspended from the 1:1 Laptop Program for (1) week and provided unplugged instructional resources. Returned to Technology Team and letter sent to parent/guardian. 	<ul style="list-style-type: none"> • Class meeting to discuss with class the severity of the issue, revisit technology norms and plan for future best practices. • Teacher will issue an administrative referral • Meeting/conference between student, teacher, Principal/Vice Principal/Social Worker, Technology Team Representative and parent/guardian • (2) consecutive Saturday Detentions • In or Out of school suspension with assigned work • He or she will complete Digital Citizenship Series as assigned by the Technology Integration Specialist required to complete an artifact of learning from the modules (i.e. poster, resource handout, etc.) to be presented to peer group • Referral to Board of Trustees Discipline Committee for consequences

Level IV

Technology Infractions	Corrective Actions K-8 Building	Corrective Actions High School
<ul style="list-style-type: none"> ● Repeatedly having Level I, II and/or III Infractions ● Using technology devices, internet or digital transmission to threaten, harm, endanger or defame an individual and/or the school. ● Using technology resources to engage in illegal activities such as gambling, online trading, selling/trading, fraud, identity theft, etc. ● Sharing and/or producing pornographic content using school technology resources (i.e. devices or server) that would incite harm to someone other than themselves. ● Altering or deleting peer and/or teacher online content (i.e. changing profile picture, sending emails from others account). ● Being included in digital content (video, social media, etc.) that does not abide by the Student Code of Conduct, and portrays the school in a negative manner outside of the vision and mission. Whether transpired on or off school grounds. 	<ul style="list-style-type: none"> ● Teacher will issue an administrative referral ● Meeting/Conference between student, Technology Integration Specialist and Administration representative, and parent ● Out-of-School suspension that ● Digital Citizenship Series as assigned by the Technology Integration Specialist required to complete an artifact of learning from the modules (i.e. poster, resource handout, etc.) to be presented to peer group. ● Suspended from the 1:1 Laptop Program for (1) week plus, take home access revoked. Provided unplugged instructional resources. Device is to be returned to Technology Team and letter sent to parent/guardian. Limited temporary access once returned. ● Referral to Board of Trustees Discipline Committee for consequences up to and including expulsion ● Financial assessments can be applied as deemed appropriate by the Board of Trustees and/or legal consultation. 	<ul style="list-style-type: none"> ● Teacher will issue an administrative referral ● Meeting/Conference between student, Technology Integration Specialist and Administration representative, and parent ● Out-of-School suspension that ● Digital Citizenship Series as assigned by the Technology Integration Specialist required to complete an artifact of learning from the modules (i.e. poster, resource handout, etc.) to be presented to peer group. ● Suspended from school technology resources for (1) week. ● Referral to Board of Trustees Discipline Committee for consequences up to and including expulsion ● Possible suit for restitution and/or financial responsibility as deemed appropriate by the Board of Trustees and/or legal consultation ● Financial

		<p>assessments can be applied as deemed appropriate by the Board of Trustees and/or legal consultation.</p>
--	--	---

SAFETY PROCEDURES

The K – 8th Grade Building (8001 Torresdale Ave.)

Morning Drop-off

1. All vehicles that are dropping off students are to use Rhawn Street (west bound side).
2. Drop your child off at the passenger gate on Rhawn St. (near the school building). This area is to be used for a quick drop-off of the students. Please do not park for an extended period of time. **Do not park in the school’s parking lot.** If you need to park, please use Torresdale Avenue, past the main gate.
3. School bus area for drop off is on Torresdale Avenue between the corner of Rhawn Street and the main gate. **Do not drop off students on Torresdale Ave. between the corner of Rhawn St. and the main gate.**

Afternoon Pick-up:

1. All vehicles that are picking up children should wait on Rhawn Street or Torresdale Avenue, on the same side as the school. **If you park on the opposite side of the street you and your children must cross at the corner of Torresdale and Rhawn, at the traffic light.** (Please teach your child the right and safe way to cross a street.)
2. Kindergarteners will be dismissed at 2:55 P.M. to alleviate the congestion on the street. Their responsible adult must pick up all Kindergarten students. Please do not block the doorway by waiting on the sidewalk by the doors. Kindergarten students will be dismissed from the Rhawn Street gate.
3. 1st through 8th grade students will be dismissed to be picked up after students have been dismissed to their busses. All 1st-8th grade parents picking up their children must pick them up at the gate on Torresdale Avenue by the main doors of the school building. For everyone’s safety do not walk through the parking lot while the school buses are present. **Do not park in the school’s parking lot.**

The 9th – 12th Grade Building (4850 Rhawn St.)

Morning Drop Off

1. All vehicles that are dropping off students are to use Tulip St. and Decatur St. **(Please do not travel east on Decatur St.)** and then enter the Decatur Street gate and move slowly through the north side of the parking lot. At the end of the parking

lot follow the traffic arrows to go out the Rhawn Street gate. At the designated place drop your child off and proceed out the drive way onto Rhawn Street. To alleviate congestion and for your safety please turn right onto Rhawn Street. Please do not drop your child off on Decatur Street at the gate.

Student Parking

Student parking will be permitted for 12th grade students only. Parking spaces will be assigned through a “lottery” system. Any student that wishes to park on school premises must have a valid license, registration, and insurance.

Security/Visitors

- All parents/guardians/visitors are required to sign in and out with security and/or at the office. No parent/guardian/visitor is permitted in the building without prior approval.
- All volunteers/visitors are required to get a visitor’s pass to be worn at all times while in the building.
- Both our Kindergarten – 8th grade school building and the 9 – 12th Grade High School building are equipped with technology based visitor system and a security cameras to ensure the safety of all.

Fire Drills

- By law, fire drills are required, and are important to ensure the safety of students and staff
- It is essential that when the signal is given, everyone responds promptly and clears the building as quickly as possible by the prescribed route which is posted in each classroom and office.
- Silence is always observed during the fire drill.
- Classes assemble at the predetermined location.
- Students who are not in the classroom when the alarm is sounded will leave by the nearest exit and report to their homeroom teacher at the designated location.
- Noncompliance with these regulations is a serious infraction and will result in disciplinary action.

SCHOOL CLOSING:

- If bad weather or some other emergency necessitates a school closing, it will be announced on **KYW--1060 AM radio**.
- A phone alert from the school alert system will announce school emergencies to the number you provide (please update any changes immediately to the school office)
- A post will be on our school website and through Facebook
- **Our school number is 171**
- Parents should always have an emergency plan in place on record at school should there be an early dismissal.
- If school is dismissed early due to an emergency, there are ***NO extracurricular activities***.

EMERGENCY PROCEDURES

Weather Related

- In the event that school will be closed due to a weather-related situation, an announcement will be broadcast on **KYW news radio, 1060 AM**, a phone call will be sent out, it will be posted on our school website, and through Facebook
- The announcement will state that the school will either:
 - open late
 - dismiss early
 - be closed

Our school number is 171

Non-Weather Related

In the event that the school has a non-weather related emergency, the following guidelines will be followed:

Lock Down and Stay Down

- 1) A signal notifying staff of a “Lock Down and Stay Down” will be given.
- 2) The students will be held in their classroom, or other secured place with doors and windows secured.
- 3) An all-clear signal will be given when the building has been cleared.

Shelter-In-Place

- 1) A signal notifying staff of a Shelter-In-Place will be given.
- 2) All students and staff will be brought indoors and will remain indoors.
- 3) An “all clear signal” will be given when the outdoor area is secured.

An Evacuation Emergency

- 1) A signal notifying all staff and students will be given to evacuate the building.
- 2) The staff and students will follow their fire drill procedures.
- 3) In the event that further evacuation needs to take place the following procedures will take place:
 - Parents will be notified by the school emergency closing announcement on **KYW news radio, 1060 AM**, and our telephone emergency alert system with the pickup location and information.
 - The following locations will serve as a general meeting place for parental/guardian pick up for the K – 8th grade students:
 1. Location (1): New Foundations Charter Elementary School’s playground, Rhawn St. and Torresdale Ave.
 2. Location (2): New Foundations Charter High School’s parking lot, enter from Decatur Street.
 3. Location (3); Holmesburg Recreation Center, Rhawn and Ditman Streets.
 4. Location (4): Russo Park, Torresdale and Cottman Aves.

5. Location (5): Riverview Park, State Rd. and Rhawn St.
- The following locations will serve as a general meeting place for parental/guardian pick up for the 9th – 12th grade students:
 1. Location (1): New Foundations Charter High School's parking lot, enter from Decatur Street
 2. Location (2): New Foundations Charter Elementary School's playground, Rhawn St. and Torresdale Ave.

PERSONAL PROPERTY

- Parents of elementary students are requested to place the name of their child clearly inside on all personal items such as coats, jackets, book bags, etc.
- Please encourage your children to be responsible for looking for and finding lost items.
- The Lost and Found box will be located inside the cafeteria.
- Caution should be taken when you approve of your child's bringing valuable or irreplaceable items to school. The school cannot be responsible for items that are lost, damaged or otherwise missing. Toys are not permitted in school unless requested for special projects or activities.
- Electronic games, radios, iPads, and headphones and other electronic devices are not permitted to be used in school.
- Excessive make-up, perfume, etc. is not permitted in the school.
- 4th – 12th Grade students must keep their book bags in their assigned locker during the school day.
- Cell phones, and other wireless communication devices, are not permitted to be used in school. Use of cellphones during school hours will result in the phone being confiscated and the student will serve a Saturday School Suspension in accordance with the Code of Conduct consequences for such an infraction. The phone will only be released to a parent or guardian. Cell phones must be off and in student lockers during school hours

LOCKERS

Each student is assigned a locker and s/he is responsible for that locker only. Such lockers, shelves or cabinets remain the property of NFCS at all times. Any student tampering with a locker other than his/her own is subject to disciplinary action in accordance with the Code of Conduct as set forth above. A student is never permitted to trade lockers or locks with another student, nor is s/he permitted to occupy an unused locker. Lockers may be used before class in the morning, before and after lunches, and after the student's last class. Unfortunately, lockers are not absolutely safe and the following suggestions should be heeded:

- Valuable items should not be stored in them.
- Students should not give combinations to other students, no matter how good the friend.
- Make sure the locker doors are completely shut and the lock is secured.
- Jackets and coats should be marked clearly so they can be identified.

Only school locks will be permitted on lockers. Because the lockers are located in classroom corridors, students should be careful about the noise made while at their lockers. Lockers are the property of the school and may be inspected at any time by proper school authority. The cost to replace a lock is \$5.00. The school will not be responsible for lost or stolen property.

SEARCH AND SEIZURE

The Board of Trustees acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property. Lockers, shelves or cabinets may be provided. The Board of Trustees reserves the right to authorize the CEO or his/her designee to inspect a student's storage space when such has a reasonable suspicion to believe that the storage space is improperly used for the storage of contraband, a substance or object the possession of which is illegal or any material which poses a hazard to the safety, sanitation and good order of the school.

A student's personal possessions may be searched by the CEO and his representative provided that the individual has reasonable grounds to suspect that the search will turn up evidence that the student had violated or is violating either the law or the rules of the school.

Prior to a locker search, students shall be notified and given an opportunity to be present. When school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning.

Any illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary hearing or proceeding and may be turned over to law enforcement authorities.

COMMUNICATION:

Good communication is a vital element of public relations. New Foundations Charter School endeavors to keep students and parents fully and regularly informed of the events and activities of the school. It is important that as problems arise, they are brought to the attention of the principal.

Caring Community Weekly Email Update (CCU)

The Caring Community Update (CCU) is our weekly email newsletter. It is available each Wednesday throughout the school year (except on holidays) via an email blast. The calendar with schedule, activities, and newsletter will be published on our website as well. The website also includes all handouts and flyers. Printed copies of flyers and calendars are available at the main offices.

EduLink

NFCS uses an automated telephone system to send out messages when there is an important announcement such as a school emergency or event change. Phone numbers on file will be used as the contact information for each student.

Public Address (PA) Announcements

- Announcements affecting the student body in general will be made at the beginning of each day.
- Requests for other announcements should be submitted to the principal for approval in the morning.

School Telephone

- The telephone is to be used to transact school business only.
- In order to contact teachers during school hours, please contact the main office.
- No student or teacher will be called to the telephone except in case of an emergency.
- Students are not permitted to use the phone except with permission from the office or teacher. Forgotten books, lunch or homework are not considered emergencies. Forgotten items that are brought to school are to be brought to the office, however the office cannot be responsible for getting these items to your child or the teacher during the school day.

Cell Phone Policy

Students are prohibited from using cell phones during the school day. Upon arrival, students must turn cell phones off and leave them in lockers. Use of cell phones will result in confiscation of cell phone, and related consequences according to the code of conduct.

Changes to Your Child's Daily Schedule

Any change to your child's normal daily routine (after school / before school, etc.) needs to be put in writing and given to your child's teacher no later than the day of the change. Phone calls to the office for emergency situations must be received by 2:00 PM (for K – 8th grade students only) to insure proper communication with all school parties.

Appointments with Faculty Members

- Parents are required to make an appointment to see their child's teacher.
- Communicate through an email or a note sent with the child requesting a certain day or time for a conference will suffice.
- The teacher will respond to the parent as soon as possible to confirm or reschedule the appointment.
- No meetings can be held during school hours, except at the request of the school or with Principal approval.

Appointments with the CEO, Principal, of Vice Principal

- The CEO/principal/vice principal are available before or during the school day to meet with parents who request an appointment.
- Appointments may be requested in writing or by phone. The CEO/principal/vice principal will respond to the parent as soon as possible to confirm or reschedule the appointment.

Press Releases

Throughout the school year, students are involved in activities or projects that may be newsworthy. We enjoy publicizing the good things that happen at our school. In these cases, the children's pictures and names may be published in one of the local papers or on the Internet. If you do not wish to have your child's name and/or picture in any publication, please notify the school in writing

Community C.A.R.E.S. Programs
Before school, After school, and Summer Programs

“Collaborating in Arts, Recreation, Education and Service”

Mission:

The Community CARES Programs at NFCS, aims to be a center of community involvement through out-of-school time learning that addresses serious issues facing our students and families. The mission of the Program is to provide K-12 youth with the resources and programs they need to enjoy a healthy life through innovative fitness, health, education, art, literacy, and family life initiatives. The Program staff collaborates with teachers and administration, community partners and organizations to provide the program’s activities. Staff members also work hard to identify and secure grant funding to bring fun and exciting programs to the community at a reduced rate. This Center strives to be a place of learning, enrichment, and growth through Collaboration, Arts, Recreation, Education, and Service with curriculum available to every member of the community.

Description:

Programs are available to the entire community at NFCS! Both sites host afterschool and summer programs for elementary through high school students, as well as adults. In addition, NFCS offers workshops, activities, clubs, and service opportunities for families. NFCS afterschool programs include academic assistance, arts, technology, sports, and other varieties of specialty programs. Also, small group academic tutoring and preparatory classes for t-standardized tests, and well as an extensive summer camp program and summer youth employment program.

<p><u>K-8 Program</u> Dates/Hours of Operation: September 4th- - June 7th (school year) 3:00-6:00pm Monday-Friday **Half-day programs available most half days**</p>	<p><u>9-12 Program</u> Dates/Hours of Operation: October 1st – May 24th (school year) 2:00-4:00pm, Monday-Friday **Select evenings for parent workshops and family events**</p>
--	---

Contact information:

Shira Woolf Cohen, Principal, swoolf@nfcs.k12.pa.us, (215)-624-8100 x 2308
Tiffany Searles, Director of Programs, tsearles@nfcs.k12.pa.us, (215)-624-8100 x 2310

For more information about Community CARES’ afterschool and summer programs log onto www.nfconline.org

Equal Opportunity/Anti-Discrimination Policy

NFCS shall not discriminate against any person on the basis of race, sex, color, religion, sexual orientation, national origin, disability, genetic information or any other classification otherwise protected by applicable state and/or federal laws. The Board of Trustees recognizes school

administrators' and employees' obligations to comply with all applicable federal, state and local laws in providing equal opportunity to all students. Pursuant to 22 Pa. Code §12.4 and consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951 - 963), NFCS does not discriminate on the basis of race, sex, color, religion, sexual orientation, national origin, disability, or any other classification otherwise protected by law in the administration of its educational policies, admission policies, hiring policies, and other school administered programs and operations. A student will not be denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin, genetic information or disability.

ANTI-CORPORAL PUNISHMENT POLICY

In accordance with Title 22 Pa Code Chapter 12.5, Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited. Teachers and school administrators may only use reasonable force under the following circumstances and to the extent consistent with applicable state and federal laws and regulations: (1) to quell a disturbance, (2) to obtain possession of weapons or other dangerous objects; (3) for the purpose of self-defense; (4) for the protection of persons or property.

PLEDGE OF ALLEGIANCE STATEMENT

The Pennsylvania Code provides:

It is the responsibility of every citizen to show proper respect for his country and its flag.

1. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions.
2. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

RIGHT TO AMEND

- The school retains the right to amend the handbook for just cause.

Parents will be given prompt notification if changes are made.

NOTICE OF SMOKE FREE SCHOOL:

To promote a healthier environment New Foundations Charter School is a smoke-free school. As a matter of policy, smoking (including e-cigarettes) IS NOT permitted in the school building or on school grounds at any time. Please cooperate by extinguishing and disposing of smoking materials prior to entering upon school grounds.

SCHOOL WEB SITE NFCSONLINE.ORG

New Foundations Charter School's web site is www.nfcsonline.org. Log on to find out information about our school, staff, faculty, curriculum, after school programs. You will be able to download forms, read important information and access the school calendar to find out about upcoming events. Our teacher websites are easily accessible by going to our website and clicking on the staff listing. Each teacher has a link to their teacher webpage which hosts a variety of important information for parents and students.

POWERSCHOOL:

New Foundations uses a school information system that uses a parent portal to communicate student progress. Each student is assigned a unique username and password.

To log onto PowerSchool, go to: <https://nfcs.powerschool.com/public/>

New Foundations Charter School Pledge

TODAY I WILL CARE.

I WILL CARE FOR MY CLASSMATES AND MYSELF.

I WILL CARE FOR MY SCHOOL AND MY COMMUNITY.

I WILL STRIVE TO BE THE BEST STUDENT.

I WILL BE RESPECTFUL, HONEST AND FAIR TO THOSE AROUND ME, IN AND OUT OF SCHOOL.

I WILL WORK TO THE BEST OF MY ABILITY AND HELP MY CLASSMATES WORK TO THE BEST OF THEIR ABILITY.

I BELIEVE I CAN ACHIEVE ANYTHING IF I GIVE IT MY FULL EFFORT AND ENERGY.

I WILL WORK TO MAKE THE WORLD A BETTER PLACE.

ACKNOWLEDGMENT OF AGREEMENT

Name _____
(Please Print) (Last) (First) (Middle Initial)

As a User of NEW FOUNDATIONS Computer Resources, I have read the entire Acceptable Use Policy, which consists of 7 pages, understand it and agree to comply with the guidelines contained in the Policy as explained by NEW FOUNDATIONS and the Director of Technology. In addition to complying with all terms of the Policy, when using any NEW FOUNDATIONS Computer Resources, as defined above, I accept the following basic rules:

1. I will treat all Computer Resources with care and will leave them in good working condition when I am finished.
2. I will use appropriate language on all Computer Resources. If the language is obscene, defamatory, harassing, sexually explicit, threatening, violent, insulting, demeaning or otherwise inappropriate as deemed by a teacher, the Director of Technology or the Executive Director, I will not access it, use it, or disseminate it.
3. I will always treat people on-line with respect. I will not use any NEW FOUNDATIONS Computer Resource to insult or threaten other Users. I assume responsibility for the content of messages I send to others.
4. I will respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes of those Users. I will not allow other Users access to my mailbox and will keep my password private.
5. I understand that Computer Resources are to be used for educational use. I understand that the system administrator or Director of Technology can access and read my messages.
6. I understand that all Computer Resources belong to the School and I will treat them with respect.
7. I will not install or download any applications (games), programs or materials at school from the Internet or from any Computer Resources unless the Director of Technology gives me permission in writing.
8. I will not add any software to the school's Computer Resources unless the Director of Technology gives me permission in writing.
9. I understand that the software provided to me for use is protected under copyright law. I agree not to copy this software unlawfully and/or distribute any materials provided for our use. I will model and encourage ethical use of

the software among my friends, family members, and the community.

By signing the red Parent/Student Acknowledgement Form, you agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of your privileges to Computer Resources; disciplinary action, including suspension or expulsion from NEW FOUNDATIONS; termination of employment; charges for damages; and civil or criminal penalties. You are subject to the punishment determined by NEW FOUNDATIONS.

Student Name: _____

Grade: _____

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

NEW FOUNDATIONS CHARTER SCHOOL

8001 TORRESDALE AVENUE • PHILADELPHIA, PA 19136 • 215-624-8100

SCHOOL TRIP PERMISSION SLIP 2018-2019 School Year

I/We do hereby grant permission for my/our child to participate in New Foundations Charter School's trips during the school day. I/we will receive notification and information on all trips. I/We understand that New Foundations Charter School reserves the right to elect that a child will not participate in any trip because of poor behavior, numerous infractions or missed attendance in accordance with the provisions and consequences of the NFCS Code of Conduct.

I/We understand that Parents/Guardians are financially obligated to pay for all trip expenses one week in advance of the trip.

In order for your child to take part in these trips this form must be acknowledged with both your signature and your child's signature on the red Parent/Student Handbook Acknowledgment Form.

The signed Parent/Student Acknowledgement Form must be returned to school no later than Friday, September 28, 2018.

Child's name (please print)

Parent/Guardian's name (please print)

Parent/Guardian's signature/date

NEW FOUNDATIONS CHARTER SCHOOL

8001 TORRESDALE AVENUE • PHILADELPHIA, PA 19136 • 215-624-8100

Media Release

1. Purpose

- 1.1 Representatives of the local press, radio and TV are an important link in the communications chain between New Foundations Charter School (“NFCS”) and the community. The maintenance of good working relationships with media representatives is essential to meeting those objectives of the school community relations program which require the support and cooperation of the news media.
- 1.2 The Board believes that all reasonable means should be employed to keep the public informed on matters of importance regarding NFCS policies, finances, programs, personnel and operations.

2. Authority

- 2.1 It is the policy of the Board to maintain a continuing information program for compiling and distributing news of events, noteworthy facts, statistics, plans and forecasts necessary to keep the public informed and interested in NFCS matters.
- 2.2 The Board shall have final approval for all basic procedures regarding

relations between the news media and NFCS.

- 2.3 The Board reserves the right to negotiate for radio broadcasting, televising, filming, or sound recording of any NFCS event by an outside agency. These rights, if sold, shall be contracted under conditions that bring the most favorable terms to NFCS.

3. Guidelines

- 3.1 In order to maintain a progressive and coordinated program of public relations for NFCS, it is essential that staff members not give school information or interviews requested by representatives of the news media without prior approval of the CEO or his designee.
- 3.2 Students shall not be permitted to give school information or interviews requested by news media representatives without prior approval of the CEO or his designee.
- 3.3 The submission of photographs to news media, or permission for representatives of news media to photograph NFCS subjects, personnel, or students shall be authorized by the CEO or his designee, the Principal, the individuals involved, or their parents/guardians.
- 3.4 No photographs of a controversial nature, or ones that are questionable with regard to individual rights of privacy, shall be sanctioned.

4. Directory Information

- 4.1 Directory information includes information contained in the educational record of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless NFCS is advised to the contrary in accordance with NFCS procedures. The primary purpose of directory information is to allow NFCS to include this type of information from a student's education records in certain school-related publications or notices.
- 4.2 The following types or categories of information as "directory information":

- Student Name
- Participation in officially recognized activities, clubs and sports
- Naming of Student to the Honor Roll, National Honor Society or as Valedictorian
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic Mail Address
- Photograph
- Degrees, honors, awards received
- Date and place of birth

- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Examples of how and where NFCS may disclose directory information include disclosing the directory information in the following, by way of example:

- Newsletters
- A playbill, showing student's role in a drama production
- The annual yearbook
- Honor Roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members
- Companies or outside organizations that manufacture class rings or yearbooks
- Newspapers or other news sources
- Class Lists
- Staff and/or Student Directories and/or listings
- School Website
- School Bulletin Boards
- Organizations conducting studies
- Military recruiters requesting directory information
- Institutions of Higher Learning requesting directory information

These examples are for illustration only and are not an exclusive list of the manner in which directory information may be disclosed.

4.3 A parent or eligible student may object in writing to any or all of those types of information that NFCS has designated as directory information. A parent or eligible student has the right to refuse to permit the release by notifying NFCS in writing that they do not want any or all of those types of information to be designated as directory information for the student.

a. Any refusal by a parent or student to have their information or certain information included in the directory information, must be submitted in writing with the types of information they desire to be removed from the list of directory information

On or before **Friday, September 28, 2018**, to the CEO of the NFCS at: **8001 Torresdale Avenue
Philadelphia, PA 19136**

b. Please note that an opt-out of directory information disclosures does not prevent the NFCS from identifying a student by name or from disclosing a student's electronic identifier or institutional e-mail address in class. The right to opt out of directory information disclosures does not include a right to remain

anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or on-line through electronic communications.

- c. If there are any questions regarding directory information, please call or write the CEO of NFCS at: 8001 Torresdale Avenue, Philadelphia, PA 19136, (215) 624-0600. **If a parent or student does not submit a written refusal on or before Friday, September 28, 2018 then NFCS may disclose directory information without your prior consent.**

5. Delegation of Responsibility

- 5.1 The CEO or his designee shall develop and promulgate administrative procedures consistent with law and Board policy and to ensure that student rights under varying conditions are properly described. Such procedures shall be reviewed and updated when required.
- 5.2 The CEO or his designee shall be responsible to:
 - a. Be readily available to media representatives;
 - b. Keep media representatives informed of all aspects of the NFCS, that reporting will be done on the basis of a complete and valid overview;
 - c. Submit and suggest feature stories or articles of relevance;
 - d. Assist various NFCS-related groups in their relations with the news media;
 - e. Assist the Board in preparing regular and special publications for the public.

New Foundations Charter School Media Release Permission Form

Dear Parent/Guardian:

During the school year, our school will hold events that the news media and the charter school may like to feature. A representative may be on campus to gather photographs and/or video footage highlighting the event and featuring the faces of the New Foundations Charter School. We value your child's participation; however, if you do not wish to have your child photographed or videotaped, please indicate by checking the box below and return your form promptly, by **Friday, September 28, 2018**.

You may update this form at any time by contacting our main office at (215) 624-8100.

Very truly yours,

Paul Stadelberger, CEO

Check All That Apply:

- I give my permission to have the charter school feature my child's schoolwork (e.g. art, essays, etc.).
- You may provide a credit to my child if his/her work is shown.
 - First Name Only
 - First & Last Name
- Please **do not** include my child in these activities. I **do not** want my child photographed or videotaped.

Child's name (please print)

Parent/Guardian's name (please print)

Parent/Guardian's signature/date

NEW FOUNDATIONS CHARTER SCHOOL

8001 TORRESDALE AVENUE • PHILADELPHIA, PA 19136 • 215-624-8100

Walking Trip Permission Slip 2018-2019 School Year

Dear Parent/Guardian:

There are times throughout the school year that your child may be required to leave the school grounds to enhance his/her educational experience. These times may include, but are not limited to, the following:

- Walking trips with the class to places like the local library or park
- Gym class in the local park
- Service Learning trips to various institutions
- After school, athletic activities

In order for your child to take part in these trips and activities this form must be acknowledged with both your signature and your child's signature on the red Parent/Student Handbook Acknowledgment Form.

To verify that you have received and reviewed the New Foundations Charter School Parent/Student Handbook and Student Code of Conduct and this checklist, **please sign the following statements:**

Student Name: _____ Grade: _____

Parent Signature: _____

Date: _____

**NEW FOUNDATIONS CHARTER SCHOOL
STUDENT AND PARENT ACKNOWLEDGEMENT
SIGNATURE PAGE –NFCS COPY**

To verify that you have received and reviewed the New Foundations Charter School Parent/Student Handbook and Student Code of Conduct and this checklist, **please sign the following statements and return to your child’s classroom teacher:**

Student Name: _____ Grade: _____

STUDENT: I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my parent or guardian and understand my responsibilities and agree to abide by school rules.

Student Signature: _____ Date: _____

PARENT/GUARDIAN: I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my child and understand my child’s responsibilities.

Parent/Guardian Signature: _____ Date: _____

Print Name: _____

PARENT/GUARDIAN: I understand that my responsibilities to the school and my positive participation are vital to my child’s success at the school.

Parent/Guardian Signature: _____ Date: _____

Print Name: _____

**NEW FOUNDATIONS CHARTER SCHOOL
STUDENT AND PARENT ACKNOWLEDGEMENT
SIGNATURE PAGE –PARENT/GUARDIAN COPY**

To verify that you have received and reviewed the New Foundations Charter School Parent/Student Handbook and Student Code of Conduct and this checklist, **please sign the following statements and return to your child’s classroom teacher:**

Student Name: _____ Grade: _____

STUDENT: I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my parent or guardian and understand my responsibilities and agree to abide by school rules.

Student Signature: _____ Date: _____

PARENT/GUARDIAN: I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my child and understand my child’s responsibilities.

Parent/Guardian Signature: _____ Date: _____

Print Name: _____

PARENT/GUARDIAN: I understand that my responsibilities to the school and my positive participation are vital to my child’s success at the school.

Parent/Guardian Signature: _____ Date: _____

Print Name: _____

A copy of the Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities and Notification of Rights under the Family Educational Rights and Privacy Act are posted to the School website (www.nfcsonline.org) and are available in hard copy at the main office of both buildings.

PARENT and FAMILY ENGAGEMENT POLICY FOR TITLE I REQUIREMENTS

A copy of the Parent and Family Engagement Policy for Title I Requirements is posted to the School website (www.nfcsonline.org) and are available in hard copy at the main office of both buildings.