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PUBLIC SCHOOLS

**COLLEGE ACHIEVE GREATER ASBURY PARK**

**Student & Parent Handbook  
2019-2020**

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## **WELCOME TO College Achieve Greater Asbury Park Charter School**

College Achieve Greater Asbury Charter School's vision and core academic mission emphasizes high expectations for all students to successfully complete a rigorous curriculum and meet high academic standards for graduation and preparation for post-secondary educations and 21<sup>st</sup> century careers, including certified health-related professions. Through the transformation of our students the school will change the face of healthcare in our community. This handbook was created as a resource for students, families and staff to turn to when they have questions about basic policies and procedures.

### **I. OVERVIEW**

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

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

### **A. MISSION STATEMENT**

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

### **B. VISION STATEMENT**

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

# 12 Pillars of a College Achieve Education

1. **GRACE: Grit, Resiliency, Agency, Character, and Excellence**
2. **Rigorous instructional program backward mapped from college standards**
3. **Elementary: Core Knowledge, Reading Wonders, & Intense Science Curriculum**
4. **AP Programs for all in High School**
5. **Toulmin Writing Model**
6. **Shared Inquiry: Socratic Seminars**
7. **Data Driven Assessment & Instruction**
8. **More Time on Learning (and double the science instruction in K-5)**
9. **Pacing for Rigor**
10. **Integrated Co-Teaching Model – Apprentice Teachers & High Dosage Tutoring**
11. **Global Languages**
12. **MAADDness: Music, Art, Athletics, Drama, & Dance**

## **Pillar 1: GRACE: Grit, Resiliency, Agency, Character, and Excellence**

What are the qualities that we want to develop in our children so that they will be successful in life? How do we develop these qualities in our students? Angela Duckworth, PhD, of the University of Pennsylvania, claims grit outweighs talent and even intelligence in determining one's success in life. She proffers that success is ultimately based upon how hard one works, how one perseveres, that never quit attitude. We start the discussion of this Pillar with questions and we are not going to stop asking them at College Achieve Greater Asbury Park. We hope to imbue our students with a deeper understanding of themselves, to educate their character with the aim of helping our students in becoming good, successful citizens. We want to empower our students to exhibit "grace under pressure" and for that they need to go beyond reading, writing, and math skills, to develop and educate their moral strength, to enquire and learn what grit, resiliency, agency, character. We want them to embody all this and have a good sense of humor. We believe GRACE and laughter are two wonderful things to have in the hearts of College Achievers.

**Grit:** the tendency to sustain interest in and effort toward very long-term goals. Trying your hardest even when you know you are going to struggle and fail again and again. Never giving up.

**Resiliency:** the ability to overcome failure, disappointment, setbacks, and loss.

**Agency:** owning your life and the decisions you make that determine your path.

**Character:** doing the right thing even when no one else is watching. Doing the right thing even when you know you will suffer for it. Becoming a person of integrity, compassion, and purpose.

**Excellence:** the urge to find a way to do a thing perhaps better than it has ever been done before, or doing it the best way it can possibly be done.

## **Pillar 2: A rigorous, standards based instructional program that is backwards mapped from college standards**

At CAGAPCS, we will implement a rigorous, standards-based instructional program that is backwards-mapped from college standards and the Common Core NJ State Standards, Advanced Placement (AP) Courses in the sciences, history and social sciences, English literature, mathematics, Spanish & other global languages. Studies show that an intense curriculum and instructional model is the single most reliable predictor of a student graduating from a 4-year college or university.<sup>12</sup> Additionally, teachers and administrators will deconstruct and prioritize content standards. We believe the Common Core State Standards align consistently with the expectations and standards of knowledge and skill required to pass Advanced Placement exams.

## **Pillar 3: Elementary: Phonics, Core Knowledge Sequence, and Intense Science Curriculum**

Data indicates that the students we anticipate serving, low income and minority students in Asbury Park and Neptune Township enter kindergarten nearly a year behind their white and middle class peers.<sup>13</sup> This puts them at a distinct disadvantage for future success, as research demonstrates that students who have not learned to read by the end of third grade have high dropout rates from high school, low college matriculation rates, and low college graduation rates.<sup>14</sup> College Achieve Greater Asbury Park will ensure that all students learn to read at grade level or above by the end of second grade. To do so, CAGAPCS will use a Direct Instruction program called Reading Wonders, a successor to Open Court that heavily emphasizes a systematic approach to the teaching of phonics and reading comprehension. We will couple this program with two and a half hours of daily reading instruction, ensuring that our students have the greatest possible chance of reading on grade level by the time they leave third grade, and ultimately, the greatest chance of future academic success. We plan to augment the Reading Wonders curriculum with the Core Knowledge Program, which we will use for the study of history, science, and art in grades K-5.

For science in K-5, we must invent our own curriculum because elementary students will receive over 4 hours of science instruction a week. Can you imagine Kindergarteners doing 50-75 lab experiments a year? Hypothesizing, test their hypothesis?

10. <http://www.cde.ca.gov/ta/sr/cs/disting2011.asp>  
<http://www.cde.ca.gov/ta/sr/cs/yr14distschools.asp>

11. Adelman, Clifford: Answers in a Toolbox: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment, US Department of Education 1999.

12. Early Childhood Longitudinal Study, 2011. <http://nces.ed.gov/ecls/myeclsk2011/>

13. Hernandez, Donald J. (2011). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. The Annie E. Casey Foundation. Retrieved from: <http://files.eric.ed.gov/fulltext/ED518818.pdf>

14. National Dropout Prevention Center. (2014). Economic impacts of dropouts. <http://www.dropoutprevention.org/statistics/quick-facts/economic-impacts-dropouts>

#### **Pillar 4: Advanced Placement Program for High School Students**

We believe (and a massive body of research supports this belief) that participation and success in the Advanced Placement (AP) Program leads to higher college matriculation rates, higher GPAs in college, and higher college graduation rates. For over half a century, the AP Program has exposed students to rigorous, college-level course material while in high school, offering the opportunity to gain both high school and college credit. To this end, CAGAPCS will require students to participate in Advanced Placement courses and will offer a wide range of AP courses.

#### **Pillar 5: Data-driven assessment & instruction**

CAGAPCS will administer a comprehensive assessment system in order to ensure that students are learning and achieving at high levels. We will be part of the Achievement Network's Assessment program, as well as use Fountas & Pinnell's Benchmark Assessment Series (BAS), our own teacher-created interim assessments, Advanced Placement exams (AP), the SAT, and other assessments, including state-mandated assessments to measure students' learning. We will also utilize online learning programs such as iStation,<sup>18</sup> a program which offers students individualized reading instruction at their level, and DreamBox<sup>19</sup> which personalizes math instruction for students. In grades 6-12, teachers will have the support of Read 180, ALEKS math, and Achieve 3000, as well as Khan Academy. These programs contain robust data reporting to ensure teachers understand student progress. In addition to formal assessments and programs, all teachers will regularly employ other informal assessments, such as daily exit tickets and ongoing student classwork, to inform instructional practices and student differentiation. Data gleaned from these various assessments will enable teachers to have frequent and regular checkpoints to determine how well their students are progressing. Data from these assessments will also be used to group students and to plan future lessons, including re-teaching and/or accelerating content as needed. For data to be useful, it is critical that teachers understand how to use it to inform and improve their instruction. As a result, we will deliberately use our scheduled professional development days both to ensure that teachers understand how to use data and to support teachers in using that data to address the needs of their students.

#### **Pillar 6: Shared Inquiry: Socratic Seminars**

CAGAPCS will employ the Socratic method of teaching, a method that engages students in dialogue, encouraging them to think critically about content and ideas instead of simply looking for the "right" answer. Teachers respond to students' comments and queries with a series of probing questions designed to facilitate broader and deeper understanding. The Great Books Foundation calls this "shared inquiry."

In the classroom, students will be given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, piece of music, historical debate, mathematical problem, or scientific formula. After review of a common text or problem, the teacher will pose open-ended questions. Open-ended questions will allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. The dialogue created through this process will encourage students to think deeply. This is in contrast to more traditional discussions or debates where information is transferred with the goal of "winning" the argument. Once teachers and students learn to dialogue, they find tremendous value in the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas. It also encourages students to become deeper and more critical readers of text. The focus on drawing their insight or response from specific passages in the text and using the text as evidence to make their point dovetails perfectly with the Toulmin writing model (described below). All teachers will receive training in teaching the Socratic Method from programs offered by the National Paideia Center<sup>20</sup> and the Great Books Foundation<sup>21</sup>. Every teacher must be trained in this methodology for at least 16 hours before they start teaching at CAGAPCS

<sup>20</sup><http://www.paideia.org/>

<sup>21</sup>

<http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness/state-and-common-core-state-standards-for-english-language-arts/#>



## Pillar 7: ICEF Toulmin College Writing Model (Grades 6-12)

Writing is a tool for thinking and writing as well as a skill that our students must master in order to be successful in high school, college, and the professional workplace. Unfortunately, too few educators focus on explicitly teaching students to write. At CAGAPCS, however, teaching students to write well will be an area of focus in all content areas. To do this, we will rely on the Toulmin writing model. The Toulmin writing model teaches students to make a claim, define the issue in the claim, support the claim with evidence, explain how the evidence supports that claim, and finally consider and engage with a possible counter-claims. This is a high level of thinking and writing that requires students to have read, understood, and engaged deeply with a text prior to making an argument and writing a persuasive essay. As a result, coupling this writing model with Socratic seminars (discussed above) is imperative.

The academic journal Educational Leadership highlighted the success of the ICEF's Toulmin writing model at its first school, View Park Preparatory Charter School:

“Ninety-eight percent of View Park's 375 students are black; half receive free or reduced-price lunch. View Park uses a curricular approach similar to Tempe Prep's, with a focus on developing students' analytical and argumentative skills. From 9th through 12th grade, English instruction focuses almost exclusively on reading, argument, and persuasive writing... View Park students not only outperformed their white peers in the district on the 2005 California English Language Arts Exam, but they also have the highest test scores among black high school students in California.”<sup>22</sup>

We at CAGAPCS believe so strongly in the high caliber of learning that results from combining Socratic seminars and the Toulmin writing model that we will require teachers to use both methods in every class and in every discipline from grades 6-12. From experience, we have learned that if only the English department is responsible for teaching students to think and speak critically (the intended purpose of shared inquiry in the Socratic Seminars) and to think and write critically (the intended outcome of the Toulmin writing model) then only a third to half of the students will actually master the skills of thinking and writing critically and only in the discipline of English literature. However, by using these methods frequently in the instruction of not only English, but also in science, history, and mathematics (and even to a degree in art, music, and physical education) all students acquire critical thinking and writing skills. Further, students are challenged in every discipline to define in their own words what they believe to be the answers to essential life questions about life, art, justice, freedom, and equality. The process of grappling with these essential questions both verbally (through Socratic seminars) and in written format (through Toulmin) helps students define what they believe to be true and question issues of which they are uncertain.

<sup>22</sup> Educational Leadership, Hernandez, Kaplan, & Schwartz, 2006. Note: View Park Prep was the first K-12 charter school founded by CAGAPCS Lead Founder Mike Piscal.

## Pillar 8: More Time for Learning & Science

Research shows the impact of more time to learn is tremendous.<sup>23</sup> CAGAPCS students will have a longer school day, the equivalent of more than 30 additional days of school. The longer school day means that teachers will have adequate time to plan high-quality lessons and collaborate with one another, which will in turn ensure students' academic and social needs are addressed. As a result, students will be afforded more rigorous learning experiences. The longer day will also allow time within the school day for teachers, apprentice teachers, and tutors to intervene with struggling students and tutor one-on-one or in small groups.

Additionally, CAGAPCS will double the average instructional minutes devoted to science instruction in grades K-5. According to the National Center on Education Statistics, students nationwide receive 2.3 hours of science instruction per week. At CAGAPCS, we will devote 4.3 hours per week to science instruction. This will amount to an additional 432 hours of instruction in science by the time a student reaches the 6th grade. Beginning in the 6th grade we plan to increase the amount of time spent on science to 5.25 hours per week. This will amount to 319 additional hours of science instruction over the three years grades 6-8. An additional 700 additional hours of science instruction will significantly contribute to our students' success on Advanced Placement exams in chemistry, biology, and physics in grades 10-12.

## Pillar 9: Pacing for Rigorous Instruction

It is not enough for our students to compete effectively with other low-income students; they must be prepared to excel at top-tier colleges and ultimately, in the professional workplace. Because of this, we employ the approach of "Pacing for the top quartile." This practice was pioneered by Henry Levin at Stanford University and endorsed by the US Department of Education as the "Accelerated Schools" model of education. In this method, teachers tailor their instruction to meet the needs of the top quartile of students, at a pace of 1.25 grade levels per year. This means that teachers will cover one-and-a-quarter years' worth of material during the year.

This pace ensures that top quartile students will make outstanding gains, and all other students will be stretched to their full potential. The belief is that the default mindset of teachers ought to be accelerating the learning of their students, rather than remediating their students' deficits,<sup>24</sup> and that students achieve at higher levels when they are in an environment with high expectations.<sup>25</sup> In order to support students at all levels, we plan to employ interventions by employing apprentice teachers in nearly every classroom and aides in the others. Apprentice teachers and aides will be responsible for small group and individualized instruction to ensure that the lowest quartile maintains pace with the class.

<sup>23</sup> See Hansen (2008); Jacob and Lefgren (2004); Rivkin et al. (2005); and Krueger (1999). This research shows the estimated effect for third-grade students of adding 10 days of learning is nearly 0.16 standard deviations. This exceeds the estimated effects of grade retention for low-achieving students (approximately 0.13 standard deviations), of having a teacher who is one standard deviation above the mean for effectiveness (approximately 0.11 standard deviations), or of reducing class size by four students (approximately 0.10 standard deviations).<sup>34</sup>

<sup>24</sup><http://schoolimprovement.com/resources/video-summaries/Accelerated-Schools-Transform-Education-with-Henry-M-Levin/>

<sup>25</sup> <http://www.schoolthatcan.org/index.php.schools/ca/the-accelerated-school/>

## **Pillar 10: Integrated or Inclusive Co-Teaching (ICT) Model for K, 1, 2, 3, 6, and 9<sup>th</sup> grades & High Dosage Tutoring**

The ICT Model will put two teacher in every core classroom in what CAGAPCS believes are the most critical years: learning how to read in K-3; and the transition years into middle school and high school. The ICT model will have several salutary effects: reduce the student teacher ratio from a high of 24:1 to 12:1; create an apprentice program where new teachers first shadow, observe, and teach (first lessons, then units) and nearly half of the apprentice teacher’s time will be spent offering high dosages of tutoring to the students most in need of individualized attention: students with disabilities, ELL students, RTI students, and students at risk of academic failure (those in the bottom quartile of the classroom).

The Inclusive Co-Teaching (ICT) model provides for a master teacher and an apprentice teacher in every core classroom. One of the two teachers will be Highly Qualified Special Education. This will provide students with disabilities with 100% instruction from a qualified SPED provider in every core class for the entire class every day. It will be a massive commitment to our special needs students, and creates an apprentice path for new teachers into the classroom without ever having our most vulnerable students being taught by a rookie teacher straight out of college or another career – see Special education section for fuller discussion.

The benefits of high dosage tutoring are well documented. In 1997, the U.S. Department of Education published a research brief entitled “Evidence that Tutoring Works,” which surveyed dozens of studies and finds that “when tutors work closely with teachers and are provided with intensive, ongoing training, they can make a difference.” More recently, Harvard Economists Roland Fryer and Will Dobbie found tutoring to be a key characteristic of highly effective charter schools in New York.<sup>126</sup>

Tutoring is one of the most effective methods of individualized instruction and will ensure that struggling students have the support they need to meet our high academic standards. Tutoring one-on-one will be targeted at the students in the lowest two quartiles – especially focused on the lowest performing students. Every student in the 4<sup>th</sup> quartile will receive at least two hours of individualized or small group tutoring every day delivered by our full time Apprentice Teachers – see staffing model – or by a City Year Corp (CYC) member or equally qualified and trained tutors. City Year Corp member will provide one-on-one or small group tutoring before, during, and after school to help students work through their academic challenges.

Embedded in the schedule is time for tutoring. From the 5<sup>th</sup> grade on, every student who has been identified by our diagnostic assessments or referred by their teacher will have Math Lab and/or English Lab four days per week (see schedule). During this time, they will receive small group and/or one-on-one tutoring. Tutoring will also take place during whole class instruction (during group work, Socratic Seminars, and Blended learning blocks) through in class pull outs. Every class 3-9 will have at minimum one experienced teacher and a tutor and in grades K, 1, 2, 3, 6, and 9, there will be two teachers per classroom to provide this high level of support in our Integrated (or Inclusive) Co-Teaching Model.

<sup>26</sup> In their research of the inner-workings of over 35 charter schools in New Jersey City, Dobbie and Fryer (2011) show that an index of five policies suggested by over forty years of qualitative research – frequent teacher feedback, the use of data to guide instruction, high-dosage tutoring, increased instructional time, and high expectations – explains approximately 50 percent of the variation in school effectiveness.

## **Pillar 11: Global Languages**

A human being's capacity to learn languages is at its peak from somewhere in infancy to age 8. After age 8, the ability to learn languages plunges and becomes extraordinarily difficult. This is an established medical fact. However, if a child learns two languages before the age of 9, they will retain the ability to learn other languages with the enhanced ability of a young child. To take advantage of this innate human ability, College Achieve students will study Spanish intensively in grades K-5. After grade 5, students will be able to choose other languages to study including Mandarin, Japanese, Korean, French, and German.

## **Pillar 12: MAADNESS: Music, Art, Athletics, Drama & Dance**

The founders of College Achieve Greater Asbury Park are committed to MAADNESS! Students from previous schools we have founded have gone to graduate from the Berklee School of Music, have toured with Shakira, Jackson Browne, Robin Thicke, and Jamie Foxx, have travelled to perform in Barcelona, Havana, and Brazil. Our visual art students have toured DreamWorks Animation Studios, staged Gallery Openings, and self-published their own comic books. Our athletic teams have won state championships in football, basketball (boys and girls), and our international rugby teams (boys and girls) have played everywhere from China to South Africa. Two of our girls were named high school All Americans in rugby. We love to do at least one musical a year, and one traditional play (Shakespeare, Sophocles, Shaw, or August Wilson).

In a recent study published by the Institute of Education Sciences and the National Center for Education Statistics found that males who participated in high school sports had 58 percent higher odds of immediate enrollment in postsecondary education than those who did not participate.<sup>27</sup> Hispanic students who participated in high school sports had 73 percent higher odds of immediate enrollment in postsecondary education than those who did not participate in a sport. A 2007 study found that women who played a sport in high school were 73 percent more likely to earn a college degree within six years of graduating high school than those who did not play a sport. This held up even for students facing socioeconomic challenges to graduating from college.<sup>28</sup> Given the low rates of high school and college graduation for the students we anticipate serving, CAGAPCS intends to use sports as a key lever to increase the number of students prepared to attend and succeed in college and create a college going culture. At CAGAPCS we plan to have a traditional sports program.

### **II. ARRIVAL/DEPARTURE & SECURITY Student arrival is officially Y**

**Student Arrival:** Students may be enter CAGAPCS between 7:00 and 7:45 am at the main door, and will proceed directly to the cafeteria for breakfast. Extended Day/AM Tutoring will begin at 7:30am. Staff members will be at assigned rooms to greet the students at the door. Students are to report to Homeroom at 7:45 am. Period 1 will begin at 7:45am.

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

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

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

**Tutoring and Enrichment:** Once all students are assessed at the beginning of the school year, initial tutoring groups will be designated for Math and LAL for each class. Students who are having difficulty in each area will be recommended for tutoring, which will take place Monday thru Friday, 7:30-8:00am and 3:00-4:00pm; each day will be designated for a specific subject area, and targeted groups for each will rotate on a trimester basis, following the Enrichment calendar. Teachers must send home a tutoring permission slip for each student recommended for tutoring that indicates the dates and times of tutoring sessions. Teachers will also be responsible for submitting an action plan to the Principal, outlining how they will target the students' specific needs during the trimester.

If there are students who need a one-on-one session for a "quick" review, teacher may use either the AM or PM session. If a parent requests enrichment tutoring sessions outside of school hours, teachers must notify the Principal for appropriate accommodations. Teachers are not permitted to tutor students outside of school.

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

**G. Visitors:** During the school day, parents and other visitors must enter through the main door and proceed to the Main Office to sign-in and obtain a visitor's pass.

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

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

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

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

### III. Attendance

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

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

#### A. Attendance:

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

- A. All other absences are countable; unverified absences are countable and unexcused as defined by NJAC 6A:16-7.8.
- B. Students absent from school for any reason are responsible for the completion of assignments missed because of their absence.
- C. Prolonged or repeated absences (non-countable or countable—10 or more unexcused and countable), from school or from class, deprive the pupil of the classroom experience deemed essential to learning and may result in a letter of warning of:
  - Referral to court; or
  - Retention at grade level
- D. Verified written letter is required for any absence from school to be made excused (non-countable).
- E. Unverified absences from school or from classes within the school day constitute truancies and shall be subject to the disciplinary rules of the school.
  - The Principal shall calculate and monitor the average daily attendance rate for the school. Whenever the average daily attendance rate is below ninety percent, the Principal shall develop and implement an attendance improvement plan.
  - *College Achieve Greater Asbury Park Charter School* considers repeated tardiness as an impediment to a child's education.
  - Every three tardies will be equivalent to one absence.
  - More than 20 absences may result in a student being held back one year and denied promotion to the next grade level.

### IV: Discipline Philosophy and Code of Conduct

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

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

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

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

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

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

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

- Continued and willful disobedience.
- Open defiance of any teacher or other person in authority.
- Endangering the physical well-being of other students.
- Bullying, harassing, or otherwise intimidating a fellow student.
- Taking, or attempting to take, personal property from another pupil by means of force or fear.
- Willfully causing, or attempting to cause, substantial damage to school property.
- Assault on a teacher, administrator, board member, or any employee of the school.

If a child commits a serious infraction of the Code of Conduct, there will be disciplinary consequences. The teacher will call in the Principal, who will take appropriate action after speaking to all concerned parties, including the student's parents. Serious or repeated infractions of the Code of Conduct may

constitute cause for an official letter of reprimand, and if deemed further necessary, in- school suspension, suspension from school, or expulsion.

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

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

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

**V. BULLYING, HARASSMENT, AND INTIMIDATION**

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

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

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

We anticipate that this mutually respectful atmosphere will work to prevent incidents of mistreatment – including bullying, harassment, and intimidation – of a student by one or more students. Any such behavior, however, should it arise, will be considered a serious threat not only to the safety of the student in question but also to the integrity of the student community, and will not be tolerated. Teachers and staff are trained to be alert to signs of such student-to- student misbehavior and to respond to it swiftly. In addition, anyone in the *College Achieve Greater Asbury Park Charter School* community who observes behavior that appears to constitute bullying, harassment, or intimidation is strongly encouraged to report this promptly to the *College Achieve Greater Asbury Park Charter School* Principal -Designee.

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

# Student Behavior Policy

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

## Children will:

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

## 5 Progressive Steps of Consequences

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

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

Once a student has been referred to the Principal and/or Dean, they may be suspended from school. There are two categories of student behavior that are unacceptable: one, behavior that endangers others or oneself; and two, behavior that is so disruptive, repetitive, and ongoing in the classroom or school that the other students cannot learn.

## DISCIPLINE MATRIX

This applies to all school related activities (On/Off campus)

Behavior	Consequences	Maximum Duration
Global threats to harm others including staff, students, and self at College Achieve Greater Asbury Park Charter School. This includes walking to and from school, at school events, on the bus to and from school.	Student may not return to school until psychological evaluation has been performed; Suspension and/or Expulsion	Suspension - up to 5 days or Expulsion
<p>Academic Dishonesty - cheating on tests, papers and major assignments. Includes but is not limited to: copying another student's homework, using media devices, changing grades, and/or forging signatures.</p> <p>According to Plagiarism.org - plagiarism can be defined as:</p> <ol style="list-style-type: none"> <li>1. Stealing and passing off ideas or words of another as one's own</li> <li>2. Using another's production without crediting the source</li> <li>3. Committing literary theft</li> <li>4. Presenting a new and original idea or product derived from an existing source</li> </ol>	<p>At the discretion of the Principal whether to expel immediately or not.</p> <p>Minimum consequences are:</p> <p>1<sup>st</sup> Offense: Step Program and Detention/Suspension</p> <p>2<sup>nd</sup> Offense: Suspension</p> <p>3<sup>rd</sup> Offense: Expulsion</p>	Suspension -up to 5 days and/or Permanent (Expulsion)
Disruption of Learning in Class	<p>1<sup>st</sup> Offense: -- after teacher's progressive discipline efforts fail than student will be subject to the Step Program and placed on Detention/Suspension at discretion of the administration</p> <p>2<sup>nd</sup> Offense: Detention or Suspension and increase in Step Program</p>	Suspension -up to 5 days and/or Permanent (Expulsion)

	3 <sup>rd</sup> Offense and Beyond: Step Program increase. Note: Step 4 Could Lead to Expulsion	
Weapons possession	Expulsion	Permanent (Expulsion)
Gang affiliation (Artwork, hand gestures, verbal/written)	Expulsion	Permanent (Expulsion)
Drug related activities such as Inhalants	Suspension and/or Step Program or Expulsion	Suspension -up to 5 days and/or Permanent (Expulsion)
Possession or selling (attempt to sell) of narcotics/alcohol	Expulsion	Permanent (Expulsion)
Possession of tobacco	Suspension and/or Step Program or Expulsion	Suspension -up to 5 days and/or Permanent (Expulsion)
Fighting	Suspension and/or Step Program or Expulsion	Suspension -up to 5 days and/or Permanent (Expulsion)
Stealing	Suspension and/or Step Program or Expulsion	Suspension -up to 5 days and/or Permanent (Expulsion)
Sending or taking vulgar or inappropriate pictures via text, email, other websites (Facebook, Twitter, etc.)	Suspension and/or Step Program or Expulsion	Suspension -up to 5 days and/or Permanent (Expulsion)
Intimidating/harassing/bullying other students on/off campus or via technology (Aiming, Facebook, internet, texting, etc.)	Suspension and/or Step Program or Expulsion	Suspension - up to 5 days and/or Permanent (Expulsion)
Minor vandalism – under \$25 in damage	Detention, pay for damage or replace damaged property, loss of school activities.	Suspension - 1 day
Major vandalism – over \$25 in damage Parent responsible for repairs within 7 to 10 business days	Suspension and STEP Program or Expulsion	Suspension - up to 5 days and/or Permanent (Expulsion)

Defiance (lying) / Blatant Defiance	Detention, Suspension and STEP Program or Expulsion	Suspension - up to 5 days and/or Permanent (Expulsion)
Excessive Tardies – 3 tardies equals one absence from school. Twenty (20) absences or more may result in a student not being promoted to the next grade level a student having to repeat the grade.	See Page ____ for further details.	(See page ____)
Profanity not directed at someone (oral, visual, and/or written)	Detention or suspension and Step Program	Suspension - up to 5 days
Profanity or vulgar language or gestures directed at someone (oral, visual, and/or written)	Detention or suspension and Step Program	Suspension - up to 5 days
Leaving school grounds or returning without permission from administration	Suspension and Step Program	Suspension - up to 5 days
In a restricted area without supervision, permission, posted sign (classrooms, gym, hallways, etc.)	Suspension and Step Program	Suspension - up to 5 days
Truancy or ditching class	Detention or Suspension and Step Program	Suspension - 1 day
Public Display of Affection and/or Public humiliation	Detention or Suspension and Step Program	Suspension - up to 5 days
Physical or verbal assault or harassment of any adult	Suspension or Expulsion	Suspension -up to 5 days and/or Permanent (Expulsion)

## STEP PROGRAM

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

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

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

### Step 1

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

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

### Step 2

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

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

### Step 3

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

the student continues to misbehave, the student will be immediately suspended and placed on Step 4. Students will remain on Step 3 for 90 school days. If the student refrains from violating the Student Conduct Policy, the student will be removed from the Step Program 90 school days following the date of being placed on Step 3.

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

#### **Step 4**

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

#### **Student Expulsion**

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

- Note:** 1) The Step Program days are school days not calendar days.  
2) Step Program status carries over into the new school year (e.g. – A student is placed on Step 3 in May, the remaining days of the Step Program would be recognized when school is resumed in August.)

## **Parental Expulsion**

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

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

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

## **ATTENTION:**

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

## **VI. UNIFORM POLICY**

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

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

Should your child fail to meet any of the uniform standards below, a phone call shall be made home to review the uniform policy and to make arrangements for the appropriate uniform item(s) to be delivered to school. Students who fail to meet the uniform policy shall be subject to disciplinary action.

## **VII. PARENT INVOLVEMENT**

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

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

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

## VIII. VOLUNTEERING

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

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

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

## IX. HOMEWORK

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

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

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

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

Grade Distribution		
Letter Grade	Numerical	GPA
A+	97-100	4.0
A	93-96	3.8
A-	90-92	3.6

B+	87-89	3.4
B	83-86	3.0
B-	82-85	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
F	69 and below	0.0

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

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

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

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

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

## Promotion and Retention

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

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

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

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

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