



2016-2017 STUDENT CODE OF CONDUCT

Family Foundations Academy Charter School

Parent & Student Code of Conduct Parent and Student Acknowledgement

This Code of Conduct is a document designed to describe rules, expectations, and consequences for student behavior. We ask that parents/guardians review the Student Code of Conduct with your child and have a discussion regarding school expectations.

In addition, Appendix D is a copy of the Family Foundations Academy Charter School's Educational Technology Acceptable Use Policy. In order for your child to use the educational technology, this policy must be reviewed and the parent/guardian must sign below.

Please sign below and have your child sign to acknowledge that he/she has received, read, and discussed a copy of the Student Code of Conduct. Return the signed sheet to your child's homeroom teacher.

This is to confirm that I have received a copy of the Family Foundations Academy Charter School Student Code of Conduct and that I have received and read a copy of the Family Foundations Academy Charter School Educational Technology Acceptable Use Policy (See Appendix D).

I understand that by signing below, I am agreeing to abide by the Parent & Student Code of Conduct. I also understand that my enrollment and right to return to Family Foundations Academy Charter School for each subsequent year as a parent/guardian or as a student of Family Foundations Academy Charter School is contingent upon my following the Parent & Student Code of Conduct.

Student Name (Please Print)

Student Signature
(Students in grades 3-8 only)

Date

Parent Name (Please Print)

Parent Signature

Date

Family Foundations Academy Charter School

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INTRODUCTION

The mission of Family Foundations Academy (FFA) is to acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure. Through a holistic approach to the child and the family, provided in a rigorous and college driven environment that strategic and supportive, FFA can help each child achieve his or her maximum potential.

The successful operation of a school requires the cooperation of many people. The school must be free from disruptions, which interfere with teaching and learning activities. Students, parents/guardians, and school staff must assume a responsible role in creating a positive environment and promoting behavior that encourages learning. Enrollment at FFA means that the students and their families will abide by our philosophy and policies.

Upon entering Family Foundations Academy, the student is responsible for his or her actions both in and out of school. Any serious violations of school policy and/or any illegal or immoral behavior could result in serious disciplinary action. This is especially true in cases where the good reputation of the school with the neighboring community is compromised or jeopardized. The authority and responsibility for directing the activities of our school have been given to the professional staff as determined by the administration and Board of Directors.

FFA is dedicated to the development, empowerment, and overall achievement of each of our students and families. Family Foundations Academy, therefore, will be free from disruption and safe for consistent instruction during learning activities throughout the school day. Students, families, and school staff must assume responsibility in creating positive, nurturing environment while promoting self - correcting behavior that encourages growth, confidence, and overall development.

Students, families, and staff are encouraged to become familiar with the entire FFA Student Code of Conduct. We would like for our students to practice the fundamental strategies for academic success.

WHAT IS THE CODE OF CONDUCT?

The Code is an official document of Family Foundations Academy Charter School which:

- Describes a positive and safe school environment.
- Specifies the rights and responsibilities of students.
- Defines attendance responsibilities.
- Safeguards the rights of students.
- Defines conduct that disrupts a positive and productive learning environment.
- Standardizes procedures for disciplinary action.
- Incorporates the Board of Director's Policy on possession, use, and distribution of drugs and alcohol. Provisions in the Code of Conduct apply to all students in Grades Pre-K-8. Differences in age and maturities are considered in determining the type of disciplinary action to be taken. All students have a greater responsibility for their actions as they increase in age. This Code does not restrict the Board's legal/statutory authority to protect the health, safety, and welfare of students and staff. A copy of the Student Code of Conduct is given to each student. Orientation to the code is held in school at the beginning of the school year. Questions by students or by parents/guardians concerning the code should be directed to the Head of School.

WHEN IS THE CODE IN FORCE?

The Code is in force

- On school property at all times.
- For each student from the time he/she leaves their place of residence on their way to school to the time he/she arrives at home after the conclusion of the school day.

- While students are on a school bus or in another vehicle operated for or by Family Foundations Academy Charter for any purpose.
- At all school-sponsored events and other activities at which school administrators have jurisdiction over students.

OUT OF SCHOOL CONDUCT

The Code of Conduct shall also apply to out-of-school conduct by a student if Family Foundations Academy Charter personnel believe that the nature of such conduct indicates that the student presents a threat to the health, safety, welfare of other students, or to the reputation of the Family Foundations Academy Charter School. Such out-of-school conduct shall include, but is not limited to the following:

- Acts of violence or threats of violence which are punishable by law.
- Sexual offenses which are punishable by law.
- The sale, transfer or possession of drugs which would constitute an offense punishable by law.
- Felony charges.

Additionally, the Head of School is authorized to take administrative action when a student's misconduct to and from school has a harmful effect on other students, the community, or the orderly conduct of school business. Family Foundations Academy Charter School will be notified by the Attorney General's office and/or law enforcement whenever a student is arrested for committing a felony, even if it has nothing to do with school or has occurred off school property. When the School receives these reports, they will be reviewed. The School will take disciplinary action as outlined in the Student Code of Conduct if it is determined that the out-of-school conduct indicates the student presents a threat to the health, safety or welfare of other students or staff. Family Foundations Academy Charter School will not wait for adjudication of said felony to proceed with alternative placement or expulsion procedures. Example: If a student is arrested for selling narcotics in the community, he/she may be expelled from school. Students need to realize that out-of-school behavior can result in expulsion from school or placement in an alternative program.

HIGH EXPECTATIONS FOR CLASSROOM AND SCHOOL CULTURE

A good school environment is best described as

- SAFE and POSITIVE.
- Providing a range of educational opportunities.
- Making improvement of student behavior the primary goal of disciplinary action.

It is also the presence of a friendly, yet business-like atmosphere in which students and school personnel work cooperatively toward recognized and acceptable goals. A good school environment is free from distractions, friction, and disturbances.

WHO ESTABLISHES A GOOD CLASSROOM AND SCHOOL CULTURE?

The Code recognizes the need for a working, cooperative relationship among students, parents, and school personnel. This relationship is most productive when students and parents/guardians act as follows:

EXPECTATIONS FOR STUDENT INVESTMENT

- Attend school and classes daily and on time.
- Prepared for class assignments and activities.
- Attend class with appropriate working materials.
- Respect all persons and property.
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions.

- Conduct themselves in a safe and responsible manner.
- Responsible for their own work and behavior.
- Abide by the rules and regulations set forth by the school and individual classroom teacher.
- Seek changes in an orderly and approved manner.

FAMILY INVESTMENT

The value of family involvement in school is strongly supported by research that indicates its benefits for children, parents, schools and the community. The involvement of family has shown to be a critical component in the building of an effective school-family relationship.

Family involvement in schools has been shown to contribute to student success:

- Improved student achievement, including math and reading scores
- Higher motivation to excel in school
- Better school attendance
- Improved behavior at home and school
- Better social skills and adaptation to school

Family involvement in schools also has rewards for parents:

- The opportunity to closely monitor their children's performance and recognize and address difficulty they may be having in school
- Better relationships and communication with their children's teachers
- Having a voice in decisions that enhance the academic environment of the School and improve the educational experience

Family involvement also gives schools many advantages:

- Immediate access to parents to garner their support on school initiatives
- Improved teacher morale
- Higher ratings of teachers by parents, which can boost their reputation in the community
- Involved parents can become powerful allies to engage communitywide support for educational excellence for children in the neighborhood

Family Foundations Academy Charter Schools' families are expected to abide by the following:

- Ensure that their child attend school each day and promptly report and explain an absence or tardiness to the school
- Provide their child with resources needed to complete class-work and homework.
- Assist their child in being healthy, neat, and clean.
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions.
- Bring to the attention of school authorities any problem or condition which affects their child or other children of the school community.
- Discuss report cards and work assignments with their child.
- Attend Parent/Teacher conferences.
- Maintain up-to-date home, work, and emergency numbers at the school.
- Seek changes in an orderly and approved manner.
- **IMPORTANT: Any parent who acts in an unacceptable manner (i.e. gross disrespect, threatening, or causing disruption to professional or academic climate) towards any staff member or student may be banned from the school for the duration of the school year. In addition such behavior may constitute grounds for dismissal of a student from school. The Head of School has the authority to determine when this consequence is appropriate.**

PARENT CLASSROOM VISITATION POLICY

Family Foundations Academy Charter School encourages parents/guardians to take an active role in their children's education. To respect the privacy and safety of students and to maintain a safe learning environment, parents are typically not permitted to be present in a classroom. Parents/guardians are encouraged to meet with the child's teacher frequently and must schedule an appointment 24 hours in advance. To schedule the appointment, a parent/guardian can contact the main office at 302-762-5834. If the parent/guardian is in school for a visit, he/she must sign in at the main office and put on a visitor badge, at which point someone may escort the visitor to the classroom. On occasion, a parent may be asked to accompany a child in class to support their academic and/or behavioral progress. During such an instance, the parent/guardian is expected to act as a silent bystander so as to not disrupt the learning process of the classroom.

CONFLICT RESOLUTION/MEDIATION

It is the philosophy of the Family Foundations Academy Charter School that students and staff should be proactive in their approach to behavior management. Therefore, conflict resolution and mediation strategies will be employed in a proactive manner to assist students and staff in addressing conflict and discipline issues.

COUNSELING

Personal needs or concerns can seriously threaten and interfere with the educational development of students. Schools have the responsibility to provide counseling services for students and to inform students of services provided by other agencies.

Students Have The Responsibility:

- To identify and/or report personnel or school related problems, concerns or issues to appropriate staff, counselors/advisors.
- To use counseling services for their educational and personal development, where appropriate.
- To schedule appointments in advance unless the problems or concerns are of an emergency nature. Parents and students have the responsibility of providing information that may be useful in making intelligent educational decisions.
- To use counselors'/advisors' services for personal or school related problems, concerns or issues.

Students Have The Right:

- To be accurately informed as to the nature, kind, or type of guidance services available in their school and community.
- To receive appropriate counseling for personal and educational problems within a reasonable timeframe.
- To have access to counselors/advisors on the staff.

PARTICIPATION IN SCHOOL ACTIVITIES

- Students participating in extra-curricular programs and activities are expected to maintain the Family Foundations Academy Charter School standards of behavior in their school and community as defined by the Student Code of Conduct.
- Any student placed on a probationary agreement or behavior contract will be ineligible to participate in any school-sponsored extra-curricular activity or program for 90 school days.
- Any student who violates Family Foundations Academy Charter School's team or group pledges or rules may become ineligible to participate in school-sponsored extra-curricular activities or programs for 45 school days if recommended by the Head of School.

Chapter II – School and Student Property

LOST, STOLEN, OR DAMAGED BOOKS

All textbooks and other materials provided for students are a loan and remain the property of the Family Foundations Academy Charter School. Students are expected to treat them carefully. The School will keep an accurate inventory of all textbooks and school property.

At the end of the school year, when a student leaves the school, or when the material is no longer needed, all textbooks and materials must be returned. Charges for damaged textbooks and/or materials will be assessed against the parent/guardian based on change in the condition of the book or material from the beginning of the year to the end of the school year. If the book or materials degrades by two steps, the fee will be 25% of replacement cost; if by three steps, 50% of replacement cost; if damaged beyond use, per the lost and stolen schedule below.

Damaged Books and Technological Devices (i.e. iPads, Laptop/desktop computers, projectors, etc.)

- Excellent condition
- Good condition
- Fair condition
- Poor condition

For books/devices that are lost or stolen or that are damaged beyond use, the student will be assessed a fee based on the condition of the book/device at the beginning of the year, in accordance with the following schedule:

Lost, Stolen, and Irretrievably Damaged Books or Technological Devices

- Excellent condition: full replacement cost
- Good condition: 75% of replacement cost
- Fair condition: 50% of replacement cost
- Poor condition: 25% of replacement cost

No final report card will be issued until all financial obligations to the School have been fulfilled. In addition, the School reserves the right to deny re-enrollment to any student whose financial obligations to the School under this policy are unfulfilled. If a parent or guardian is having financial difficulty meeting a financial obligation to the School, they may contact the Head of School to see if a payment plan may be available.

Any dispute may be appealed to the Head of School.

SEARCH AND SEIZURE

Students shall be free from unreasonable search and seizure of property as guaranteed by the Fourth Amendment to the U.S. Constitution. Student lockers are the property of the school and may be subject to search by an administrator at any time with or without reasonable suspicion to protect the health, safety, and welfare of others. Search of individual students shall be based upon reasonable suspicion that the student's person or property contains illegal substances, items or material detrimental to the safety and welfare of other students or staff or in violation of the law or rules of the Student Code. Students are responsible and accountable for the contents of all items found in their lockers, book bags, purses, and any bags or containers used to carry personal property.

All alcohol, drugs, drug-like substances, look-alike substances and/or drug paraphernalia found in a

student's possession shall be turned over to the Head of School or designee and be made available, in the case of a medical emergency, for identification. All substances shall be sealed and documented and, in the case of illegal drugs or other “controlled substances” as defined in Delaware law, turned over to police as potential evidence. A request for analysis shall be made where appropriate. (In case of medical emergency, substance should be made available for identification purposes.)

Students have the responsibility:

- To refrain from possessing or concealing any substance or objects which are illegal or which may disrupt the educational process and/or school sponsored activities/events.
- To monitor and control access to their lockers, purses, book bags, or similar containers and to check regularly their contents.

Students have the right:

- To privacy in their personal possessions unless the Head of School or designee has reasonable suspicion to believe that illegal substances/objects are possessed or being concealed by the student.
- To be notified that a seized substance is believed to be an illegal drug. The student and student's parent/guardian have 3 days from the date of notification to dispute, in writing, that a seized material or substance is an illegal drug.

ABSENTEEISM/ATTENDANCE

Every parent, guardian, or other person having legal control of a child between the ages of 5 and 16 is required to send such child to school. Attendance standards are applicable to all students enrolled in FFA. School attendance is mandated by state law and regulations of the State Board of Education. The Student Absenteeism/Attendance Policy of the FFA Board establishes specific regulations related to attendance. Students are required by law to attend school 90% of the school year to be eligible for promotion. Forming responsible habits regarding attendance and promptness is important. Parents are expected to support the goal of punctuality by having their children arrive on time, remain in school for a full day, and schedule appointments after school hours whenever possible.

FFA is responsible for reporting violations of the attendance laws of the State. The school may excuse a student for necessary and legal absences, subject to provisions of the Delaware Code. Title 14, Chapter 27; Delaware Code can be found online at: www.delcode.state.de.us.

The following are considered necessary and legal excused absences and may not be used to file truancy charges:

- Illness of student – a physician’s note is required (3 or more days)
- Medical diagnosis and/or treatment
- Death in the immediate family; funerals of other relatives or close friends, not to exceed one day if in the locality or three days if outside the state.
- Scheduled appointments to a physical or mental healthcare provider, including, but not limited to, a physician, dentist, orthodontist, psychologist (an appointment confirmation letter/note is required)
- Contagious disease within the home of the student subject to regulations of the Division of Public Health and the Department of Health and Social Services (a physician’s note is required)
- Legal business requiring the student’s presence
- Observance of a religious holiday
- Remedial health treatment (physician’s note required)
- Suspension or expulsion from school

Following such an excused absence, the student shall be allowed to make up all work missed, to take tests which were missed and to submit any assignments which became due during the absence. After returning from an excused absence, the student will have a maximum of five (5) school days to make up any work missed as a result of the absence. A teacher may extend the time for making up work missed if circumstances of the situation merit such action. Please note that suspensions and/or expulsions are included as excused absences as means to prevent truancy charges. Students who are suspended or expelled may not receive full credit for assignments and tests missed during the suspension and/or expulsion period.

Absences for other reasons are classified as “unexcused”. Parents are informed through a letter sent via United States Postal Services and Email (if a valid parent/guardian email address is available) regarding student absences at 3, 10, 15, and 20 day intervals. Once notified, parents have up to three (3) school days to provide proper documentation for these absences. Any documentation provided beyond the three (3) school day period will not be accepted. A student whose absence was unexcused may receive a failing grade for all assignments missed or tests given during the period of the unexcused absence. Please note that vacations and other outside activities scheduled during the school year will not be approved as an excused absence. Vacations and other activities should be scheduled outside of the academic calendar. While an unexcused absence may result in a failing grade for all assignments due or tests missed, those items may still be obtained at the initiation of the student and/or parent/guardian in an effort to keep the student on pace with their classmates. In order to be compliant with Delaware Code (**Title 14, Part I, Chapter 27**), these requirements apply at Family Foundations Academy:

1. A student who has been absent from school without a valid excuse for more than three (3) school days in a school year is considered truant. Following the **3rd day** of unexcused absence, the school shall immediately notify the parent(s)/guardian(s) through written notification.
 - a. Student must bring in a doctor’s note on the 3rd day of being absent.
2. Following the **10th day** unexcused absence by a student, the school shall immediately notify the

parent(s) /guardian(s) via written notification and a home visit will be conducted.

3. Following the **15th day** of unexcused absence, the student's parent(s)/guardian(s) shall be notified by certified mail to appear at the school within 10 days of notification for a conference and counseling with the school's administration.
 - a. Each parent/guardian of a truant student in grades 6 through 8 following the 15th day of unexcused absence shall be required to sign a contract with the school agreeing they will make ever reasonable effort to:
 - i. Have their child(ren) abide by the school code of conduct;
 - ii. Make certain their child(ren) attends school regularly; and
 - iii. Provide written documentation for the reasons for any absence.
4. Following the **20th day** of unexcused absence, the school shall refer the case for prosecution. Following the completion of prosecution of the case and the subsequent failure of the student to return to school within five (5) school days thereof, the school shall immediately notify the Department of services for Children, Youth and Their Families requesting intervention services by the Department. The Department shall contact the family within ten (10) business days.
5. Following the **20th day** of excused or unexcused absence, the school will reserve the right to determine promotion to the next grade level.

A student enrolled in grades K through 8 is considered truant if such student has been absent from school without a valid excuse, as defined in Rules and Regulations of the State Board of Education, for more than three (3) cumulative or consecutive school days during a given school year. FFA will take action regarding unexcused absences including, but not limited to, written communications, home visits, required parent/guardian conferences, and referral of the parent for prosecution. A parent/guardian who is determined to violate the State's compulsory school attendance laws is subject to penalties as described by State law:

- Parents
 - First offense: fine of \$25 to \$300 or imprisonment for up to 10 days or both
 - Second offense: fine of \$50 to \$500 or imprisonment for up to 20 days or both
 - Third offense: fine of \$230 to \$1,150 or imprisonment for up to 30 days or both

A parent may be ordered to perform unpaid community service in lieu of a fine. If imprisoned, the court may impose conditions of release.

- Students
 - Penalties may include community service, counseling, restriction from participation in extracurricular activities sponsored by the school, school social events, or recommendation for alternate placement. Students also may be subject to substance abuse or mental health evaluation.

ARRIVAL/TARDINESS/DISMISSAL

Instructional time is lost when a student misses any portion of the academic day. Every effort should be made to assure that the student arrives at school on and stays in school until dismissal. In order to maximize instructional time and to maintain an orderly school environment, FFA has implemented strict policies and procedures for student arrival and dismissal.

Arrival and Dismissal Times:

Pursuant to (Title 21, Chapter 70) State of Delaware Law, vehicles are not permitted to park in the fire/bus lane at any time. Violators will be reported to the New Castle County City Fire Marshall and subject to civil penalties and/or fines.

Elementary School

Arrival: 8:00AM (All students)

- Parents are to remain in their vehicles at all times. Parents are permitted to enter the building to escort their child to and from the vehicle only if it is necessary in emergency situations.
- Students are not permitted to enter the building prior to 8:00 a.m. unless reporting to before care.
- Students are considered tardy if they arrive after 8:30 a.m.
- All students should exit on the passenger side of the vehicle for safety.
- Students are required to enter through the main entrance.
- Notification to change a student's normal routine **MUST** be received by the classroom teacher and/or front office in writing.

Middle School

Arrival: 7:40 AM (All students)

- Buses begin unloading students at 7:40 a.m. in the bus loading zone.
- Students will enter the building through the main entrance.
- Students are considered tardy if they arrive after 8:05 a.m.
- Notification to change a student's normal routine **MUST** be received by the classroom teacher and/or front office in writing.

Dismissal Times & Procedures

Elementary School

3:50 PM (Car pick-up/Walkers)

4:00 PM (Bus Riders)

- Parents or Daycare Providers are expected to park and pick up their student(s) in the designated areas for each grade. Students will not be permitted to walk to cars or across the parking lot unaccompanied.
- Teachers are not permitted to receive phone calls from parents requesting that their student be sent out their vehicle.

Middle School

3:30 PM (Bus riders)

3:40 PM (Car Pick-up/Walkers)

Tardiness to School/Early Dismissal from School

All students are expected to be punctual to school at the set time. After seven lateness's, a letter will be generated. Additional absences will result in an absence.... Once the student hits 10, a mandatory parent meeting will be requested. A student who arrives to school after 12:00 PM will be marked absent for that school day. If child arrives to school after 12:00 PM and presents a doctor's note, the absence will be excused.

PRE-ARRANGED ABSENCE

A pre-arranged absence is a student's absence from school for one or more days to visit a college or university or for other educational activities approved by the Head of School. The absence should be pre-arranged by writing the Head of School, giving the full particulars of the absence. Approval for such absences should be sought, where practicable, at least one (1) week prior to the date on which the absence is to occur. Upon the development of a plan by student and teacher for making up the assignments to be missed, the Head of School may then define the absence as excused. Students who must leave the building due to an emergency or some other reason which did not permit a pre-arranged absence must receive approval from the Head of School or his/her designee. The student is then responsible for completing the sign-out procedure before leaving the building and must present the required parental note of explanation upon his/her return to school.

SCHOOL CLOSINGS

School cancellations and late openings - snow, icy roads, and other special emergencies may necessitate a late opening, early closing or cancellation of school. It is advisable to listen to local radio stations and/or watch local television. The following is a list of the media stations that will cover our school closings: WPVI Channel 6; NBC 10; FOX 29; CBS 3; ESCS Website; and DOE website.

Chapter IV – Dress Code

Students have the responsibility:

- To follow guidelines for dressing and grooming in a manner which displays the uniform policy, cleanliness, promotes safety, and demonstrates respect for themselves and others.

FAMILY FOUNDATIONS ACADEMY CHARTER SCHOOL DRESS CODE

- Elementary School (Grades K-4)
 - Black pants (no jeans or sweatpants)
 - Blue Family Foundations Academy Charter Logo polo shirt (long/short sleeve)
 - Comfortable shoes
- Middle School (Grades 5-8)
 - Black pants (no jeans or sweatpants)
 - Grey Family Foundations Academy Charter Logo polo shirt (long/short sleeve)
 - Comfortable Shoes

For All Students:

- No flip flops or sandals are allowed
- All pants/slacks must be worn belted at the waist.
- All shoes and sneakers must be worn properly fastened.
- All shirts must be worn tucked in pants.
- Student uniforms should not bear any visible emblem, insignia, or monogram other than the Family Foundations Academy Charter School emblem.
- Students should not wear sweatshirts, hoodies, jackets or other outerwear in the school building, except in the case of unusual heating problems.
- All hats and other headwear should be removed upon entering the building, except those worn for religious observance.
- The dress and grooming of students shall contribute to the health and safety of the individual and shall not disrupt the orderly educational process. Student clothing and accessories shall neither endorse nor tacitly approve products and practices which are prohibited by law or school policy.

Jewelry, hair styles, and accessories

Excessive jewelry, make-up, hairstyles, or other accessories that are deemed by the school administration to be distracting or distasteful will not be permitted.

Hairstyles should reflect the atmosphere of decorum desired by the school. Unnatural color dyes, spiked hair and Mohawks are examples of hairstyles that would not be acceptable. Individual cases will be addressed by the administration.

The only permissible body piercings are earrings. Earrings must be no more than a nickel size to minimize distraction. Students are not prohibited from wearing jewelry, however Family Foundations Academy discourages wearing any type of valuable articles that could present hardship if lost or stolen. Expensive articles are worn at your own risk. Family Foundations Academy does not assume responsibility for articles lost or stolen.

Hats, bandanas, sweatbands (head and/or wrist), and sunglasses are all considered inappropriate for regular school wear. Writing on hands and arms is not appropriate and is not allowed. Full head wraps will not be permitted unless worn in recognition of a religious tradition.

Dress Down Day Attire

Students who participate in dress down days are expected to adhere to the rules stipulated in the Student Code of Conduct. The following clothing/items are not acceptable:

- Jeans with holes
- See through items (i.e. spandex, shirts)
- T-shirts with profane language or inappropriate content
- Low cut r cut off shirts that reveal belly buttons or cleavage
- Clothing that is overly tight or baggy

ACADEMIC/GRADING POLICY

We at Family Foundations Academy believe that grades should offer clear feedback to a student and family about their progress throughout the year. Grades are also the tools we use to determine if a child is ready to progress to the next grade. Grades are also how we determine the impact of our instruction. The purpose of this document is to provide clarity on how we grade as a network so that every child receives the same quality of grading

Grades are an indicator of the student's performance or skill proficiency at a particular time. A student's grades should reflect the teacher's assessment of the student's achievement, based upon the course requirements for a given class. Report Cards will be issued three times per year and the final grade will be calculated as an average of the three trimester grades. Letter grades are based on the following:

All Grades

Grades	
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	65-69

Grades 1-2	
Participation*	20%
Assessment	50%
Homework	10%
Classwork	20%

Grades 3-8	
Participation*	10%
Assessment	60%
Homework	5%
Classwork	25%

*Participation: This category is used to determine the active engagement of a child in class. This is important feedback for how a child is behaving in class as well as how they are asking and answering questions.

Specials Scale (Elementary School Only)

O =	80-100
S =	60-79
U =	59 and below

HOMEWORK

Assigned homework is to be completed at home and is an extension of the concepts learned in class. Homework often serves to reinforce and supplement the lesson. This category is used for practice that students are doing at home. Homework is given to either reinforce what was learned in class that day or to prepare students for an upcoming lesson. Students should be doing up to 1 hour of homework in grades K-2, and up to 2 hours in grades 3-8. Classwork: *required

Please keep in mind that differences in ability level may alter the time spent in certain subject areas, but generally students are expected to dedicate a minimum of one (1) hour each night to the careful completion of their homework assignments. Each student should carefully record their homework in their composition book or notebook. Homework is due at the beginning of each class after it is assigned unless the teacher specifies otherwise. If a class does not meet because of a change in schedule or due to school closing because of inclement weather or some other act of nature, students are required to hand in the homework at the next class meeting. Additional time may also be required for studying for tests and completion of special projects. It is especially important that homework be completed and handed in on time.

HOMEWORK FOR ABSENTEES

Parents or guardians may call the office at 302-324-8901 before 9:00 a.m. to request homework assignments if you are absent two (2) or more days. Please note, we require 24 hours to assemble all of the materials therefore, we suggest you call us prior to picking up the requested assignments. Teachers are not required to provide work missed prior to a vacation. As this is an unexcused absence, upon the students return to school, the teacher may or may not provide an opportunity for missed work to be made up for credit.

ASSESSMENT

Assessment: This category is used for all testing.

- *Weekly assessments (5 points),
- Quizzes (1-10 points),
- Exams (20-80 points),
- *Unit Tests (100 points)
- Written reports (50-100 points), and any other projects.

Students may expect weekly or bi-weekly testing in the core subject areas. Proper study habits, regular review, and effective test preparation are essential to the successful completion of all class work.

Periods of standardized testing will also be scheduled during the year in order to measure overall

student progress. These tests may include both school-wide and state required testing assessments.

Benchmark assessment testing will be required for all students seeking enrollment at FFA. These assessments are expected to be given during the spring and summer.

HONOR ROLL

Family Foundations Academy will issue an Honor Roll after each trimester for all grades. To be named to the Distinguished Honor Roll (Directors List) the student should have earned all A's/EP's. To be named to the Honor Roll the student should have earned a combination of A's/EP's and B's/MP's in all subject areas.

PROMOTION AND RETENTION

Promotion	
K*	Must pass core competencies as determined by school.
1-2	Must pass 75% of all classes or can be retained
3-8	Failing 2 or more classes you can be retained. (you must pass Math or ELA to move on)

*Due to the developmental nature of student learning in the primary/elementary grades, retention may be considered upon the recommendation of teachers, specialists, and administration. Students not meeting grade level competencies may be retained in the current grade or required to attend summer school, if offered. Kindergarten grade level competencies are EP (Exceeds Proficiency), MP (Meets Proficiency), NP (Near Proficiency), and BP (Below Proficiency). Students who earn grades of BP (Below Proficiency) will be retained.

INTERIM REPORTS

Interim reports in each academic subject are available via the Home Access Center (HAC) at the midway point of each of trimester. These reports indicate a student's progress in the areas of school behavior, work habits, and academic performance. Parents/Guardians will be asked to come to school for a conference for students whose academic progress and personal conduct gives cause for concern. Parents will be notified in writing during the third trimester if a student is in danger of being retained.

REPORT CARDS

Report Cards will be made available through the school's Home Access Center every trimester. All parents/guardians will receive instructions on how to access the Home Access Center at the beginning of every school year. For parents/guardians who do not have internet access, hard copies of the report cards will be provided upon request. The student's final grade will be calculated as an average of the grades received for trimesters one, two, and three. The trimester reports will indicate the performance and accomplishments of the student during that trimester. The student will receive a grade for performance and accomplishments of the class assignments, and comments regarding his/her performance and behavior in class. The final report card will be mailed to the student's home address after the final day of school.

Special Education and Specialized Programs Overview

Family Foundation Charter School believes that all students can and must have an opportunity to reach their potential. To this end, we have certified special education faculty, counselors, social workers, and psychologists to provide on-going support to students who have been identified as being in need of special educational services. When assessing students for special services, we use existing Federal law and approved guidelines as our model. At any time, parent/guardians who think their child may be eligible for special education and related services may request that Family Foundation conduct a multi-disciplinary evaluation. Request should be made in writing to the Dean of Special Education.

Family Foundation is required by the Individuals with Disability Education Improvement Act (IDEIA) to provide free, appropriate public education to children with disabilities who need special education and related services. Delaware has adopted State laws which conform to the IDEA and which school districts and charter schools must follow.

IEP Process

An IEP, or *Individualized Education Program*, is a written when a student is identified with a disability. This document describes your child's needs and explains the specifically designed instruction and services that Family Foundation will provide your son or daughter to make real progress in school. It lists the special education, related services, and other supports the child needs to succeed and serves as the plan between you and Family Foundation on the services your child will receive. The IEP is written by a team of qualified professionals; parent and guardians are important members of the team. As a parent or guardian, you are invited to all IEP meetings. Your son or daughter must be invited to the meeting if his/her post-secondary goals and transition needs will be discussed at the meeting (this is required if the child by the time the child turns 14 during the next school year or is enrolled in 8th grade). If transition needs are not going to be discussed, then the parent or guardian can decide whether the child should attend the meeting. Parent and student input during these meetings is extremely valued and helps us to write the best plan for your son or daughter. After the IEP is written, parents and guardians will be asked to sign a Prior Written Notice (PWN). By signing this document, you indicate your approval of the program and services included in the IEP. More information about the special education process can be found in the *Procedural Safeguard Notice*. This notice informs parents of their rights related to their child with a disability and is provided annually to parents.

Transition Services

Consideration of transition needs is required annually for all students once they reach the age of 14. Family Foundation provides transition services to all special education students. This may include linking students to outside agencies and supporting in identifying post-secondary opportunities for students.

Progress Monitoring

Family Foundation uses data to monitor the academic growth of all students. Family Foundation also specifically monitors each special education student's progress towards meeting the goals outlined in their IEP.

Chapter VI – School Health Policy

A full-time nurse is present at Family Foundations Academy Charter to handle the health and medical emergencies that may arise and to complete the mandatory health screenings. Parents are advised to notify the school nurse of any health problems their child has or develops during the school year and any medications the student is prescribed. Parents are also encouraged to keep an action plan on file from the doctor for chronic conditions such as asthma, life threatening allergies, diabetes, and seizures. Parents are **required** to have an emergency card on file for each child attending school and to notify the school if the information changes during the year.

Vaccinations

The State of Delaware mandates that all students be up-to-date on vaccinations. This includes a lead test and a TB risk assessment survey or a PPD. All incoming pre-kindergarten and kindergarten students are required to have a physical exam completed and on file in the nurse's office. Failure to comply with these regulations will result in a temporary removal from school until proof of missing vaccinations, testing, or physical is provided by a doctor. Also, sports physicals are mandatory for all students interested in participating in a team sport.

There are times when a student needs to be excused from physical education, needs extra bathroom breaks or other accommodations. In order to make these accommodations, a note must be sent in from your doctor and kept on file in the nurse's office. All permanent excuses, action plans, medication permission forms, and emergency cards must be renewed at the beginning of each school year. Any student who is absent for more than two days must have a doctor's note in order to return to school.

Medications

All medications, including over-the-counter medications must be kept in the nurse's office. No student is allowed to have, in their possession, any medication unless there is a written doctor's note on file in the nurse's office (i.e. asthma inhaler); this includes all prescription and over-the-counter medications. The school has numerous medications for headache, upset stomach, sore throat available with parent permission on emergency card. A form is available in the nurse's office for a student to carry their asthma inhaler or epipen but requires a doctor's signature. Parents who choose this option are encouraged to keep a spare inhaler or epipen in the nurse's office in the event a student forgets the medication at home or their inhaler becomes empty.

If a student requires prescription medication or an over-the-counter medication that is not provided by the school, a parent permission form must be on file in the nurse's office. Prescription medications must be brought in by a legal guardian and be in the original pharmacy bottle with the label showing the student's correct name, time to be administered, dosage, prescribing doctor's name, and date. Over-the-counter medications sent in must be in the original sealed box. The nurse will assess the student and determine if other measures can be used before the medication is given. These over-the-counter medications (i.e. allergy eye drops) can only be given for a short time and will be administered per the boxes instructions. If a prescription or over-the-counter

medication is needed daily, a doctor's note is required. If a student is caught with medication in the building without permission, the medication will be confiscated and the student will face other possible disciplinary actions including suspension. All medications MUST be picked up at the end of the school year or they will be disposed of.

Illness/Injury

If any student becomes ill or injured during the day, it is their responsibility to tell their teacher at the time of the injury or illness so they may receive a pass to see the nurse for proper medical care. Students will NOT be seen without a pass unless a medical emergency arises.

If a student becomes ill during the day and the nurse decides the student needs to go home, the nurse will contact the student's family and the student MUST be picked up within two hours. All families need to have a back-up plan in place in the event this occurs and they are not available. The school retains the right to call the Department of Human Services if no one is able to come and pick up their child within the allotted two hours. Students should not be using phones to contact their families that they are sick and need to go home. Any student who does that will have the phone confiscated and face other possible consequences as well. If a student is feeling ill the student needs to be seen by the nurse and the nurse will determine if the student needs to go home. All families must sign-out their child in the main office for the student to leave. Students are not allowed to leave without an adult to pick them up.

There are certain contagious diseases that require a student to stay home until a doctor authorizes the student to return to school. These include, but are not limited to, impetigo, chicken pox, and strep throat. Also, if a student is sent home sick and is prescribed a medication for that illness, the student may return to school after medication treatment has been in effect for 24 hours or sooner with a doctor's note. Students with a fever greater than 100 degrees, vomiting, and/or having diarrhea must be kept home from school until they have no symptoms for 24 hours. Students who have thick mucus or pus draining from the eye must also be kept home. Please see the nurse with any questions.

Chapter VIII STUDENT ACCOUNTABILITY SYSTEM

Elementary School

To ensure an environment that is conducive to learning, Family Foundations Academy has developed a token economy program that encompasses components of PBIS and CHARACTERCOUNTS! character education framework. FFA's Student Accountability System places an emphasis on complaint behavior to encourage students to strive for excellence and exhibit good character at all times.

The Tiered Behavior Systems consists of three levels:

Tier	Description	Level of Involvement
Level One	Level one behaviors are minor behaviors that can be redirected by the teacher and does not escalate to the dean.	Teacher
Level Two	Level two behaviors are student actions that result in a significant loss of instructional time. Level two behaviors are recorded on a behavioral referral and escalated to the Dean's office.	Teacher/Dean
Level Three	Level three behaviors are student actions that resemble serious non-compliance and warrant	Dean/ School Counselor

* See Disciplinary Actions for offenses and levels.

Middle School

Insert Description

Tier	Description	Level of Involvement
Level One	Level one behaviors are minor behaviors that can be redirected by the teacher and does not escalate to the dean.	Teacher
Level Two	Level two behaviors are student actions that result in a significant loss of instructional time. Level two behaviors are recorded on a behavioral referral and escalated to the Dean's office.	Teacher/Dean
Level Three	Level three behaviors are student actions that resemble serious non-compliance and warrant	Dean/ School Counselor

* See Disciplinary Actions for offenses and levels.

**In addition to any consequence(s) sanctioned, offender may be required to make a public apology for their behavior.

DETENTION

Schedule/Location

Location	Days	Times
Elementary School	Tuesday & Thursday	4:15 – 5:45
Middle School	Tuesday & Thursday	3:45 – 5:45

Students and parents/guardians will be given notice of a scheduled detention by phone and in writing. Students are required to serve the detention on the assigned date. Students must report to the designated detention area promptly at the times indicated in the chart above for their grade level. Teachers, staff or administrators are not responsible for reminding students to remain for detention.

If a student fails to serve detention, he or she will automatically be scheduled for the detention session date immediately following the missed detention. Failure to serve subsequent detentions will result in a one (1) day out-of-school suspension.

Detention Attire

Students are required to wear their school uniform to detention and proper conduct is expected during detention and all school rules are in effect. Students will be required to do any assignment given during the detention period. Students are not permitted to sleep, read magazines, bring food or drink, talk, play cards or other amusements, personal music playing devices or otherwise disturb the detention proctor or other students serving detention. Students who misbehave during detention will be removed and will be required to serve additional detentions as deemed appropriate by the school's administration.

Chapter IX – Grievances, Suspension, & Expulsion

SAFEGUARDS THAT PROTECT THE RIGHTS OF STUDENTS & PARENTS

Students, and their parents as their representatives, have all the rights given to every citizen by the Fifth and Fourteenth Amendments to the U.S. Constitution. Many of these rights which pertain specifically to education are defined in this document. These rights are protected through a procedure called due process. This chapter defines the due process procedures for suspension, assignments to alternative programs, expulsion, and for filing a grievance. Students and their parents are encouraged to become familiar with these due process procedures.

When a student feels unfairly treated or has not been afforded due process, a grievance may be filed. Schools are responsible for providing a means for students to express and resolve their grievances.

Students have the responsibility:

- To try to resolve their complaints through discussion with the person(s) involved before using the grievance procedure. When using the grievance procedure students must state the grievance clearly, follow the established procedures, and abide by the decision that results from this process.

Students have the right:

- To a procedure for expressing and resolving their grievances. This procedure specifies lines of communication, time lines, and a method of appeal.

STUDENT GRIEVANCE

A grievance is another name for a complaint. A student grievance exists when it is alleged that a student has been unfairly treated or has not been afforded due process. A student grievance must

be filed within five (5) school days from the time of the alleged infraction.

The following persons or groups of persons may use the grievance procedures:

- Students or groups of students.
- Parent(s)/legal guardian(s) of a student.
- Groups of parent(s)/guardian(s) of students.

The grievance procedures may be used in any of the following situations:

- Where it is alleged that any student or group of students
- Is being denied access to an appropriate educational opportunity.
- Is being denied participation in any school activity for which the student is eligible.
- Is being denied the opportunity to compete for a position in an activity where the selection is limited.
- Is being subjected to an arbitrary or unreasonable regulation, procedure, or standard of conduct.

GRIEVANCE PROCEDURE

When the grievance procedure is used, these steps shall be followed:

1. The grievant shall request a conference with the teacher or person(s) who allegedly treated the student unfairly.
2. If the conference fails to resolve the issue, the grievant shall discuss the problem with the Head of School or his/her designee.
3. If the Head of School fails to resolve the issue, the grievant will, upon request, be given a written notice by the Head of School stating the reason(s) the problem could not be resolved. Such notice will be provided within five (5) school days.
4. A grievant wishing to appeal the Head of School's written decision must file a written appeal with the Board of Directors not later than ten (10) school days from the date of receipt of the Head of School's written decision.
5. The Board of Directors or designee shall schedule a conference to hear the grievance no later than five (5) school days following receipt of the notice of appeal and shall issue a decision in writing, no later than five (5) school days following the grievance conference.
6. The decision of the Board of Directors or designee shall be the final decision of the School. A copy of the Board of Directors' or designee's final decision shall be sent to all involved parties not later than ten (10) school days following receipt of the appealed decision.

OUT-of-SCHOOL SUSPENSION (OSS)

A suspension is the temporary removal of a pupil from regular school attendance for a period not to exceed five (5) school days. The Head of School or designee, however, may extend a suspension past the five (5) day period pending a decision on a recommendation to expel or for code violations determined to be serious. While serving an out of school suspension a student is forbidden from being on the property of the School for any reason unless accompanied to a pre-arranged appointment by a parent or guardian.

Prior to a suspension from school, the student shall:

1. Be given oral or written notice of the charges and, if the charges are denied, be given an explanation of the evidence known to School authorities.
2. Be given the opportunity to present his/her side of the story.
3. Have had prior opportunity to know that the alleged actions were in violation of established rules and regulations.
4. Have the right to appeal the suspension to the next administrative level.

Generally, the notice and hearing should precede the student's removal from school. However, if this is not feasible or if the immediate removal of the student from school is necessary to protect the safety of individuals, property, and/or the educational process, the necessary notice will follow as soon as practicable.

In all cases of suspension, an attempt shall be made to notify the parents by telephone and, if necessary, to request that the student be picked up from school. Students whose parents cannot be reached by telephone will be retained at school until the end of the school day.

When a student is suspended, written notification of the suspension will be sent to the parents by the end of the next school day. The notification shall state the cause and duration of the suspension. If suspension is for more than three days, a definite time and date for a reinstatement meeting regarding the suspension shall be scheduled at a place designated by the Head of School.

Following the third (3rd) out-of-school suspension in any one school year, the student may be placed on a Behavior Contract.

A Behavior Contract is a written agreement of conditions to be met by the student which, if broken, may result in a recommendation for expulsion. Such agreement is made by the student and parent(s) with the school.

In the case of students with disabilities (as that phrase is defined under Federal regulations promulgated under the Handicapped Act [20 U.S.C. S1401 et seq.]), the regulations and procedures as stated in the State of Delaware Administrative Manual for Exceptional Children shall be followed.

SUSPENSION OF BUS PRIVILEGES

(SEE APPENDIX B: STUDENT CODE OF CONDUCT - TRANSPORTATION)

Riding a school bus is a privilege. Suspension of bus privileges is the temporary removal of the opportunity to ride the school bus. The Head of School or designee may, however, suspend bus privileges for a period. Suspension of bus riding privileges does **NOT** mean suspension from school.

Prior to the suspension of bus privileges, the student shall:

1. Be given oral or written notice of the charges and be told who is making these charges or complaints.
2. Be given the opportunity to present his/her side of the story.
3. Have had prior opportunity to know that the alleged actions were in violation of established rules and regulations.

4. Have the right to appeal the suspension of bus privileges to the next administrative level.

In all cases of suspension of bus privileges, an attempt shall be made to notify the parents by telephone with a written notification of the suspension sent to the parents by the end of the next school day. During the suspension of bus riding privileges, it shall be the parent's responsibility to provide the student transportation to and from school. Suspension of bus privileges will not be used as a disciplinary action for non-bus related violations.

EXPULSION

Expulsion is the exclusion of a student from his/her regular school program for a period to be determined by Family Foundations Academy Charter School not to exceed 180 school days (one school year).

A student may be expelled for any behavior that is detrimental to the learning environment, safety or well-being of students and staff, or any behavior that is illegal under Delaware or Federal law. This behavior may include attempted crimes, aiding or abetting other criminal acts, or conspiracy to commit crimes. Moreover, bringing a firearm, dangerous weapon or instrument, incendiary device, Molotov cocktail, or bomb (as these terms are defined by Delaware law) to school may be subject to expulsion. The possession of look-alike dangerous weapons or instruments which are illegal, as well as truancy, defiance of school authority, disruption of the educational process, fighting, inappropriate sexual behavior, or setting a false fire alarm are other behaviors may also subject a student to expulsion. This is **not** an exhaustive list of offenses that may result in expulsion.

When a student commits a violation which may result in a recommendation for expulsion, the following procedure shall be followed:

STEP I

- a. The student shall be suspended for five (5) school days.
- b. The Head of School shall investigate all aspects of the discipline problem, including a conference with the student and his/her parents or guardians, if possible, at which time the student will be informed of the charges and afforded an opportunity to tell his/her side of the story.
- c. The Head of School or designee shall make every effort to complete the investigation within five (5) school days of the incident under investigation, if possible.
- d. If the Head of School concludes that the student committed the offense and that the nature of the offense warrants a recommendation for expulsion, the Head of School shall submit to the Board of Directors a summary of the investigation and a recommendation for expulsion.

STEP II

- a. Within five (5) school days from the date of completing the investigation which results in a recommendation for expulsion, the Hearing Officer appointed by the Board of Directors will notify the student (if an adult) and the student's parents or guardians of intent to expel and of the date, time, and location for a hearing. The notice of intent to expel shall be sent by certified mail or hand delivered and shall state the reasons for the expulsion and the

time and place of the hearing as well as the expulsion procedures. If notification is postmarked within the limits indicated, requirements under this provision are met.

- b. The hearing shall be held not less than three (3), nor more than seven (7) school days after the notice of intent to expel is mailed. The time period may be modified by agreement of both parties.
- c. The hearing shall be conducted by a Hearing Officer. The Hearing Officer may be an employee or director of Family Foundations Academy Charter, but must be impartial.
- d. The Hearing Officer shall have full authority to control the conduct of the hearing, including authority to admit or exclude evidence. In conducting the hearing, the Hearing Officer shall not be bound by common law or statutory rules of evidence or by technical or formal rules of procedure. The Hearing Officer shall exclude irrelevant evidence. Unduly repetitive proof, rebuttal and cross examination shall be excluded. The witnesses shall be sworn in by the Hearing Officer.
- e. The student shall have the following rights:
 - i. To be represented by counsel, at the student's expense;
 - ii. To question any witnesses who testify and receive a copy of any statements and/or affidavits of such witnesses;
 - iii. To request that any witnesses appear in person and answer questions or be cross-examined. Student witnesses will not be excused from school or allowed to testify unless their parent(s)/guardian(s) have given written permission prior to the proceedings;
 - iv. To testify and produce witnesses on his/her behalf;
 - v. To obtain, at the student's expense, upon written request, a copy of the transcript of the hearing.

STEP III

- a. Within three (3) school days following the conclusion of the hearing, the Hearing Officer shall prepare a report for the Board. The report shall summarize the proceedings, state findings of fact and make a recommendation as to whether the Board should expel the student.
- b. If the Hearing Officer does not recommend expulsion, the Hearing Officer may permit the student to return to school pending a review of the report by the Board.
- c. The Board shall decide whether to expel the student following a review of the report, as well as the transcript of the hearing. Review by the Board shall be limited to a review of the record. The Board shall affirm the expulsion recommendation of the Hearing Officer if it determines that the Head of School and the Hearing Officer followed the proper procedures in considering the alleged offense

STEP IV

- a. The parents of a student who is expelled shall be informed that they may apply for the student's re-admission at the end of the period of expulsion and must provide verification that all conditions for readmission have been met.
- b. Upon re-admission to school, the student will be placed on probation. The student will be assigned to a counselor who will monitor his/her behavior, academic performance, and provide assistance for a period of at least one semester.

- c. A student is prohibited from being on Family Foundations Academy Charter School property during the expulsion period except when accompanied by a parent or guardian for a scheduled appointment with school officials.
- d. By state law, the Board of Directors shall notify the Division of Motor Vehicles concerning the expulsion of a student who is of legal driving age or who will become so during the expulsion period.
- e. The Division will suspend or refuse to renew the driver's license of the expelled student or refuse to issue a license to the student. The student will remain ineligible for a driver's license until the expulsion period is over or until he or she becomes 19 years of age.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

The following rules are prescribed by the federal Individuals with Disabilities Act (IDEA) for applicability to students with an Individualized Education Plan who are eligible for Special Education Services.

1. For disciplinary reasons, school personnel may suspend a student with disabilities (in school or out of school) for not more than 10 school days. This is known as the “10 day rule”. Disciplinary removals for more than 10 school days are regarded as a “change of placement”.
2. The “10 day rule” allows school personnel to unilaterally remove a student with a disability who violates a code of conduct from the student’s current placement for not more than 10 school days.
3. A “change of placement” occurs if a removal is for more than 10 consecutive school days or a change of placement occurs if a student is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a year.
4. School personnel are required to provide students with disabilities suspended for greater than 10 days a free and appropriate public education (FAPE). Services must enable the student to participate in the general education curriculum and enable the student to progress toward meeting the goals set out in the Individual Educational Plan (IEP).
5. The IDEA requires the school to conduct a manifestation determination within 10 school days of any decision to change the placement of a student with a disability because of a violation of the code of conduct.
6. If the Special Education Team determines it was a manifestation, the Special Education Team must conduct a Functional Behavior Assessment (FBA), develop a positive behavior support plan to address the behavior, and return the student to the placement from which the student was removed.
7. If the Special Education Team determines it was not a manifestation of the disability, the school may discipline the student using the relevant disciplinary procedures applicable to students without disabilities in the same manner and duration however, services must continue to be provided.
8. School personnel may remove a student with a disability to an interim alternative setting for up to 45 days when a student at a school, district or state function carries a weapon or look alike, knowingly possesses or uses illegal drugs, or has inflicted serious bodily harm on another person.

Family Foundations Academy will abide by the following in determining disciplinary actions for students with disabilities:

- a. In the case of a student with a disability being considered for expulsion or suspension in excess of 10 days cumulatively in one school year, a special education team meeting will be convened.
- b. The special education team will determine whether (1) the alleged conduct was related to the student's disability; or (2) the student was inappropriately placed at the time of the offense or there is a likelihood that a change in the student's program and/or placement would alleviate the misconduct which led to the offense.
- c. If the special education team determines that either of the above standards is met, suspension or expulsion is not authorized and the student's program and placement should be reviewed.
- d. If the special education team determines that neither of the above standards is met, the Head of School will follow the Student Code of Conduct. To the extent required by state or federal law, a student identified as having a disability under the Individuals with Disabilities Act (IDEA) who is expelled or suspended in excess of 10 days may still be entitled to a free and appropriate public education.
- e. If a student with a disability presents a danger to him/herself or others, or is so disruptive that his behavior substantially interferes with the right of other students to benefit from an education, an interim change of placement may be authorized by either (1) special education team decision accompanied by parental consent; or (2) court order.
- f. Nothing stated herein shall preclude the special education team from placing a student with a disability, determined to have brought a firearm to school, in an interim alternative educational setting in accordance with state and federal law.

Definitions

"Student with disability" refers to a student eligible for special education under either: (1) the Individuals With Disabilities Education Act (IDEA) as implemented by state regulations compiled in the Administrative Manual: Programs for Exceptional Children (AMPEC); or (2) Section 504 of the Rehabilitation Act.

"Special education team" refers to an Individual Educational Program (IEP) team for students eligible under the IDEA and a multidisciplinary team for students eligible under Section 504. The composition of both teams should include individuals knowledgeable about the student, the meaning of evaluation data, and placement options.

Chapter X – Violations of the Student Code of Conduct

The Student Code of Conduct defines specific acts which are considered violations of expected student behavior. School rules come from many sources including State Law, School Policy, and Charter School Guidelines and Regulations. These violations are examples of those acts which disrupt the school environment and the instructional process.

The aim of this chapter is to provide school personnel, parents, students, and the community clear

understanding of code violations and resulting disciplinary actions.

A major consideration of the Student Code of Conduct is to identify appropriate disciplinary actions to bring about positive student behavior. The severity and frequency of the misbehavior and the age and maturity of the student are considered in defining appropriate disciplinary action. It is understood that the severity of a violation of the Code necessitates disciplinary action that is appropriately severe. While administrative personnel bear the major responsibility for effectively carrying out the discipline policies, the entire staff plays a vital role in resolving problems and influencing student behavior. Corporal Punishment will not be administered at Family Foundations Academy Charter School.

The Code of Conduct shall also apply to out-of-school conduct by a student if the School believes that the nature of such conduct indicates that the student presents a threat to the health, safety, or welfare of students or staff or to the reputation of Family Foundations Academy Charter School..

Such out-of-school conduct shall include, but not be limited to:

- Acts of violence or threats of violence which are punishable by law.
- Sexual offenses which are punishable by law.
- The sale, transfer or possession of drugs which would constitute an offense punishable by law.
- Felony charges.

Nothing in this section dealing with out-of-school conduct will have any effect on or alter in any way the application of the Code for in-school conduct. The following pages list and define violations and disciplinary actions. The Code permits administrators and teachers to select from a list of recommended actions for certain violations in the Violations and Disciplinary Actions section of this Code of Conduct. Specific disciplinary actions are required for other violations.

The Head of School or designee shall conduct such an investigation as is reasonable under the circumstances to confirm that the charged offense has in fact been committed.

GLOSSARY OF DISCIPLINARY ACTIONS

BEHAVIOR CONTRACT is a written agreement of last resort among a student, the student's parent/guardian, and an administrator which specifically states the conditions that, unless met, may result in a recommendation for expulsion.

DENIAL OF BUS TRANSPORTATION is the temporary or permanent withholding of bus transportation for misconduct on the school bus, disrespect to the driver, or vandalism to the bus. Such action may be taken only by an administrator. During the period of denial of school bus transportation, parents are responsible for getting the student to and from school.

DETENTION is an established time outside the regular instructional time when a student is detained in a supervised area.

DISCIPLINARY AGREEMENT is an agreement under which a student must fulfill specific commitments or be denied certain privileges until behavior improves.

EXPULSION is the exclusion of a student from school on a permanent basis or for a period of time determined by the Board. Expulsion denies the student attendance in any and all regular

school programs/activities of the school.

IN-SCHOOL SUSPENSION is the temporary placement of a student in a supervised area other than the area indicated by regularly assigned schedule

IN-SCHOOL PENALTY is an appropriate disciplinary alternative within the resources of the school.

PARENT / GUARDIAN CONTACT / CONFERENCE is a contact by telephone or in person with a parent/guardian.

REFERRAL TO ALTERNATIVE PROGRAM is a short-term educational option for students whose behavior requires removal from the regular school program. Referral to an alternative program will be made according to procedures established for the program.

REFERRAL TO THE COURTS is the filing of a charge of an alleged illegal action with the court having jurisdiction.

REFERRAL TO POLICE AGENCIES is the reporting of an alleged illegal act to a law enforcement agency.

REFERRAL TO SOCIAL SERVICES AGENCIES is a recommendation that the student seek help from a public or private social agency.

REMOVAL FROM CLASS

- A. Teacher - A teacher may remove a student from class for the remainder of the class period when the student's conduct is seriously disruptive and informal resolution is impracticable. Exclusion may not exceed one class period. The student must be escorted to a supervised area designated by the Head of School.
- B. Administrator - An administrator may temporarily remove a student from class if the student's continued attendance in a particular class causes serious disruption of the educational process or presents immediate danger of physical harm to either the student or others. The student will be assigned to a supervised area. Removal from class by an administrator shall not exceed five (5) days. However, a student may be permanently removed from a particular class after repeated infractions.

REPRIMAND is a verbal or written warning that behavior is not acceptable.

RESTITUTION/RESTORATION is the payment for and/or restoring of school property or articles which have been damaged, lost, or stolen.

TIME OUT a student may be excluded from participating in an activity for a short period of time.

OUT-OF-SCHOOL SUSPENSION is a student's temporary exclusion from regular school attendance and activities by an administrator. The Head of School may suspend a student for up to five (5) days. The Head of School or designee may extend the suspension for serious infractions or while a student awaits an expulsion hearing. While serving an out of school suspension a student is forbidden from being on the property of the school for any reason unless accompanied to a pre-arranged appointment by a parent or guardian. Suspended students are also prohibited from participating in any curricular or co-curricular activities held at the school or any other school. When a student is suspended, written notification of the suspension shall be sent to the parent/guardian. The notification shall state the cause and duration of the suspension. For each out-of-school suspension the Head of School or designee is required to hold an in-person or phone conference to include the parent and child prior to the readmission of the student. A definite time and date for a conference shall be scheduled at a place designated by the school administrator. In all cases of suspension an attempt shall be made to notify the parents/guardian by telephone as soon as practicable.

WORK ASSIGNMENT is an assigned task which must be completed by the student. The time

required should not exceed five (5) hours and should be related to the severity of the offense.

GLOSSARY RELATED TO DRUGS AND ALCOHOL

- A. **ALCOHOL** means alcohol or any alcoholic liquor capable of being consumed by a human being, as defined in Section 101 of Title 4 of the Delaware Code, including alcohol, spirits, wine, and beer.
- B. **DRUG** means any controlled substance or counterfeit substance as defined in Chapter 47 of Title 16 of the Delaware Code, including, for example, narcotic drugs such as heroin or cocaine, amphetamines, anabolic steroids, and marijuana, and any prescription substance which has been given to or prescribed for a person other than the student in whose possession it is found.
- C. **DRUG PARAPHERNALIA** means all equipment, products, and materials as defined in section 4701 of Title 16 of the Delaware Code, including, for example, roach clips, miniature cocaine spoons, and containers for packaging drugs.
- D. **PRESCRIPTION DRUGS** means any substance obtained directly from or pursuant to a valid prescription or order of a practitioner, as defined in 16 Delaware Code, sec. 4701 (24), while acting in the course of his or her professional practice and which is specifically intended for the student in whose possession it is found.
- E. **DRUG-LIKE SUBSTANCE** means any non-controlled and/or nonprescription substance capable of producing a change in behavior or altering a state of mind or feeling, including, for example, some over-the-counter cough medicines, certain types of glue, and caffeine pills.
- F. **NON PRESCRIPTION MEDICATION** means any over-the-counter medication; some of these medications may be a "drug-like substance."
- G. **LOOK-ALIKE SUBSTANCE** means any non-controlled substance which is packaged so as to appear to be a drug, alcohol, or drug-like substance or about which a student makes an express or implied representation that the substance is a drug or controlled substance capable of producing a change in behavior or altering a state of mind or feeling. See 16 Delaware Code, sec. 4752A.
- H. **POSSESS, POSSESSING, OR POSSESSION** means that a student has on his/her person, in his/her belongings, or under his/her reasonable control by placement of and knowledge of the whereabouts alcohol, a drug, a look-alike substance, a drug-like substance or drug paraphernalia. Items found in a student's locker, automobile, bag or likewise container used to carry books or personal property are considered in the possession of the owner of the vehicle or container or student who is assigned the locker.
- I. **USE** means that a student is reasonably known to have ingested, smoked or otherwise assimilated alcohol, a drug or a drug-like substance or is reasonably found to be under the influence of such a substance.
- J. **DISTRIBUTE, DISTRIBUTING OR DISTRIBUTION** means the transfer or attempted transfer of alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.
- K. **SCHOOL ENVIRONMENT** means within or on school property and/or at school sanctioned or supervised activities, including, for example, on school grounds, on school

buses or at or near bus stops, at functions held on school grounds, at extra-curricular activities held on/or off school grounds, on field trips, and at functions held at the school in the evening.

VIOLATIONS AND DISCIPLINARY ACTIONS

Elementary School

Family Foundations Academy Charter School utilizes the ROAR Behavior Chart to inspire positive behavior, de-incentivize negative behavior, and keep parents informed of their child's behavioral progress in the school. The ROAR Chart is also reinforced with the PBIS program. The PBIS program rewards students who exemplify the expected behavior as outlined in ROAR with Jag Coins.

Jag Coins are collected throughout the week. On the last school day of any week, students are able to earn double the coins. This day is referred to as "Double Dip Day." On the first school day of every week, students are permitted to "Cash-out." During "Cash-out", students turn in their coins for prizes/privileges.

The table below includes a List of Offenses and Behavioral Infractions that warrant additional disciplinary action. When selecting appropriate disciplinary actions, the administrator or designee may select one or more of the actions listed in addition to implementing an additional action if it is deemed that those listed below are not an effective deterrent to the student. Multiple offenses of a lesser offense may be treated at the next highest level.

LIST OF DISCIPLINARY ACTIONS

This list is not at all exhaustive, as the offending student may be subject to a different disciplinary action at the discretionary authority of the Head of School or Designee.

Level I	Level 2	Level 3
Reflection Center	All Level I Disciplinary Actions	All Level II Disciplinary Actions
Oral or Written Reprimand	Loss of recess	Possible Mental Health Evaluation (at parent’s expense)
Lunch Detention or Loss of Recess (up to 5 days)	Detention	Out-of-school suspension (Up to 5 days; more if recommendation for expulsion is made)
Parent/guardian notification	Behavior Support Plan	Police or Fire Marshal notification (with potential filing of charges)
Parent conference	Restitution/Restoration	
Referral to Mediation or Counseling		

BUS TRANSPORTATION

Riding the bus to and from school is an extension of the school day. The Student Code of Conduct will apply to all violations to and from school, at the bus stop, and while boarding, riding, or exiting buses. While on the school bus, drivers will have the same authority as classroom teachers. Violations of these rules may result in behavioral consequences up to and including the suspension of bus-riding privileges.

The following rules can be enforced only with the cooperation of every person concerned with transportation.

- Students must follow the driver’s directions and obey the driver promptly.
- Be courteous to the driver and to fellow students.
- Students are to conduct themselves while in such a way that they shall not distract the driver.
- Be at their bus stop on time.
- Wait in a safe manner for the bus on the sidewalk or shoulder, but NOT the roadway.
- If crossing the street to board the bus, students MUST look both left and right for cars, make sure the

RED lights are flashing, and wait for the driver's signal to cross. Always cross the street in front of the bus.

- Before boarding and after exiting the bus, students must keep a safe distance from the bus. Keep at least 10 FEET away from the bus.
- Students are to enter the bus promptly, immediately take their seats, and remain seated whenever the bus is moving.
- Students must remain properly seated and facing forward at all times. (Back to Back; Bottom to Bottom)
- Outside of ordinary conversations in a normal tone, classroom conduct is to be observed when on the bus. The driver has the authority to prohibit any conversation.
- No student shall occupy a position in the driver area in front of a barrier or white floor line that may distract the driver's attention or interfere with the driver's vision.
- Students must remain out of the driver's seat. Also, unnecessary conversation with the driver is prohibited while the bus is in motion.
- Students are not to touch the emergency equipment on the bus (emergency doors, windows, roof hatches, body fluid/first aid kits, 2 way radios, etc.) except as directed by the driver or during an actual emergency.
- The bus windows should not be opened without permission from the driver.
- Students are to keep their hands and feet to themselves. (NO fighting, horseplay, etc.)
- Students are not to eat or drink while on the bus.
- Students are not to throw objects of any kind either inside the bus, out of the bus, or around the bus.
- Students should keep the bus clean, sanitary, and orderly. They must not damage or abuse bus seats or equipment.
- Students are not to leave the bus without the driver's permission, except on arrival at their assigned bus stop or at school.
- Other forms of misconduct that shall not be tolerated on the bus and at the bus stops are acts such as, but not limited to, bullying, indecent exposure, obscene gestures, spitting, and other actions that may be addressed in the school's code of conduct.

Switching buses for any reason is strictly prohibited unless written notification is received from the student's parent/guardian by 8:00AM for Middle School students and 9:00AM for Elementary School students on or before the day of the change and approved by the administration of Family Foundations Academy. *This written notification MUST be provided at the above specified times to the school's front office and/or emailed to information.request@ffa.k12.de.us. Any other form of communication other than written communication is not valid.*

Following the Bus Safety Rules and Regulations will ensure safety, prompt arrivals, and departures of buses, and positive attitudes on the part of students. Students who do not follow the reasonable requests of the bus driver may jeopardize their bus riding privileges. Bus misbehaviors may result in a written warning or suspension of bus riding privileges for a period of time determined by the school's administration. Continual bus misbehaviors may result in permanent revocation of bus riding privileges.

Elementary and Middle School students may not ride the same school bus. There are no exceptions to this rule for siblings and relatives. Authorization will be reviewed if an emergency issue presents.

Bus Safety Violations Cause & Effect Chart

Cause	Effect
Fighting (First Offense)	Bus Suspension Parent Notification Bus Privilege Restore Contract
Fighting (Second Offense)	Mandatory Parent conference Temporary Suspension of Bus Privileges (Up to 30 days)
Fighting (Third Offense)	Indefinite Suspension of Bus Privileges
Minor violation referred (First Offense)	Written Warning Issued/Seat Assignment
Minor violation referred (Second Offense)	Two (2) Day Suspension of Bus Privileges Parent Notification
Minor Violation (Third Offense)	Five (5) Day Suspension of Bus Privileges Mandatory Parent Conference Bus Privilege Restore Contract
Violation of Bus Restore Contract	Indefinite Suspension of Bus Privileges

Bus suspensions are effective immediately after issued. Students may not ride the bus home the afternoon a suspension has been issued. Alternate transportation arrangements must be made. Effects of bus violations are subject to change at the discretion of administration.

Vandalism or substantiated offenses of bullying that occur on the bus are subject to consequences that may not be listed in the above chart.

Chapter XII – Reporting of Crimes

The State of Delaware requires that schools report certain crimes to the appropriate authorities. The following are the relevant articles of Delaware code:

Title 14 Del. C §4112

Delaware Code **requires mandatory reporting** of the offenses listed in 14 Del. C §4112. School employees who have reliable information that would lead a reasonable person to believe that one of the following has occurred on school property or at a school function must immediately report the incident to the Head of School or designee:

1. Student, school volunteer, or school employee has been victim of violent felony, assault III, unlawful sexual contact III; or
2. Student employee has been the victim of offensive touching, terroristic threatening; or
3. Student under 18 has been victim of sexual harassment; or
4. Person on school property has drugs or weapon or bomb

The Head of School will make every effort to notify the parent(s)/guardian(s) and will conduct a thorough investigation and/or if warranted by statute will report to the police authorities. In addition, the Head of School will make every effort to notify the parent(s)/ guardian(s) of any juvenile victim. The following list is not all-inclusive, but, at a minimum, the following shall be reported to appropriate law enforcement agency.

1. Evidence that suggests the commission of the crimes of assault and extortion against pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee
2. Evidence that suggests the commission of a felony, for example: reckless endangering; assault offenses; homicide; arson; criminal mischief; bombs; robbery; rape; extortion; fraud; forgery; weapons; etc.
3. Evidence that suggests violations of the laws concerning controlled substances and alcohol.
4. Evidence that suggests incest, sexual abuse or the neglect or other abuse of children
5. Evidence that suggests the use, possession, or sale of dangerous instruments or deadly weapons, (e.g. knives, firearms, ammunition, explosives or blasting caps)
6. Evidence that suggests morals offense (e.g. pornography, exhibitionism, peeping, etc.)
7. Evidence that suggests organized gambling
8. Evidence of offenses involving school property, e.g. false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief, trespass, burglary and theft, reckless driving and safety hazards
9. Reports of suspicious persons or unauthorized persons on or near school grounds or property, or rumors, information or observations of gang rivalries or activities

Title 14 Del. C §4110 - Disturbing schools or destroying school property; penalty.

Whoever disturbs a public school in session or willfully destroys any public school property shall be fined \$20, to be collected as other fines, and paid to the Board of Directors of the charter school for the benefit of the charter, or imprisonment not more than 30 days, or both. (32 Del. Laws, c. 160, § 57; Code 1935, § 2752; 14 Del. C. 1953, § 4113; 57 Del. Laws, c. 113.)

Title 11 Del. C § 621 - Terroristic threatening.

A person is guilty of terroristic threatening when he or she commits any of the following:

1. The person threatens to commit any crime likely to result in death or in serious injury to person or property
2. The person makes a false statement or statements:
 - a) Knowing that the statement or statements are likely to cause evacuation of a building, place of assembly, or facility of public transportation;
 - b) Knowing that the statement or statements are likely to cause serious inconvenience
 - c) In reckless disregard of the risk of causing terror or serious inconvenience
3. The person commits an act with intent of causing an individual to believe that the individual has been exposed to a substance that will cause the individual death or serious injury.

Any violation of paragraph (a)(1) of this section shall be a class A misdemeanor except where the victim is a person 62 years of age or older, in which case any violation of paragraph (a)(1) of this section shall be class G felony. Any violation of paragraph (a)(2) of this section shall be class G felony unless the place at which the risk of evacuation, serious inconvenience or terror is created is a place that has a purpose, in whole or in part, of acting as a daycare facility, nursery or

preschool, kindergarten, elementary, secondary or vocational-technical school, or any long-term care facility in which elderly persons are housed, in which case it shall be a class F felony. Any violation of paragraph (a)(3) of this section shall be a class F felony. Notwithstanding any provision of this subsection to the contrary, a first offense paragraph (a)(2) of this section by a person 17 years old or younger shall be a class A misdemeanor.

In addition to the penalties otherwise authorized by law, any person convicted of an offense in violation of paragraph (a)(2) of this section shall:

1. Pay a fine of not less than \$1,000 nor more than \$2,500, which fine cannot be suspended; and
2. Be sentenced to perform a minimum of 100 hours of community service.

In addition to the penalties otherwise authorized by law, any person convicted of an offense in violation of paragraph (a)(3) of this section shall pay a fine of not less than \$2,000, which fine cannot be suspended. (11 Del. C. 1953, § 621; 58 Del. Laws, c. 497, § 1; 67 Del. Laws, c. 130, § 8; 70 Del. Laws, c. 186, § 1; 70 Del. Laws, c. 330, § 1; 73 Del. Laws, c. 126, §§ 5, 6; 73 Del. Laws, c. 255, § 1.)

APPENDIX D

Family Foundations Academy recognizes the serious problem of youth suicide and acknowledges that providing this policy for schools and districts related to youth suicide recognition and prevention is very important. FFA also acknowledge that youth suicide is a complex issue which cannot be addressed by the schools alone. This Suicide Prevention Policy (“Policy”) meets the requirements of 14 Del. C. §4124, relative to Suicide Prevention. The following procedures for communication between school staff members and healthcare professionals who are involved in treating students for self-harm, suicide attempt or threatening of either shall be followed:

1. FFA’s process is to immediately report any student thought to be demonstrating the warning signs of suicide to the school nurse, school counselor, or principal. This may be done verbally initially; however, a written record of the report shall be prepared. A school employee, school volunteer or student is individually immune from a cause of action for damages arising from reporting warning signs of suicide in accordance with these procedures unless that reporting constituted gross negligence and/or reckless, willful or intentional conduct.
2. Healthcare Professionals. The primary contacts at FFA are identified in Section 1 above. For a student who has not reached the age of 18, Release of Information forms shall be signed by the parent, guardian, or relative caregiver in order for the primary care physician or healthcare professional to communicate with school personnel regarding any treatment of a student. Notwithstanding the foregoing, communications between healthcare professionals and school staff regarding any treatment of a student may occur for any student 14 years or older who has provided consent for voluntary outpatient treatment in accordance with 16 Del. C. § 5003. In accordance with HIPAA and FERPA guidelines, releases shall be signed before communication may take place. Communications without signed releases in emergency situation may occur in accordance with HIPPA and FERPA regulations and guidelines.

3. If a parent refuses to sign a release form at school, the school will review this policy with them, explaining the reasons the release would be advantageous to the student.
4. After confirmation that a student has been involved in a suicide ideation or suicidal behavior, the student shall be evaluated by a licensed healthcare professional or a non-licensed healthcare professional working under the supervision of a licensed healthcare professional.
5. The recommendations from the healthcare evaluation which are pertinent to managing the student's risk in school shall be shared at a meeting between the student, parent/guardian, school nurse, school counselor or principal prior to the student's return to school. Recommendations will be shared with school personnel who are responsible for their implementation.
6. Emergency evaluations can be obtained from hospital emergency departments; a licensed healthcare professional; a physician; or nurse practitioner; or from the state's Child Priority Response Mobile Crisis Service if the student is under 18 years of age, or from the Adult Mobile Crisis Service if student is between the ages of 18-21.

APPENDIX E

FFA EDUCATIONAL TECHNOLOGY – ACCEPTABLE USE

Educational technology is rapidly expanding at FFA and is expected to continue. FFA believes that it is essential that all users of the school's technology understand both the benefits and the responsibilities associated with technology usage. Instructions for implementing the school's Acceptable Use Agreement will be provided by administrators, teachers, or other authorized staff, whichever is applicable. FFA's educational technology is defined as any device which is capable of or necessary for the transmission, reception, or storage of data in the form of text, pictures, video, or audio which is owned or licensed by the school for the purpose of instruction or the support of education. Examples of educational technology include but are not limited to computers, peripherals, (such as monitors, printers, scanners, CD-Rom towers, etc.), networked devices, televisions, audio-visual devices, recorders, copiers, fax machines, display devices, software, assistive technology devices, and telephones. It also includes the use of the Internet, which connects millions of computers worldwide, as well as all computers, networks, databases, information systems, and electronic instructional systems provided by the FFA. This agreement encompasses all student, staff, and community use of technology systems provided by the FFA. All students, staff, and community members who use FFA educational technology in any form are required to sign the Acceptable Use Agreement and return it to the administrator in charge of technology in each building. The use of school technology is a privilege – not a right. Currently there are no user fees for these services. In the event a user fee is charged, users will be provided with notice of the charge prior to the imposition or collection of such.

GOALS

- To support FFA's curriculum
- To support educational research activities
- To enhance learning opportunities for using information technology
- To promote life-long learning

ACCEPTABLE USE

All systems are to be used in a responsible, ethical, and legal manner. In addition, usage must be in support of educational objectives, and in accordance with the behavior guidelines of Family Foundations Academy.

UNACCEPTABLE USE

- No software may be copied to or downloaded from any computer of the network except by permission of a building administrator or his/her designee in each building.
- Involvement (implying direct or participatory) in unauthorized editing, deleting, or copying of any data, records, databases, passwords, directories, or configuration files is prohibited.
- Violating copyright or privacy laws is prohibited.
- Distributing material protected by trade secrets is prohibited.
- Soliciting, using, or sending any threatening (implying harm – physical or emotional), pornographic, or obscene material is prohibited.
- The purposeful use of any system inconsistent with its design is prohibited.
- Use of any computing resources for commercial purposes is prohibited. This includes the use of the network for commercial activities for or on behalf of businesses or other for-profit institutions, including, but not limited to product advertisement or political lobbying.
- Use of school technology resources for unauthorized activities is prohibited.
- Disconnecting any device from the school technology devices without the proper authorization is prohibited.
- Transmission of any material in violation of any federal and/or state regulation or law is prohibited.
- Students attempting to log on to any system using another's password or sharing of a user's password with anyone else is prohibited.
- Users shall not attempt to gain unauthorized access to the system or to any other computer system through the school system, or go beyond their authorized access.

USER RESPONSIBILITIES AND ETIQUETTE

- The individual user (students/staff/community members) accepts the responsibility for keeping all unauthorized material, inappropriate files, or files dangerous to the integrity of the computer or network from entering the school's computers by any manner or means. Appropriate permission must be obtained from an authorized staff member before downloading any material from the internet or other electronic sources of information.
- When using school networks, the Internet, or other information service providers, users:
 - Are prohibited from revealing personal information such as home addresses or phone numbers
 - Must not disrupt the use of any network (i.e. downloading large files, sending mass email messages)
 - Must assume that any communication and/or information accessible via any computer or network is not personal and private conversation and could possibly be accessed by other users.
 - Are not responsible for unsolicited communications.
- When using school technology resources, users must always use non-offensive and non-vulgar language. They must not swear or use vulgarities, other abusive language, or any offensive statements.
- Users will contact appropriate staff (teacher, administrator, administrator's designee or library staff member) if any computer and/or program does not work properly. They will not attempt to fix problems themselves unless trained and authorized to do so.

DUE PROCESS

- The school will cooperate with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through school technology resources.
- Allegations that a student violated the FFA Acceptable Use Agreement will be handled in accordance with the Student Code of Conduct.
- Allegations that an employee violated the FFA Acceptable Use Agreement will be handled in accordance with the employee's contract.
- The school may terminate the account privileges of a guest user at any time and for any reason.

CONSEQUENCES

Inappropriate use or vandalism will result in the limitation or cancellation of user privileges and when necessary, appropriate legal action. If damage occurs due to willful user misconduct, the user may be permanently denied access to technology resources. The cost of repair or replacement for such willful damage will be billed to the user who caused said damage and/or the legal parent or guardian of that user.

SECURITY

Security on any computer system is a high priority, especially when multiple users are involved. If a user identifies a security problem, he/she must notify an appropriate staff member immediately. Users sending messages relating to, or in support of, illegal activities should be aware that system administrators have access to their communications. Computers, networked technology, and information contained thereon, remain the property of the school. Confidential student files may be accessed by authorized personnel. If any employee has something personal, confidential, or private to communicate, the employee should not use school computers or e-mail for doing so. Computers and e-mail may be monitored. This document satisfies the school's obligation to provide employees notice of such monitoring. The school strives to maintain a workplace and educational setting free of harassment and sensitive to the diversity of employees and students. Therefore, the school prohibits the disruptive or offensive use of computers, the e-mail system or fax machines. For example, the display or transmission of sexually explicit images, messages, and cartoons is prohibited. Other misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassing or disrespectful.

DISCLAIMER

FFA does not condone and will not be held responsible for any unacceptable materials obtained using its computers or other information technology. By the nature of this activity, offensive or inappropriate material may be inadvertently encountered. If such material is accessed, the user is expected to immediately leave the website. Students, staff, and community members should be aware that access to FFA information technology will be withdrawn from users who do not respect the rights of others and who do not follow the rules and regulations established by the school. Further, the use of any information obtained via the FFA computers is strictly at the risk of the individual user and such usage shall be consistent with the requirements of this agreement. The school specifically denies any responsibility for the accuracy or quality of information obtained through the services provided for in this agreement.

APPENDIX F

Bullying Prevention Policy

Family Foundation Charter School recognizes that a safe learning environment is necessary for students to learn and achieve high academic standards. Family Foundation Charter School strives to provide a safe learning environment for all students and employees.

I. Prohibition of Bullying

To further these goals and as required by 14 Del. C. §4112D, Family Foundation Charter School hereby prohibits the bullying of any person on school property or at school functions or by use of data or computer software that is accessed through a computer, computer system, computer network or other electronic technology of a school district or charter school from grades kindergarten through grade twelve. Family Foundation Charter School further prohibits reprisal, retaliation or false accusation against a target, witness or one with reliable information about an act of bullying.

- A. "School function" includes any field trip or any officially sponsored public or charter school event in the State.
- B. "School property" means any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by any public school district or charter school including, but not limited to, any kindergarten, elementary, secondary, or vocational-technical school or charter school, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school or charter school.

II. Definition of Bullying

As used in this policy, bullying means any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances, should know will have the effect of:

- A. Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property; or
- B. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
- C. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
- D. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

Bullying is usually defined as involving repeated acts of aggression that aim to dominate another person by causing pain, fear or embarrassment. However, one act alone may constitute bullying if the requisite intent and effect set forth in the definition are met. Bullying may be perpetuated by an individual or a group. It may be direct or indirect. Although a person may be repeatedly

bullied, a different person might be doing the bullying each time, which may make it difficult to recognize that bullying is occurring. An act is intentional if it is the person's conscious objective to engage in conduct of that nature. The actions listed below are some examples of intentional actions which may become bullying depending on their reasonably foreseeable effect:

Physical bullying: Pushing, shoving, kicking, destroying of property, tripping, punching, tearing clothes, pushing books from someone's hands, shooting/throwing objects at someone, gesturing, etc.

Verbal bullying: Name calling, insulting, making offensive comments, using offensive language, mimicking, imitating, teasing, laughing at someone's mistakes, using unwelcome nicknames, threatening

Relational Bullying: Isolation of an individual from his or her peer group, spreading rumors.

Cyber-bullying: Bullying by using information and communication technologies. Cyber-bullying may include but is not limited to:

- A. Denigration: spreading information or pictures to embarrass.
- B. Flaming: heated unequal argument online that includes making rude, insulting or vulgar remarks.
- C. Exclusion: isolating an individual from his or her peer group.
- D. Impersonation: Using someone else's screen name and pretending to be them
- E. Outing or Trickery: forwarding information or pictures meant to be private.

Sexual Bullying: Unwanted touch of a sexual nature, unwanted talking about private parts, unwanted comments about target's sexuality or sexual activities.

This list is used for example only, and is by no means exhaustive. These actions become bullying if they meet the definition with regard to intent and reasonably foreseeable effect. This policy is not intended to prohibit expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the education environment. Similar behaviors that do not rise to the level of bullying may still be prohibited by other school policies, classroom or program rules.

III. School-wide Bully Prevention Program

Family Foundation Charter School is committed to supporting a school-wide bully prevention program.

- A. Family Foundation Charter School will strive to meet these goals:
 - 1. Reduce existing bullying problems among students
 - 2. Prevent development of new bullying problems
 - 3. Achieve better peer relations and staff-student connections at school

- B. The school-wide program will consist of the following components:

1. All school staff will to strive to:
 - a) Treat others with warmth, positive interest and involvement
 - b) Set firm limits for unacceptable behavior
 - c) Apply nonphysical, non-hostile negative consequences when rules are broken.
 - d) Act as authorities and positive role models
 - e) Solve bullying problems in a consistent manner across all grade levels and all school locations.
2. A Climate Team will be created.
3. The school's supervisory system in non-classroom areas will be reviewed.
4. The following principles will apply to everyone on school property or at a school function:
 - a) I will not bully others
 - b) I will try to help anyone that I suspect is being bullied
 - c) I will try to include students who are left out.
 - d) If someone is being bullied, I will tell an adult.
 - e) The school-wide program may also include a school kick-off event, committee and staff trainings, school-wide questionnaires, staff discussion group meetings, and programs to involve parents, as determined by the Climate Team.
5. Possible classroom level components, if recommended by the Climate Team
 - a) Post and enforce principles against bullying in the classroom and daily morning meetings
 - b) Regular, ongoing class meetings, discussions, or role playing activities
 - c) Involve parents in bullying prevention
 - d) Find creative ways to incorporate issues involving bullying into the regular curriculum.
6. Individual Level Components
 - a) Supervise students' activities
 - b) Ensure that all staff intervene appropriately on the spot when suspected bullying occurs
 - c) Discuss bullying behavior with students who bully and (separately) with targets of bullying, and with their parents.
 - d) Develop Behavioral Intervention Plans for involved students, with a graduated response.
 - e) Address bystander involvement.
7. Possible Community Level Components, if recommended by the Climate Team
 - a) Develop partnerships with community members to support the school's program
 - b) Help spread anti-bullying message in the community
 - c) Involve community members in the Bully Prevention Program

IV. Investigative Procedures

- A. *The school will utilize the following procedure for promptly investigating to determine whether bullying has occurred.*
1. All complaints must be appropriately investigated and handled consistent with due process requirements.
 2. Neither complainant nor witnesses should be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. However, efforts should be made to increase the confidence and trust of the person making the complaint. Whenever practical, the investigating person will make efforts to document the bullying from several sources. This prevents the bully, when confronted, from assuming that the victim is the complainant. Student victims may have a parent or trusted adult with them, if requested, during any investigatory activities.
 3. After receiving notice of the suspected bullying, either through a short form, an incident report, or an anonymous or other written complaint, the designated person will review the complaint in conjunction with any other related complaints. Reasonable steps will then be taken by the designated person to verify the information and to determine whether the information would lead a reasonable person to suspect that a person has been a victim of bullying.
 4. Once the administrator has confirmed that a person has been the victim of bullying, the administrator will take prompt investigatory steps to determine who committed the acts of bullying and whether others played a role in perpetuating the bullying. The administrator will avoid forewarning the student suspects, and will interview suspects separately and in rapid succession.
 5. After identifying those who committed the act or acts of bullying, the administrator will apply disciplinary action, consistent with due process rights, and the range of consequences identified herein. The bully will be informed that graduating consequences will occur if the bullying continues.
 6. The administrator will keep a written record of the bullying incident, and any disciplinary actions taken. The administrator will keep any written statements of those committing the bullying, victims and witnesses. Discussions with all parties should be documented as soon as possible after the events. The school will not destroy or discard any material records or evidence while a criminal investigation into or prosecution relating to the incident is ongoing.
 7. A follow-up will be completed two weeks later to determine whether the bullying has continued, and whether additional consequences are needed. An additional follow-up will occur in two months, regardless of whether new incidents have been reported.
 8. Each confirmed incident must be recorded in the School Register of Bullying Incidents.
- B. *All confirmed bullying incidents must be reported to the Department of Education by the principal or his designee within five (5) working days pursuant to Department of Education regulation.*
- C. The administrator should be aware that some acts of bullying may also be crimes which under the School Crime Reporting Law (14 Del. C. 4112) are required to be reported to the police and /or the Department of Education.

V. Consequences for Bullying

Consequences for bullying will be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences will be consistent with the SOAR program.

- A. Consequences should take into account:
 - 1. Nature and severity of the behaviors
 - 2. Degrees of harm
 - 3. Student's age, size and personality (including development and maturity levels of the parties involved)
 - 4. Surrounding circumstances and context in which the incidents occurred
 - 5. Prior disciplinary history and incidences of past or continuing patterns of behavior
 - 6. Relationships between the parties involved (including any imbalance of power between the perpetrator and victim)
 - 7. Ease of use for staff (within available resources and time constraints)
- B. The appropriate range of consequences for bullying is as follows:
 - 1. Removal of positive reinforcers:
 - a. Time-out.
 - b. Loss of a privilege.
 - 2. Use of negative or unpleasant stimuli:
 - a. Rebuke or verbal reprimand clearly specifying what is not acceptable and consequences if repeated.
 - b. Notice to parent.
 - c. Serious talk with school staff member.
 - d. Serious talk with school staff member with parents present.
 - e. Supervised break times.
 - f. Behavioral report cards sent home.
 - g. Creation of a behavior contract.
 - h. In-school suspension.
 - i. Detention.
 - j. Reassignment of seats in class, lunch or on bus.
 - k. Forbidden to enter certain areas of school.
 - l. Reassignment of classes.
 - m. A referral to an external agency
 - n. Reassignment to another school, or another mode of transportation.
 - o. Expulsion.
 - p. Report to Law Enforcement officials
 - 3. In addition, but never as replacement for disciplinary action, formative activities should be given, which may include:
 - a. Reparation to victim in the form of payment for or repair of damage to possessions out of own money.
 - b. Cooperation with assessment of problems.
 - c. Education about what bullying is and why it is not acceptable.
 - d. Documentation on books or films about bullying.
 - e. Completion of bully related workbooks.

- f. Completion of Letter of acknowledgement of actions to victim (only after reviewed by staff and never in cases of sexual bullying).
 - g. Completion of psychological assessment or evaluation.
 - h. Completion of counseling (In house or referral to an outside agency, individual or family).
 - i. Cooperation with a behavioral management program developed in consultation with a mental health professional.
 - j. Submission to a psychological, psychiatric or neuropsychiatric evaluation before bully can return to school.
 - k. Completion of community service.
- C. Family Foundation Charter School believes that positive consequences should be given when students are obeying the rules about bullying. These consequences may include:
- 1. Enthusiastic, concrete, behavior-specific praise
 - 2. Creative consequences that are truly positive for your students considering their age, sex, and maturity level.
- D. Family Foundation Charter School believes that victims should be given support. If bullying is suspected, staff members will make an effort to:
- 1. Find a private opportunity for discussion with victim.
 - 2. Discuss with victim what support they need.
 - 3. Ensure their safety.
 - 4. Record the event and follow through with actions.
 - 5. Provide the victim with opportunities to gain peer support.
 - 6. Refer the victim to available help in-school.
 - 7. Provide the victim with an opportunity to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face to face, if the victim chooses to do so.
 - 8. Make referrals to external agencies if necessary.
 - 9. Provide the victim with information for mental health or medical treatment needs.

VI. Reporting Procedures

- A. The procedures for a student and parent, guardian or relative caregiver pursuant to § 202(f) of Title 14 or legal guardian to provide information on bullying activity will be as follows:
- 1. If a child complains of bullying while it is happening, the staff member will respond quickly and firmly to intervene, if safety permits, if the situation appears to that staff member to involve bullying or real fighting.
 - 2. If a child expresses a desire to discuss a personal incidence of bullying with a staff-member, the staff-member will make an effort to provide the child with a practical, safe, private and age-appropriate method of doing so.
 - 3. If recommended by the Climate Team, a letter box will be placed in a place or places selected by the committee, so that students who feel unable to talk to any staff can have a point of contact. Information found in the box must be treated with care and a staff-member or members will be designated to be responsible for this information. Blank “Bullying – request for support forms” will be available to all students, but are not required for a report.
 - 4. Written complaints shall be reasonably specific as to actions giving rise to the complaint and should include information as to:

- a. Conduct involved
- b. Persons involved, designated bully, target, and bystanders' roles
- c. Time and place of the conduct alleged, number of incidents
- d. Names of potential student or staff witnesses.
- e. Any actions taken in response
- f. Short, easy to use complaint forms can be obtained from the Head of School or main office.
- g. Anyone may report bullying. A report may be made to any staff member. Reports should be made in writing.
- h. Every identified complainant who files a written complaint with a staff member will receive a written explanation of results to the extent that it is legally allowed and be given an opportunity to inform the designated person as to whether or not the outcome was satisfactory. Easy to use follow-up forms will be made available.

VII. Anonymous Reports

Formal disciplinary action solely based on an anonymous report is not permitted. Independent verification of the anonymous report is necessary in order for any disciplinary action to be applied.

VIII. Notification of Parents

A Parent, guardian or relative caregiver pursuant to 14 Del. C § 202(f) or legal guardian of any target of bullying or person who bullies another must be notified.

IX. Retaliation

Retaliation following a report of bullying is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation shall be determined by the Head of School after consideration of the nature, severity, and circumstances of the act.

X. Procedure to Communicate with Medical and Mental Health Professionals.

- A. The following procedures for communication between school staff members and medical professionals who are involved in treating students for bullying issues must be followed:
 - 1. Pediatricians/Primary Care Physicians and Mental Health Professionals are important links in the overall wellness of the whole child. The ability to communicate appropriately to identify the optimal health care needs of the child is necessary when issues at school impact the physical and emotional health of the child. This is especially true in bullying due to the social nature of the problem. Release of information forms must be signed by the parent, guardian or relative caregiver pursuant to 14 Del. C. § 202(f) or legal guardian in order for the primary care physician or mental health professional to communicate with school personnel regarding any treatment of a child. Releases should be signed both at school and at the physician or mental health professional's office before communication may take place according to HIPPA and FERPA guidelines.
 - 2. If a parent refuses to sign a release form at school the school will review this policy with them, explaining the reasons the release would be advantageous to their child.

3. After confirmation that a child has been involved in a bullying incident, if the Head of School or designee recommends a mental health evaluation be completed, the School may:
 - a. Require that return to school will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.
 - b. Require that student remain in in-school suspension and that return to regular class schedule will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.
 4. Summary of this evaluation shall be shared at a meeting with student, parent/guardian and school administrators designee prior to return to school or the general population.
- B. Emergency evaluations can be obtained through Christiana Care Health Services Emergency Center at Christiana or Wilmington Hospital (302)-733-1000, the Rockford Center (866)-847-4357. Crisis services are also available through Child Mental Health, State of Delaware 24 hour hot line (302)-633-5128. Non-emergency services can be obtained through Children and Families First (800)-734-2388, Catholic Charities (302)-655-9624, and Delaware Guidance (302)-652-3948 in New Castle County or by having a parent contact their medical insurance for recommended providers in their area.

XI. Implementation

The school bullying prevention program must be implemented throughout the year, and integrated with the school's discipline policies and 14 Del. C. § 4112.

XII. Accountability

Each school shall notify in writing of their compliance with this policy and submit a copy of the procedures they have adopted under this policy by December 1, of each school year. Family Foundation Charter School shall verify the method and date that the policy has been distributed, to all students, parents, faculty and staff.

XIII. Awards

Each year, each school district or Charter School shall submit to the Delaware Department of Education a nominations for 1 exemplary school and the reasons why they believe that school should receive an award for its Bully Prevention Program, with supporting documentation.

XIV. Immunity

“A school employee, school volunteer or student is individually immune from a cause of action for damages arising from reporting bullying in good faith and to the appropriate person or persons using the procedures specified in the school district or charter schools’ bullying prevention policy, but there shall be no such immunity if the act of reporting constituted gross negligence and/or reckless, willful, or intentional conduct.”

XV. Other Defenses

- A. The physical location or time of access of a technology-related incident is not a valid defense in any disciplinary action by the school district or charter school initiated under this policy provided there is sufficient school nexus.

- B. This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, computer network or other electronic technology when acting within the scope of his or her lawful employment or investigation of a violation of this policy in accordance with school district or charter school policy.

XVI. Relationship to School Crime Reporting Law

An incident may meet the definition of bullying and also the definition of a particular crime under State or federal law. Nothing in this policy shall prevent school officials from fulfilling all of the reporting requirements of § 4112, Title 14 of the Delaware Code, or from reporting probable crimes that occur on school property or at a school function which are not required to be reported under that section. Nothing in this section shall abrogate the reporting requirements for child abuse or sexual abuse set forth in Chapter 9 of Title 16 of the Delaware Code, or any other reporting requirement under State or Federal law.

XVII. Rules and Regulations

Implementation of this policy shall comply with all rules and regulations the Delaware Department of Education may promulgate to implement Title 14 Section 4112D of the Delaware Code.

Appendix G

FFA DRUG AND ALCOHOL POLICY

THE FOLLOWING POLICY ON THE POSSESSION, USE, OR DISTRIBUTION OF DRUGS AND ALCOHOL SHALL APPLY TO ALL SCHOOLS AND/OR PROGRAMS:

- The possession, use, abuse and/or distribution of alcohol, a drug, a drug-like substance, a look-alike substance and/or drug paraphernalia are wrong and harmful to students and are prohibited within the school environment.
- Student cubbies, cabinets, and lockers are the property of the school and may be subjected to search at any time with or without reasonable suspicion.
- All alcohol, drugs, drug-like substances (including prescription and over-the-counter drugs), look-alike substances and/or drug paraphernalia found in a student's possession shall be turned over to the school's administration and be made available, in the case of a medical emergency, for identification. All substances shall be sealed and documented and, in the case of substances covered by Title 16 Delaware Code Ch. 47, turned over to police as potential evidence. A request for analysis shall be made where appropriate.

THE FOLLOWING DEFINITIONS SHALL APPLY TO THIS POLICY:

- **“Alcohol”** shall mean alcohol or any alcoholic liquor capable of being consumed by a human being, as defined in Section 101 of Title 4 of the Delaware Code, including alcohol, spirits, wine and beer.
- **“Drug”** shall mean any controlled substance or counterfeit substance as defined in Chapter 47 of Title 16 of the Delaware Code, including, for example, narcotic drugs such as heroin or cocaine, amphetamines, anabolic steroids, and marijuana, and shall include any prescription substance which is abused (consumption greater than the prescribed dose) or has been given to or prescribed for a person other than the student in whose possession it is found.
- **“Drug paraphernalia”** shall mean all equipment, products and materials as defined in Section 4701 of Title 16 of the DE Code, including, for example, roach clips, miniature cocaine spoons and containers for packaging drugs.
- **“Prescription drugs”** shall mean any substance obtained directly from, or pursuant to, a valid prescription or order of a practitioner, as defined in Title 16 Delaware Code Section 4701(24), while acting in the course of his or her professional practice, and which is specifically intended for the student in whose possession it is found.
- **“Drug like substance”** shall mean any non-controlled and/or non-prescription substance capable of producing a change in behavior or altering a state of mind or feeling, including, for example, some over the-counter cough medicines, certain types of glue, and caffeine pills.
- **“Non-prescription medication”** shall mean any over-the-counter medication; some of these medications may be a “drug-like substance.”
- **“Look alike substance”** shall mean any non- controlled substance which is packaged so as to appear to be, or about which a student makes an express or implied representation that the substance is, a drug or a non- controlled substance capable of producing a change in Behavior or altering a state of mind or feeling. See Title 16 Delaware Code Sec. 4752A.
- **“Possess,” “possessing,” or “possession”** shall mean that a student has on the student's person, in the student's belongings, or under the student's reasonable control by placement of and knowledge of the whereabouts of, alcohol, a drug, a look-alike substance, a drug-like substance or drug paraphernalia.

- **“Use”** shall mean that a student is reasonably known to have ingested, smoked or otherwise assimilated alcohol, a drug or a drug-like substance, or is reasonably found to be under the influence of such a substance.
- **“Distribute,” “distributing,” or “distribution”** shall mean the transfer or attempted transfer of alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.
- **“School environment”** shall mean within or on school property and/or at school-sanctioned or supervised activities including, for example, on school grounds, on school buses, at functions held on school grounds, at extracurricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.
- **“Expulsion”** shall mean exclusion from school.

THE FOLLOWING REGULATIONS SHALL APPLY TO THIS POLICY:

- At the beginning of each school year and whenever a student enrolls or re- enrolls during the school year, each student and his or her parent, guardian, or relative caregiver shall receive an updated Student Code of Conduct.
- The State and School policies shall apply to all students, except with respect to students with disabilities, the applicable State and Federal law will be followed.
- Staff members will report incidents to the school's administration who will verify the identity of the student and the probable cause that a policy violation has been committed. The school's administration where required will report the incident to the police and will file a report to be sent to the Department of Education. Parents will be notified as quickly as possible via the telephone. If telephone contact cannot be made, a letter will be sent home. Records will be maintained in a separate discipline file and confidentiality will be followed. Names and details of any particular incident will be revealed only to those staff persons who are required to know the specific information.
- Any physical evidence of a policy violation will be submitted to the school's administration. The administration will document the date, time, and description of the evidence and the name(s) of the student(s) involved. Evidence will be locked in a secure area determined by the administration and submitted to the police upon their arrival.
- General searches of the property of a student may be conducted by the school's administration at any time upon reasonable suspicion.
- All prescription and over-the-counter non-prescription drugs shall be presented to the school nurse upon entering the school building. The nurse will be responsible for dispensing those drugs to the students until they leave at the end of the school day. Any of these drugs not submitted to the school nurse will be considered in violation of this policy. Where necessary, individual students may be permitted to carry a prescription drug after submitting written notification from a physician and obtaining approval from the school's administration.
- The discipline policy shall also apply to out-of-school conduct by a student if the school believes that the nature of such conduct indicates that the student presents a threat to the health, safety, or welfare of other students. Such out of-school conduct shall include, but is not limited to, the sale, transfer, or possession of drugs which would constitute an offense punishable by law.
- Students expelled from school for alcohol and drug infractions must petition the Board for readmission. Evidence must be provided of having received appropriate related services pertinent to the expulsion offense.
- Notwithstanding any of the foregoing, students are permitted, in their discretion, to use and possess an asthmatic quick relief inhaler (“inhaler”) and/or auto-injectable epinephrine with individual prescription label; provided, nevertheless, that the student uses the inhaler and/or auto-injectable epinephrine pursuant to prescription or written directions from a state licensed health care practitioner; a copy of which shall be provided to the school; and further provided that the parent(s) or

legal custodian(s) of such student provide the school with written authorization for the student to possess and use the inhaler or auto-injectable epinephrine such student's discretion together with a form of release satisfactory to the school releasing the school and its employees from any and all liability resulting or arising from the student's discretionary use and possession of the inhaler and/or auto-injectable epinephrine and further provided that the school nurse may impose reasonable limitations or restrictions upon the student's use and possession of the inhaler and/or auto-injectable epinephrine based upon the student's age, level of maturity, behavior, or other relevant considerations. (For students who use prescribed asthmatic quick relief inhalers and/or auto-injectable epinephrine, see 14 DE Admin. Code 817, Administrations of Medications And Treatments)

APPENDIX H

Description of Offenses (Behavioral Infractions)

**This list is not at all exhaustive*

- a. Abusive Language** - Written or spoken language or gestures that are offensive, obscene or vulgar.
- b. Class Cutting** - Unexcused absence from a class without authorization or approved reason.
- c. Forgery** - The act of forging a signature or using something written falsely to deceive.
- d. Gambling** - Participating in game(s) of chance; including, but not limited to, card playing for money and/or other things of value.
- e. Inappropriate Behavior** - Language, gestures or actions that incite, produce distractions or disruptions, or seriously interfere with the effective functioning of the teacher, another student, a class, or any school activity. This does not include severe insubordination. Severe insubordination may be considered a Level II offense.
- f. Inappropriate Bus Behavior** - Behavior which produces distractions, or disturbances which seriously or repeatedly interfere with the bus driver, cause unsafe conditions, or disrespect to the driver.
- g. Leaving School without Authorization** - Once a student arrives at the school campus he/she may not leave, unless authorized to do so, until the end of the student's scheduled day.
- h. Student Presence in Any Prohibited School Area** - Unauthorized presence of a student in any prohibited area.
- i. Trespassing** - Entering or remaining on school property without authorization; including, but not limited to knowing or unknowing entry upon school property by a suspended student or student or student from another school who does not have a legitimate reason for being there.
- j. Unauthorized Use of Electronics** - The public use or display of any of the following on school premises during the school hours of any school day; cellular phones, pocket pagers, laser pointers, personal music devices (MP3 players, iPods, etc.), electronic games and other materials designated by staff as disruptive or potentially disruptive. Failure to give an electronic device to school personnel when asked will be considered as defiance/serious insubordination.
- k. Academic Cheating** - Academic cheating is the act or instance of deception in preparing or presenting course work or class assignments as a student's own authentic work when it is not. This includes, but is not limited to: 1. copying another student's paper, 2. unauthorized use of notes or sharing answers during a test or examination, 3. presenting another person's work as one's own, 4. presenting quotations, words, or ideas without proper references or credit (plagiarism). The person sharing the information will receive the same consequences as the person who turned the work in as his/her own. These examples also apply to electronic information retrieved from the

internet.

l. Breaking and Entering - Unauthorized entry of any locked area of school during or after school; including, but not limited to, rooms, classrooms, auditorium, gym, offices, lockers, or cabinets.

m. Bullying - (See Bullying Policy in Appendix C)

Bullying is any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee. Bullying is usually defined as involving repeated acts of aggression that aim to dominate another person by causing pain, fear or embarrassment. However, one act alone may constitute bullying if the requisite intent and effect set forth in the definition are met. Bullying may be perpetuated by an individual or a group. It may be direct or indirect.

n. Careless or Reckless Behavior - Intentional or unintentional behavior that threatens to or causes personal injury or property damage.

o. Criminal Mischief/Vandalism - The destruction or defacing of school property or the property of others (including the unauthorized altering/tampering or vandalism of school owned electronic equipment and software). If value of property is in excess of \$1,000, First Offense will follow Subsequent Offense consequences.

p. Defiance - Serious insubordination; intentionally defiant behavior or attitude; resistance to authority. Verbal or non-verbal refusal to comply with a reasonable request from school personnel or refusal to comply with disciplinary actions.

q. Fighting - Aggressive, physical conflict between two or more individuals; including, but not limited to, wrestling and punching

r. Inappropriate Item/Material - Using or processing written language, clothing, electronic messages, pictures and objects considered to be offensive or not suitable for educational setting.

s. Inappropriate Sexual Behavior - (Including, but not limited to, physical touching of intimate body parts of self): Consensual acts of affection or intimacy inappropriate to an educational setting; including, but not limited to, any action or suggestion by one or more persons involving the use or display of body parts generally referred to as private.

t. Instigation - Behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.

u. Offensive Touching - Intentionally touching a student, by a student with a part of the body or with an instrument, thereby causing offense, alarm, or minor physical harm. For example: shoving.

v. Reckless Burning

When a person intentionally starts a fire or causes an explosion and recklessly places a building or property in danger of destruction or damage or places another person in danger of physical injury

w. Sexual Harassment - Actions or statements that are sexual in nature, which offend or defame the dignity or self-esteem of a reasonable individual. Examples include, but are not limited to; unwelcome sexual advances, sexual remarks or jokes, requests for sexual favors, and other offensive verbal, written or physical conduct directed to an individual. Also included in this definition are the display of pictures, drawings or other items that are sexual in nature.

x. Smoking/Possession of Tobacco/Tobacco Products - Possession includes, but is not limited to, on a student's person, in a student's belongings, or under reasonable control by placement of and knowledge of the whereabouts of tobacco.

y. Theft/Possession/Transfer of Stolen Goods: - The act of taking possession or transferring the property of another without the consent of the owner. If value of property is in excess of \$1000, First Offense will follow Subsequent Offense consequences.

z. Theft using coercion - Obtaining money or property from another student through coercion, intimidation or threat of physical harm.

aa. Threatening Behavior - A threat to engage in menacing behavior that is violent or sexual in nature to any member of the school community – without physical contact – that would cause a reasonable person offense, annoyance, or alarm.

bb. Threatening Behavior - A threat to engage in menacing behavior that is violent or sexual in nature to an individual student (not a group or community) – without physical contact – that would cause a reasonable person offense, annoyance, or alarm.

cc. Arson - Any act utilizing fire, smoke, or explosives, which cause alarm or danger to life; and/or willful or malicious burning of school property, its contents, or the personal property of others.

dd. Assault - An unlawful physical attack using force upon a member of the school community resulting in physical injury.

Attorney General's Report

Out-of-school conduct that includes, but is not limited to acts of violence which are punishable by law; sexual offences which are punishable by law; felony charges; or the sale, transfer or possession of drugs which would constitute an offense punishable by law.**

**A student who is found to possess drugs out-of-school for personal use only and who enters and successfully finishes a drug counseling/treatment program will not be disciplined under the Code of Conduct.

Offensive Touching - Intentionally touching a member of the school community (staff or student) with a part of the body or with an instrument, thereby causing offense or alarm

Rape or Attempted Rape - Forced or attempted forced sexual contact (including Unlawful Sexual Contact) without consent of victim.

Robbery - To obtain or attempt to obtain money, goods, services or information from another by physical force or violence, coordinated violence, or intimidation in any way.

Threat to the Orderly School Process

A verbal, written or physical threat to commit any crime likely to result in death or serious injury to persons (groups, communities, assemblages) or property; including, but not limited to, false statements or actions likely to cause evacuation of a building, place or assembly or facility of public transportation. This also includes statement(s), behavior or acts made that are likely to cause serious inconvenience or in reckless disregard of the risk of causing terror or serious inconvenience. Including but not limited to bomb threats false fire alarms, and terroristic threats including possession of look-alike weapons with or without verbal threat.

Dangerous Instrument(s) or Weapon(s) Possession/Concealment/Sale

Regardless of possessor's intent, any possession/concealment/sale of a weapon, instrument, article or substance which is readily capable of causing serious physical injury or death. If the full blade of a knife is more than three inches, the item will be considered a dangerous instrument. The weapon list includes, but is not limited to, firearms, starter guns, pellet guns (hard and soft), BB guns, air guns, bombs, electric weapons, projectile devices, knives with a full blade measuring three or more inches, switch blade knife, mace, pepper gas, billy, blackjack, bludgeon, metal knuckles, slingshot, razor, bicycle chain, ice pick, and non-functional weapons. Also, any dangerous instrument will be considered a deadly weapon when used, or attempted to be used, to cause death or serious physical injury.

Distribution of Drugs and/or Alcohol and/or Paraphernalia

Known sale, transfer, or distribution of drugs, alcohol, or look-alike substances. This situation includes prescription drugs, or over-the-counter drugs. Possession of excessive amounts of drugs/alcohol or look-alike substances are considered as "possession with intent to deliver". An

“illegal substance’ includes all substances which fall under the definition of “controlled substances” set forth in the Uniform Controlled Substances Act (16 Del. C.Sec.4701 et seq.).

Use and/or Possession of Drugs and/or Alcohol and/or Paraphernalia

To possess on your person or among your personal belongings, or to use or have consumed alcohol, drugs or any illegal substance. This situation includes look-alike substances, prescriptions drugs*, or over-the-counter drugs*. Possession of excessive amounts of drugs and/or alcohol or look-alike substances in considered “possession with intent to deliver” and is treated as the Level III violation: “Distribution of Drugs and/or Alcohol and/or Paraphernalia.”

***Does not include possession of prescription drugs for personal use if prescribed by authorized medical personnel. Does not include possession of reasonable amounts of over the counter drugs for personal use.**

APPENDIX I

Elementary School Staff Directory				
Grade	Title/Subject	First	Last	Email
Kinder.	Classroom General ED Teacher	Andrea	McConnell	andrea.mcconnell@ffa.k12.de.us
Kinder.	Classroom General ED Teacher	Julia	Taylor	julia.taylor@ffa.k12.de.us
Kinder.	Classroom General ED Teacher	Sarah	Adamek	sarah.adamek@ffa.k12.de.us
Kinder.	Co Teacher	Keondra	Temple	keondra.temple@ffa.k12.de.us
Kinder.	Co Teacher Supporting	Pamela	Epstein	pamela.epstein@ffa.k12.de.us
Kinder.	Co Teacher Supporting	Michelle	Brown	michelle.brown@ffa.k12.de.us
First	Classroom General ED Teacher	Taylor	Aiello	taylor.aiello@ffa.k12.de.us
First	Classroom General ED Teacher	Brittany	Scalia	brittany.scalia@ffa.k12.de.us
First	Classroom General ED Teacher	Tracy	Kohl	tracy.kohl@ffa.k12.de.us
First	Classroom General ED Teacher	Susan	Wolfe	susan.wolfe@ffa.k12.de.us
First	Classroom General ED Teacher	Jarrett	Johnson	jarrett.johnson@ffa.k12.de.us
Second	Classroom General ED Teacher	Rachel	Kupfershmid	rachel.kupfershmid@ffa.k12.on.us
Second	Classroom General ED Teacher	Karlee	Refuge	karlee.refuge@ffa.k12.on.us
Second	Classroom General ED Teacher	Tracy	Wells	tracy.wells@ffa.k12.de.us
Second	Classroom General ED Teacher	Jill	Refiendifer	jill.refiendifer@ffa.k12.de.us
Second	Classroom General ED Teacher	Nicole	Draper	nicole.draper@ffa.k12.de.us
Third	Classroom General ED Teacher	Lori	Heddinger	lori.heddinger@ffa.k12.de.us
Third	Classroom General ED Teacher	Courtney	Ryan	courtney.ryan@ffa.k12.de.us
Third	Classroom General ED Teacher	Katonna	Morris	Katonna.morris@ffa.k12.de.us
Third	Classroom General ED Teacher	Casey	Krouse	casey.krouse@ffa.k12.de.us
Fourth	Classroom General ED Teacher	Tiffany	Pusey	tiffany.pusey@ffa.k12.de.us
Fourth	Classroom General ED Teacher	Charnelle	Bacon	charnelle.bacon@ffa.k12.de.us
Fourth	Classroom General ED Teacher	Kari	Stambaugh	Kari.stambaugh@ffa.k12.de.us
Fourth	Classroom General ED Teacher	Ericka	Lynn	ericka.lynn@ffa.k12.de.us
ES	Physical Education	Curtis	Powell	curtis.powell@ffa.k12.de.us
ES	Art Teacher	Cristen	Hess	cristen.hess@ffa.k12.de.us
ES	Music Teacher	Bethany	Cheek	bethany.cheek@ffa.k12.de.us
ES	Technology	Delilah	Starks	delilah.starks@ffa.k12.de.us
ES	Maintenance Director	Jose	Beltran	jose.beltran@ffa.k12.de.us
ES	Custodian	Willie	Bell	willie.bell@ffa.k12.de.us
ES	Director of Operations	Robert	Morrell	robert.morrell@ffa.k12.de.us
ES	Special Projects Coordinator	Balinda	Taylor	balinda.taylor@ffa.k12.de.us
ES	Special Projects Analyst	Sharonna	Morris	sharonna.morris@ffa.k12.de.us
ES	Asst Dean of Students	James	Garrett	james.garrett@ffa.k12.de.us
ES	Behavior Interventionist/PBS	Chaz	Pope	chaz.pope@ffa.k12.de.us
ES	Asst Dean of Special Education	Lauren	Crosby	lauren.crosby@ffa.k12.de.us

ES	Nurse	Nickia	Naylor	nickia.naylor@ffa.k12.de.us
ES	Guidance Counselor	Teri	AC	Teri.Andrews-Cordrey@ffa.k12.de.us
ES	Special Education Teacher	Ashley	Miller	ashley.miller@ffa.k12.de.us
ES	Para Support	David	Theodore	david.theodore@ffa.k12.de.us
ES	Special Ed Teacher	Lauren	Crosby	lauren.crosby@ffa.k12.de.us
ES	Special Ed Teacher	Ashley	Miller	ashley.miller@ffa.k12.de.us
ES	Asst. Principal of Instruction	Amy	Novosel	amy.novosel@ffa.k12.de.us
ES	Asst. Principal of Climate	Nadege	Pyatt	nadege.pyatt@ffa.k12.de.us
ES	Administrative Assistant	Ahtiya	Johnson	ahtiya.johnson@ffa.k12.de.us
ES	Principal	Rachel	Valentin	rachel.valentin@ffa.k12.de.us

Middle School Staff Directory				
Grade	Subject	First	Last	Email
Fifth	History	Keia	Briscoe	Keia.briscoe@ffa.k12.de.us
Fifth	Science	Kwamsha	Evans	Kwamsha.evans@ffa.k12.de.us
Fifth	Math	Michael	Farrar	Michael.farrar@ffa.k12.de.us
Fifth	ELA	Melany	Justice	Melany.justice@ffa.k12.de.us
Sixth	Science	Michael	Taylor	michael.taylor@ffa.k12.de.us
Sixth	History	KaJuan	Smith	KaJuan.smith@ffa.k12.de.us
Sixth	Math	Desiree	Dawson	Desiree.dawson@ffa.k12.de.us
Sixth	ELA	Daria	Word	Daria.word@ffa.k12.de.us
Seventh	Math	Sara	Moody	Sara.moody@ffa.k12.de.us
Seventh	History	Sara	Vasko	Sara.vasko@ffa.k12.de.us
Seventh	ELA	Miranda	Nurse	Miranda.nurse@ffa.k12.de.us
Eighth	Science	Nicole	Lerner	Nicole.lerner@ffa.k12.de.us
Eighth	ELA	Jennifer	Curran	Jennifer.curran@ffa.k12.de.us
Eighth	History	Caheem	Broadus	Caheem.broadus@ffa.k12.de.us
Eighth	Math	Kayla	Conforti	Kayla.conforti@ffa.k12.de.us
specials	SEL/Tech	Maurice	Myers	Maurice.myers@ffa.k12.de.us
specials	Spanish	Carmen	Bonano	Carmen.bonano@ffa.k12.de.us
specials	PE	Ron	Wade	Ron.wade@ffa.k12.de.us
specials	Music	Bill	Storck	Bill.storck@ffa.k12.de.us
Spec Ed		Martez	Stevens	Martez.stevens@ffa.k12.de.us
Spec Ed		Shawn	Kostoff	Shawn.kostoff@ffa.k12.de.us
Para		Turquoise	Stoner	Turquoise.stoner@ffa.k12.de.us
Nurse		Cynthia	Brown	Cynthia.brown@ffa.k12.de.us
Front Office		Kina	Smith	Kina.smith@ffa.k12.de.us
Asst. Principal		Kathleen	Connor	Kathleen.connor@ffa.k12.de.us
Asst. Dean		Ryan	Chavis	Ryan.chavis@ffa.k12.de.us

Asst. Dean		Brandy	Rodgers	Brandy.rodgers@ffa.k12.de.us
Custodian		Rudy	Quinones	Rudy.quinones@ffa.k12.de.us
Behavioral Specialist		James	Broadway	James.broadway@ffa.k12.de.us
Principal		LaRetha	Odumosu	laretha.odumosu@ffa.k12.de.us



School Calendar 2016-2017

July 2016				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Days 0

August 2016				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29+	30	31		

Days 3

September 2016				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Days 19

October 2016				
M	T	W	TH	F
3	4	5	6	7
10	11	12^	13	14
17	18	19	20	21
24	25	26	27	28
31				

Days 20

November 2016				
M	T	W	TH	F
	1	2	3	4
7	8	9	10*	11
14+	15	16	17	18
21	22	23	24	25
28	29	30		

Days 17

December 2016				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Days 11

January 2017				
M	T	W	TH	F
2	3	4	5	6
9	10	11^	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Days 19

February 2017				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24*
27+	28			

Days 18

March 2017				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Days 21

April 2017				
M	T	W	TH	F
3	4	5^	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Days 13

May 2017				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Days 22

June 2017				
M	T	W	TH	F
			1	2*
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Days 7

Total Number of Student Days: 170

KEY	
	School Day - TBD Dismissal
	School Day - 12:30pm Dismissal (Staff PD)
	No School for Students (New Teacher Orientation)
	No School for Students (Staff PD)
	Vacation - School Closed
 +	First Day of Marking Period
 ^	Progress Reports Completed
 *	Last Day of Marking Period/Community Service Day
 5	Report Card Conferences



Key Dates 2016-2017

First Day of School
Monday, August 29, 2016

Back to School Night - LS
Wednesday, September 14, 2016

Back to School Night - MS
Wednesday, September 21, 2016

School Holidays

9/2/2016 - 9/5/2016	Labor Day
11/8/2016	Veterans' Day
11/11/2016	Veterans' Day
11/24/16 to 11/25/16	Thanksgiving Break
12/19/16 to 12/30/16	Winter Break
1/2/2017	New Year's Holiday
1/16/2017	MLK Holiday
2/20/2017	Presidents' Day
3/20/2017	School Closed
4/14/17 to 4/21/17	Spring Break
5/29/2017	Memorial Day

Staff Development Days (No Students)

8/10/2016 - 8/12/2016	New Teacher Orientation
8/15/2016 - 8/26/2016	All Staff Orientation
9/23/2016	Professional Development
10/7/2016	Professional Development
11/18/2016	Professional Development
12/2/2016	Professional Development
1/3/2017	Mid-Year Faculty Retreat
2/17/2017	Professional Development
3/3/2017	Professional Development
4/13/2017	Professional Development
6/12/2017 - 6/13/2017	EOY Faculty Retreat

Community Service Days
Thursday, November 10, 2016
Friday, February 24, 2017
Friday, June 2, 2017

Test Dates

Interim Assessments IA (BOY)

Cycle 1	Math/ELA	September 6 - 16
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IA #1

Cycle 2	Math/ELA	November 7 - 17
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IA #2 (EOY)

Cycle 4	Math/ELA	March 28 - April 7
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DCAS Science/SS

Cycle 5	SS (4&7)	May 1 - 12
	Sci (5&8)	May 1 - 12

Smarter Balanced Spring Assessment

Cycle 6	Math/ELA	May 8 - 26
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Report Card Conferences
November 17, 2016 - November 18, 2016
March 2, 2017 - March 3, 2017
April 13, 2017* Progress Report Conferences
By Special Invite Only

8th Grade Promotion Ceremony
Friday, May 26, 2017

APPENDIX K
Family Foundations Academy
Commitment to My Vision Contract 2016-2017

TEACHER'S COMMITMENT:

I fully commit to Family Academy (FFA) in the following ways:

- 1.) I will arrive at FFA every day by ____ am.
- 2.) I will remain at FFA until the end of each school day.
- 3.) I will always teach in the best way I know how and I will do **whatever it takes** for my students to learn. This means I will prepare incredible lessons and assessments in advance, give feedback in a timely manner, and work productively with my team.
- 4.) I will always make myself available to students, parents, and any concerns they might have during school hours and I will return all correspondence within one school day.
- 5.) I will always do my best to make sure my students and parents feel valued and respected.
- 6.) I will always think highly of my students, speak to them in a positive way and give feedback in a constructive manner.
- 7.) I will always protect the safety, interests, and rights of all individuals in my classroom.
- 8.) I will always act, behave and think in the best manner to ensure that my students can accomplish their vision.

Failure to adhere to these commitments can lead to my removal from Family Foundations Academy.

Signature _____ Date _____

PARENTS'/GUARDIANS' COMMITMENT:

I fully commit to Family Foundations Academy (FFA) in the following ways:

- 1.) I will make sure my child arrives at FFA or their bus stop in time to be in his/her classroom seat by ___ am.
- 2.) I will make arrangements so my child can remain at FFA for the full school day.
- 3.) I will always help my child in the best way I know how and I will do **whatever it takes** for him/her to learn.
- 4.) I will always make myself available to my child, the school, and any concerns they might have.
- 5.) I will allow and encourage my child to go on FFA field trips.
- 6.) I will make sure my child comes to school in uniform every day and follows the student code of conduct. If my child is going to be absent, I will call the main office in the morning.
- 7.) I will attend three Vision Plan meetings during the school year with my child's advisor. I will take ownership for my child's data by looking at E-School regularly, and reaching out proactively to teachers when I have questions or concerns. I will also make arrangements to attend all individual or small group meetings that the school requests of me.
- 8.) I understand that my child must follow the FFA rules so as to protect the safety, interests, and rights of all individuals in the classroom, school bus and on any school activity. I, not the school, am responsible for the behavior and actions of my child.
- 9.) I will always act, behave and think in the best manner so that my child can accomplish their vision.

Failure to adhere to these commitments can cause my child to lose various privileges at Family Foundations Academy and can lead to my child attending a different school.

Signature _____ Date _____

STUDENT'S COMMITMENT:

I fully commit to Family Foundations Academy (FFA) in the following ways:

- 1.) I will be in my classroom seat every day by 8:00am. I will be in all of my classes throughout the day on time, be fully engaged and ready to learn.
- 2.) I will remain at FFA for the full school day and I will reach out if I need extra help.
- 3.) I will always work, think, and behave in the best way I know how and I will do **whatever it takes** for me and my fellow students to learn. This also means that I will complete all my homework every night, I will raise my hand and ask questions in class if I do not understand something.
- 4.) I will always make myself available to my parents, teachers, and peers and any concerns they might have. If I make a mistake, this means I will tell the truth and accept responsibility for my actions.
- 5.) I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom, school bus and on any school activity. This also means that I will accept feedback and give everyone my respect.
- 6.) I will come to school in uniform every day and follow the student code of conduct.
- 7.) I am responsible for my own behavior and I will follow all the teachers' directions.
- 8.) I will always act, behave and think in the best manner so as to accomplish my vision.
- 9.) *Failure to adhere to these commitments can cause me to lose various privileges at Family Foundations Academy and can lead to me attending a different school.*

Signature _____ Date _____