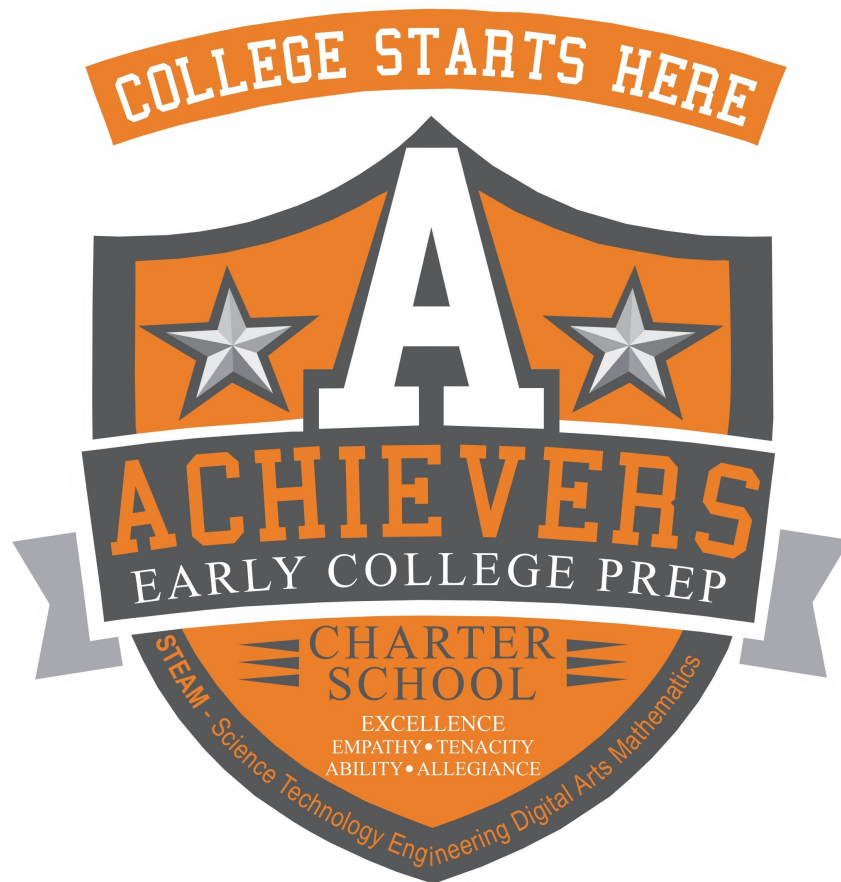




Family-Scholar Handbook

High School

2026-2027

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Overview

Achievers Early College Prep Charter School (AECPS) is New Jersey's first public charter school for Scholars in grades 6-12 that provides students the opportunity to take a two-year course of study in STEAM fields following the 10th grade, enabling them to redefine the high school experience and graduate with skills, experiences, and content mastery that's significant to them in the marketplace and the world beyond.

AECPS wants to make it possible for Scholars in Trenton to learn, at no or low cost:

1. A high school diploma
2. Up to 60 transferable college credits
3. An Associates degree
4. Workplace learning, credentials and internships

Our Mission

The mission of Achievers Early College Prep Charter School is to provide students with opportunities to develop their intellectual, emotional and social potential through the equitable implementation of a rigorous, culturally responsive, STEAM focused curriculum that fosters their transition to college and industry.

Scholar's Creed

Optimism leads to achievement
Nothing can be done without confidence
Achievement starts with a decision to try
Today I choose to try
Today I choose to push myself
Today I choose to support those around me
TODAY, I choose to learn
The more I learn, the more I achieve
If I am persistent, I will get it
If I am consistent, I will keep it

Leader: I am SMART
Students: Today I prove it
Leader: You will succeed
Students: I believe I can. I know I will.
Leader: Have a great day, Achievers.

School Schedule

High School

7:45 a.m.- Arrival and Brain Breakfast
8:13 a.m.- Official Start of School
8:13 a.m.-Scholars are Officially Late
3:14 p.m.-Scholar Dismissal (M, T, W, Th)
12:55p.m.- Dismissal on Wednesdays
4:45 p.m.- Detention Dismissal (Days TBD)

Visitor Policy

All visitors to our school offices are strongly encouraged to schedule an appointment. School Leaders have the discretion to accept non-scheduled visitors or to request that those visitors return after making an appointment.

Visitors are required to:

- Sign in using our Verkada Guest system, receive a Picture ID and report to the Main Office
- All visitors must state the purpose of their visit.
- When visitors leave, they will report back to the main office to sign out

Please note that some days are not appropriate for visits (e.g., testing days). For this reason, AECP reserves the right to deny visit requests.

Closed Campus

Under no circumstances are students to leave the school building (or areas of the school building designated for his or her grade) or use any exit other than the ones designated by teachers for student use without permission. Once students have entered in the morning, they may not leave the building unless a staff member or a family/emergency contact – with school consent – escorts them out

Emergency School Closing

In the event that school is canceled or has a delayed opening because of inclement weather, parents will be notified in the following ways:

- **Notification via Deanslist**
- Posting of the delay/closing on www.AchieversECP.org
- Social Media Posting
 - o IG: acheiversecp18

If for any reason, Achievers Early College Prep has an emergency closing during the school day (e.g. snowstorm, power outage, etc.), the school staff will notify the parents/guardians. In the event of extreme delay, parents/guardians of each child will be notified by way of a call or text. Please ensure we have updated contact information. It is imperative to make arrangements with family and/or neighbors to care for your children if you will not be home.

Student Cell Phone & Internet Enabled Device Policy

In alignment with New Jersey State Law (P.L. 2025, c. 195), our AECF implements a strict “Bell-to-Bell” device policy. Research from the New Jersey Department of Education (NJDOE) shows that removing personal digital distractions drastically improves academic focus, reduces social anxiety, and curbs instances of cyberbullying. Our goal is simple: Disconnect to Reconnect. We want our classrooms to be places of face-to-face learning, deep engagement, and meaningful peer interactions

From the moment students enter the building in the morning until the final dismissal bell rings at the end of the day, all personal internet-enabled devices must be turned off (or completely silenced) and securely stored away. Devices will be kept entirely inside a secure pouch system (e.g., magnetically sealed bags) provided by the school.

- **Covered Devices:** This policy applies to smartphones, smartwatches, tablets, smart glasses, Bluetooth earbuds/headphones, and any other personal device capable of connecting to the internet or social media.
- **When It Applies:** The restriction is in effect during the entire school day. This includes instructional class time, study halls, time spent transitioning between classes in the hallways, and lunch periods. It also extends to school buses and any school-sanctioned events directly supervised by staff.

AECF recognizes that some students require access to technology for health or learning reasons. Per NJDOE guidelines, exceptions will be granted discreetly for:

- **Medical Needs:** Students with documented medical conditions requiring a device for monitored care (e.g., blood glucose tracking for diabetes) with documentation from a healthcare professional.
- **Learning Accommodations:** Students whose Individualized Education Program (IEP), 504 Plan, or formalized health plan explicitly requires the device.
- **Language Translation:** Students who require a device for real-time translation services.
- **Caregiving Needs:** Approved on a case-by-case basis by administration for students who serve as primary routine caregivers for a family member.

AECF understands that parents and families need to reach their children. To ensure the integrity of the "bell-to-bell" environment:

- **For Parents:** If you have an urgent message or emergency, please contact the **Main Office** directly. School staff will ensure your child receives the message immediately.
- **For Students:** If a student needs to contact a parent during the day, they may request permission to use an official school phone located in the Main Office or Guidance Department.
- **Emergency Situations:** In the event of a school-wide emergency, emergency protocols will dictate safety communication. Unregulated student cell phone use during a crisis can compromise student safety, drain local network bandwidth, and hinder law enforcement communications.

Parent/Guardian Contact and Custody

At the beginning of the school year, parents/guardians must fill out a parent/guardian location form so that we can keep parents/guardians informed of their child's progress and contact them quickly in case of an emergency. It is important that the school always has your most up-to-date contact information. If your family moves or your address changes for any reason, you must notify the school within 5 business days by completing a Change of Address form and providing two new proofs of address. This ensures that important mail is not lost and that emergency contact information and transportation arrangements remain accurate. Failure to update your address may result in missed communication and could affect your eligibility for certain services, including transportation. Please contact the school for assistance in submitting a change of address.

AECP may also request a copy of any court order or agreement affecting the custodial rights of parents/guardians. It is important that AECP understands custodial arrangements in order to determine who is eligible to pick a student up from school and communicate with school staff.

Health Policy

The school nurse maintains medical records for each student. Parents/guardians are required to submit the following up-to-date medical forms and keep current versions on file: ***Medical Emergency Contact Form, Physical Form, and Immunization History.***

Parents/guardians must inform the nurse promptly of any special health problems and should contact the nurse if they have questions or would like to schedule a confidential appointment.

If a student becomes ill during the school day, they will be given immediate attention. Students should not personally call home if they feel ill; they should report to the school nurse. The nurse or a school staff member will contact the parents/guardians if their child is too ill to return to class.

School Administration of Medication

AECP will permit the school nurse to administer medication, with the exception of epinephrine for anaphylaxis, to students provided that:

- parents/guardians provide to the school nurse a completed medication administration form from the student's physician;
- parents/guardians submit a new medication administration form following any changes to the student's medication;
- the parents/guardians or student provide to the school nurse the medication in the original container, and this container is clearly labeled with the student's name, physician's name, medication name, dosage, and frequency of administration; and
- parents/guardians submit a new medication authorization form each school year.

AECP will permit the school nurse to administer epinephrine via a pre-filled auto-injector mechanism to any student without a known history of anaphylaxis when the nurse or trained designee in good faith believes the student is having an anaphylactic reaction and regardless of whether the parents/guardians of the student have:

- provided written authorization for the administration of epinephrine
- provided written orders from the physician or advanced practice nurse that the student requires epinephrine for anaphylaxis
- received written notice from the board of education (BOE) or nonpublic school chief school administrator that the agencies and their employees or agents have no liability as a result of an injury arising from the administration of epinephrine; and
- signed a statement releasing the BOE or nonpublic school of liability.

Under no circumstances are any Mastery staff or contractors other than the school nurse, school physician, or a substitute school nurse allowed to administer any medication to a student.

At the end of the school year, it is the parents' or guardians' responsibility to pick up any unused medications from the nurse's office. Medication remaining in the nurse's office following the end of the school year will be properly disposed of in accordance with school policy.

Student Administration of Medication

AECP will permit the self-administration of medication by a student for asthma or other potentially life-threatening illnesses or a life-threatening allergic reaction provided that:

- the parents/guardians of the student provide to the school nurse written authorization for the selfadministration of medication;
- the parents/guardians of the student provide to the school nurse written certification from the physician of the student that the student has asthma or another potentially life-threatening illness or is subject to a life-threatening allergic reaction and is capable of, and has been instructed in, the proper method of selfadministration of medication;
- the school nurse informs the parents/guardians of the pupil in writing that AECP and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student;
- the parents/guardians of the student sign a statement acknowledging that AECP shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parents/guardians shall indemnify and hold harmless AECP and its employees or agents against any claims arising out of the self-administration of medication by the student;
- if medication is lost, the student immediately makes the school nurse and school leaders aware of the lost medication; and
- the permission is effective for the school year for which it is granted and is renewed for each subsequent school year upon fulfillment of the requirements in the paragraphs of this subsection.

Accommodations for Students with Temporary or Chronic Health Conditions

AECP shall provide instructional services to an enrolled student when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition, pregnancy, or a need for treatment that precludes participation in their usual educational setting, whether general education or special education.

To request home instruction due to a temporary or chronic health condition, the parent/guardian must submit to the school a request that includes a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten (10) consecutive school days or twenty (20) cumulative school days during the school year.

AECP will forward the written determination from the student's physician to the school nurse, who will verify the need for home instruction. The school nurse may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment and will either verify the need for home instruction or shall provide to the Board reasons for denial. After the school nurse verifies the need for home instruction, AECP will notify the parents/guardians concerning the school nurse's verification or reasons for denial within five (5) school days after receipt of the written determination from the student's physician. AECP will provide instructional services within five (5) school days after receipt of the school nurse's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting. AECP will be responsible for the cost of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another school district, educational services commission, jointure commission, or approved clinic or agency.

Pregnancy

It is AECF's policy to support pregnant students so that they can maintain academic progress, graduate from high school, and reach their post-graduation goals. Pregnant students are required to disclose their pregnancy status to the School Social Worker. While academic accommodations, such as the provision of homebound instruction, are made to students with health issues related to the pregnancy, academic requirements will not be altered for pregnant or parenting students beyond the prescribed time issued by the observing doctor. All excused absences for maternity leave purposes must be officially documented, complete with signature and date range, by an approved physician.

AECF Academic Program

Our academic program is designed to bring students rigorous, engaging instruction in a fun, joyful environment. To create this educational environment, we incorporate the following elements: a relationship-driven classroom culture, the thoughtful use of data and comprehensive student supports. Below is an outline of our academic programming - content area, course offerings, curriculum and the required assessments.

Content Area	Course Offerings	Curriculum	Required Assessments
English Language Arts	Literature 6,7,8	Amplify ELA	*Interim Assessments -(3x per year) *Extended Exit Tickets -(Bi-weekly) * Exit Tickets -(Daily)
	Literature 9-12	Fishtank	
Math	Math 6, 7, 8	Eureka Math Squared	*Interim Assessments -(3x per year) *Topic Quiz (Formative) -(2 x Month) * Exit Tickets -(Daily)
	Math 9-11 Math 12	Illustrative Math	
Social Studies	US History 6-8	SAAVAS	Exit Tickets (daily) Unit Assessments
	Latin American History and African American History 9	NJ Model-Aligned Curriculum Resources	
Science	Science 6-8 HS Biology	Amplify Science SAAVAS	Interim Assessments & Quarterly Teacher- Designed Performance Task
Electives & Specials	Physical Education	NJ Model-Aligned Curriculum Resources	Quarterly Teacher- Designed Performance Task
	World Language		
	Visual and Performing Arts		
	Project-Based Learning		

Empowered Programming - Response to Intervention and Instruction (RTII)

AECp believes in providing a high-quality, personalized learning path for every AECp scholar. This includes developing accelerated learning opportunities through blended learning and teacher-designed instruction. Interventions develop students' foundational literacy and math abilities to prompt student success—not just in their reading and math classes—but across Achievers' literacy-embedded curriculum offerings.

AECp implements a multi-tiered system of academic support for students displaying learning needs. This system begins by universally screening academic data for all students multiple times throughout the school year. Based on data, each school will determine if a student is in need of additional instruction or intervention.

<i>Programming</i>	<i>Course Offerings</i>	<i>Intervention Tier</i>	<i>Curriculum</i>	<i>Progress Monitoring Cycle</i>
Empowered Learning	Reading Support	Tier 2	I-ready & Reading Plus	4-5x/year
		Tier 3		
	Math Support	Tier 2	Iready	4-5x/year
		Tier 3	I-ready	4-5x/year

Programming for Multilingual Learners

AECp implements a vetted, research-based curriculum to support the needs of MLL students at each unique level of language development to meet the needs of our multilingual learners. In congruence with best practices, students are thoughtfully assessed to monitor language acquisition as well as academic achievement in all their classes. According to best practices and regulations by the New Jersey Department of Education, AECp scholars who receive MLL support will be assessed with multiple criteria upon entrance, throughout their education, and when exiting, in order to accurately determine language proficiency over time.

<i>Content Area</i>	<i>Course Offerings</i>	<i>Curriculum</i>	<i>Required Assessments</i>
MLL Programming	ELL Support 1	Amplify ELA	ACCESS for ELLs WIDA MODEL

Grading and Promotion

At AECP, we value outcomes-driven instruction based on student data. Teachers implement daily, informal checks to ensure students are understanding the material and formal end-of-quarter assessments to gain insight into concept mastery, growth, and gaps. Data analysis informs daily lessons, report period goals, targeted student supports, and differentiation.

High School Graduation Requirements

In order to receive a diploma from AECP, all students must meet the following requirements as required by the New Jersey State Board of Education:

- earn a minimum of 120 in the content areas outlined below AND
- complete the Free Application for Federal Student Aid (FAFSA) or the New Jersey Alternative Financial Aid Application, or be exempted from the requirement in accordance with procedures outlined in the law AND
- take the New Jersey Graduation Proficiency Assessment (NJGPA) in English Language Arts and Math in grade 11 and:
 - demonstrate proficiency on the NJGPA assessment in ELA and Math OR
 - meet the designated cut score on a substitute competency test from a menu of options approved by the state including Accuplacer, PSAT or SAT OR
 - Submit through AECP a student portfolio appeal to the New Jersey Department of Education that meets state-defined criteria

To graduate, students must receive the credits listed below in each content area:

Content Area	Credits Requirement	State Requirements	<u>Recommended</u> Course Sequence
English Language Arts	20.0	20 credits of content aligned to grade 9-12 ELA standards	English I, English II, English III, English IV OR Sheltered English 9, 10, 11 or 12 OR AP Language and/or AP Literature in place of 1-2 other courses
Math	15.0	Algebra I or the content equivalent Geometry or the content equivalent Third year of math that builds on the concepts and skills of Algebra & Geometry	Algebra I Geometry Algebra II, Pre-Calculus and/or Calculus
Science	15.0	At least 5 credits each in: Laboratory biology/life science or the content equivalent A laboratory/inquiry-based science course in chemistry, environmental science, or physics A third laboratory/inquiry-based science course	Environmental & Physical Science Biology Chemistry or Physics OR AP versions of these courses
Social Studies	15.0	5 credits in world history 10 credits in the history of the United States, including African American history	African American History, World History, and U.S. History or AP versions of these courses
Physical Education / Health	15.0	15 credits over four years including: 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year.	Physical Education / Health
World Languages	5.0		Spanish 1
Visual and Performing Arts	5.0		
21st Century Life and Careers	5.0		Internship, Junior Seminar, and Senior Seminar
Financial Literacy	2.5	At least 2.5 credits in financial, economic, business, and entrepreneurial literacy	Economics, Financial Literacy, or Personal Finance
Additional Electives	22.5		

Total Course Credits	120		
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High School Credit Earning Policy

In order for students to receive credit for a course, they must complete the duration of the course and receive a passing grade for the final grade. No partial credit will be granted for courses that are not completed or courses in which the student does not pass the entire year.

The chart found below should be used to determine the number of credits earned by high school students.

Schedule Type	Course Duration	Credits Earned
Traditional Schedule (42-55 minutes)	One period/day for 90 days	2.5
	One period/day for 180 days	5.0
	Two periods/day for 180 days	10.0

Graduation Requirements for Students with Disabilities

Any student with a disability who satisfactorily completes a special education program developed by an individualized education program team that does not otherwise meet the graduation course and credit requirements shall be granted and issued a regular high school diploma. The IEP team will engage directly with the family and student during each annual IEP meeting to discuss a student's route to graduation beginning at age 14. The IEP team will determine by no later than 10th grade year, if each high school student with disabilities will need to meet these standard requirements to graduate or amend these requirements based on the student's transition plan.

A student with a disability is eligible for services until the student graduates or turns 22.

High School Grading Policy

The chart below identifies grading weights for each assignment type.

Assignment Types	Weight
Participation	
Homework	
Classwork	
Formative Assessments	
Summative Assessments	

At the end of the school year, a cumulative course grade is determined by averaging the grades students earned each report period (a total of four report periods).

High School Grading Scale and Grade Point Average

For students in grades nine through twelve, grade point average (GPA) is used to measure and represent academic achievement at the end of each marking period and course. All credited courses count towards the GPA.

The cumulative GPA is the total average GPA of the student while in high school. The cumulative GPA is one metric that colleges and other post-secondary institutions use to determine college admissions and program eligibility. For this reason, AECF emphasizes the importance of maintaining a strong GPA.

GPA is calculated by multiplying the course points earned by credits attempted. Honors and AP courses have different quality points to account for their level of rigor.

Cumulative grade point averages are re-calculated at the end of each course. If a student takes courses that are all one year in duration, the cumulative grade point average will not change until the end of the year, upon completion of coursework.

If a student takes five (5) courses that are a year in duration and two courses that are a semester in duration, the cumulative GPA calculation will be influenced by the two semester grades in the middle of the year when final grades have been logged for those two courses.

A 100-point scale is used to determine student grades and calculate GPAs for all high school students. The grading scale is outlined in the chart below.

Letter Grade	Numerical Range	General	Honors	AP and Dual Enrollment
A	93 - 100	4	4.5	5
A-	90 - 92	3.67	4.17	4.67
B+	87 - 89	3.33	3.84	4.33
B	83 - 86	3	3.5	4
B-	80 - 82	2.67	3.17	3.67
C+	77 - 79	2.33	2.84	3.33
C	73 - 76	2	2.5	3
C-	70 - 72	1.67	2.17	2.67
D+	67 - 69	1.33	1.84	2.33
D	65 - 66	1	1.5	2
F	Below 65	0	0	0

High School Promotion Policy

High school students must earn a minimum of 30 credits in a single school year to advance to the next grade classification. If a student fails to earn the required 30 credits to be promoted to the next classification (Sophomore, Junior, Senior), they will be required to re-take any courses that were not passed, but may take new courses in the course progression, as long as the courses do not have unmet prerequisite coursework.

The following chart illustrates the number of credits high school students must have in order to be promoted to the next grade classification in New Jersey.

Grade Classification	Required Credits Earned
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Sophomore	30
Junior	60
Senior	90

High School Summer Learning Credit Recovery Policy

The purpose of high school summer learning is to allow students to have an opportunity to recover lost credits from failed courses.

- High school students who have a failing end of year grade in a course required for graduation will be required to attend summer learning for credit recovery.
- Students in grades 9-11 may take up to 2 total credit recovery courses during summer learning. Students in grade 12 may take up to 3 total credit recovery courses during summer learning
- Students must have no more than 1 absence, complete 100% of the course and earn a grade of 65% or higher in order to earn a full credit for the course.
- Students who have a failing end of year grade in a course and do not attend summer learning or pass the course during credit recovery are required to retake the course during the upcoming school year.

Students who participate in summer learning will receive a P/F (Pass/Fail) on their transcript. If the student passes the course, the credit earned will also appear on the student's transcript. Students may be eligible to receive quality points aligned up to a C to be averaged into their cumulative GPA.

Report cards are distributed after each report period during Parent-Teacher Conferences and electronically through the Powerschool Parent Portal. To ensure that schools work in partnership with students and their families, parents/guardians are expected to attend parent-teacher conferences. If a parent/guardian cannot attend a conference, we ask that they notify us so that we can arrange another time to meet. The Powerschool Parent Portal provides an online option for parents to check in on their students' academic performance, and attendance, continually at any point throughout the year.

Academic Integrity Policy

Achievers Early College Prep requires all students to demonstrate academic integrity and to abide by ethical standards in preparing and presenting materials, as well as in testing situations. Grades should reflect the student's own work.

Academic dishonesty, cheating, or plagiarism involves an attempt for the student to demonstrate a level of content mastery that the student does not possess.

Academic dishonesty includes, but is not limited to, the following:

Cheating

- Obtaining information from another student during an assessment
- Communicating information to another student during an assessment
- Knowingly allowing another student to copy one's work
- Offering another person's work as one's own
- Using an electronic device to solicit, transmit, or search for answers
- Taking an assessment for another student or having someone take an assessment for oneself
- Using unauthorized material during an assessment
- Having another person or company do the research and/or writing of an assigned paper or report

Plagiarism

- Plagiarism is an attempt to present the ideas, words, or creative product of another as one's own.
- Credit must be given to the source for direct quotations, paraphrases, ideas, and facts which are not common knowledge.

Other Dishonest Conduct

- Stealing or attempting to steal an assessment and/or answer key
- Stealing or attempting to modify official academic records
- Alteration of computer and/or gradebook records
- Forgery of signatures for the purpose of academic advantage
- Sabotaging or destroying the work of others

The above policies on academic integrity apply to student use of Chat GPT and other similar artificial intelligence (AI) tools. If a student uses Chat GPT or AI while completing an assignment, they must document credit and identify sources of all material included that is not their own.

Empowered Overview

At AECP we believe that all students should be supported to reach their potential. We will take the necessary measures (i.e., specialized programming, services, and support) to meet the needs of individual students and to ensure that they receive a world-class educational experience regardless of disability. At AECP, certified special education faculty, counselors, social workers, related service providers, and psychologists provide on-going support to students who have been identified as needing special education services. Our special education programming complies with federal and state special education laws.

Step 1: Identification

Through the state-mandated Intervention and Referral Service team, AECP identifies and refers students who might be eligible for special education services to the Child Study Team. The Child Study Team is composed of the School Psychologist, Learning Disabilities Teacher Consultant (LDTTC), and the School Social Worker. This team's screening and referral processes include the administration of initial admissions academic placement tests, standardized reading and mathematics assessments, classroom performance, benchmark examinations, vision and hearing screenings, behavior data, and information provided regarding any interventions that have been used for the student. If the Child Study Team determines that there is a need for additional evaluations, AECP must obtain written consent from parents/guardians before the evaluation can be conducted. Please note that, if parents/guardians consent to the evaluation of their student, they are agreeing to an evaluation of their student's eligibility for Special Education, not to the implementation of special education services.

If parents/guardians believe their student might be eligible for special education services, they should contact the Supervisor of Specialized Services to request in writing a multi-disciplinary evaluation for their student. When parents/guardians make a written request for an evaluation, the school team will schedule a CST referral meeting within twenty (20) calendar days with the parent. During the referral meeting, the Child Study Team determines if an evaluation is warranted, and will request permission for the types of assessments required. Once the multi-disciplinary evaluation has been completed, the Child Study Team will provide a written report, 10 days prior to the meeting. An eligibility meeting will be scheduled to discuss the findings of the evaluations. The evaluation process and any subsequent Individualized Education Plan must be completed within ninety (90) days of the signed permission.

Students are eligible for special education, assistive technology, and related services if they need specially designed instruction due to a physical or mental disability and meet the criteria for one or more of the following disability categories: auditorily impaired; autism; intellectual Disabled; communication impaired; emotional regulation impairment; multiply disabled (qualifying in more than one area of disability); deaf/blindness; orthopedically impaired;

other health impaired; traumatic brain injury; visually impaired; and a specific learning disability in the following areas: basic reading skills, reading comprehension, oral expression, listening comprehension, math comprehension, math reasoning, written expression, and reading fluency.

Step 2: Individualized Education Program (IEP) Process

If a student is identified as needing special education services, the team will develop an Individualized Education Program (IEP). This document describes the student's needs and explains the specific services that AECP will provide to assist them in achieving academic and/or social-emotional progress in school. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports that the student needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs of the student. Either parents/guardians or the school staff can initiate the process for reconvening the IEP team to amend the service plan.

The IEP is written by a team of qualified professionals, including Child Study Team members, teachers, related service providers, and appropriate school staff members. Parents/guardians are critical members of the team and are invited to all IEP meetings. We value parent/guardian and student input during these meetings; input allows the team to devise an IEP that will meet the student's individual academic and/or social-emotional needs. Parents/guardians are also allowed to request that invitations be sent to outside service providers in order to coordinate agency support with school supports. When the student turns fourteen (14) years of age within an IEP term, they must also be invited to the IEP meeting to discuss post-secondary goals and transition needs.

Once the IEP team develops the appropriate programming for the student, AECP will request that parents/guardians approve the recommendations in writing, providing permission to implement the supports and services outlined in the document. Initial special education services cannot begin without this written permission from the parent/guardian.

Step 3: Start Services and Progress Monitoring

The IEP must be implemented within fifteen (15) days, following receipt of written permission. Following the initial IEP, IEPs developed following annual review, re-evaluations, or revision may be implemented within 15 days unless a parent signs in disagreement with the IEP provisions. Parents/guardians may withdraw their permission, in writing, at any time. AECP uses data to monitor the academic growth of all students in order to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are provided quarterly, along with report cards.

Parents/guardians, or other IEP team members, may request an IEP team meeting at any time in order to review progress and/or revise supports and services. A meeting and annual review of the programming plan is required at least once per year. Once the student is receiving special education services, the school must continue to provide services until the parents/guardians withdraw their permission or until the student is found to no longer be eligible for services through reevaluation.

Step 4: Transition Services

AECP wants to ensure that all students are able to transition from AECP into valuable post-secondary opportunities. Consideration of transition needs and provision of transition services is required annually for all students with IEPs once they reach fourteen (14) years of age. This may include linking students to outside agencies and supporting students and families with the identification of post-secondary opportunities for students. When students graduate or complete the school year during which they have turned twenty-one (21), students and their families will receive a copy of the student's Summary of Academic Achievement and Functional Performance, along with a Written Notice. The purpose of this document is to provide students and families with information regarding their academic achievement/functional performance and recommendations on how to assist students in achieving their postsecondary goals.

Specialized Programs Overview

504 Plan

If a student is found to have a disability that requires accommodations in the educational environment but is not found to require specially designed instruction, they may require a 504 plan for those accommodations. If appropriate, the school team will, in consultation with the parent/guardian, create and implement a 504 Plan. The 504 Plan will specify the appropriate accommodations or modifications needed to ensure student access to the learning environment. These services and protections for protected students with a disability are separate and apart from those services and protections applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

Multilingual Learners (MLs)

AECP responds to the language needs of students in the process of developing academic and social English by providing English language development (ELD) classes or core instruction in the classroom for native speakers of Spanish. The ELD is designed to provide Multilingual Learners (MLs) with meaningful access to the school's educational program based on Culturally Responsive Teaching practices to create a welcoming environment. In addition to providing language services to students, AECP will provide interpreters for parent/teacher conferences and other school-related activities. To identify MLs, we ask families who are new to AECP to complete a Home Language Survey as part of the registration process. Information from the survey is used as a first-level screening to determine next steps along AECP's screening sequence, which begins with a phone call home and ends with a screening test using a state approved English proficiency screener. During this screening process, we refer to additional data points, including parental and teacher feedback, when determining the language status of a student. Once we have made a determination, we mail a notification letter to the parents/guardians of the student in their home language.

In accordance with New Jersey's law regarding parental consent in bilingual education, parents/guardians of students found to be Multilingual Learners through this screening process have the right to refuse some or all English language services. If a parent/guardian decides to refuse English language services, the student retains their status as a Multilingual Learner. Additionally, AECP is obligated to continue monitoring the English language proficiency (ELP) and academic progress of the student whose parent/guardian has refused services. If the student, whose parent/guardian has refused services, does not demonstrate appropriate ELP growth or maintain appropriate academic levels, AECP must inform the parent/guardian. Parents may also request to reinstate English language services that they previously opted out of at any time.

Students maintain an ML classification status until they meet AECP's multiple criteria for exit from English language services. To exit multilingual services, students must demonstrate English proficiency on the federally mandated assessment, ACCESS for ELLs or Alternate ACCESS, and receive teacher recommendations for exit. Once exited from multilingual programming, Multilingual Learners are actively monitored for an additional two years. During this active two-year post monitoring window, former MLs can be reclassified as current MLs based on test scores and teacher recommendations.

Intervention & Referral Services (I&RS)

Intervention & Referral Services (I&RS) is one of the mechanisms by which AECP provides student support. I&RS is designed to assist school personnel in identifying issues which pose a barrier to a student's learning and school success, such as behavioral or social concerns; medical problems; psychological issues; and alcohol, tobacco, or other drug problems. The primary goal of the I&RS is to link students with the help they need in order to overcome these barriers so that they can remain in school, succeed academically, and work towards graduation and post-secondary success. I&RS team members do not diagnose students. However, I&RS teams may make referrals to outside or community agencies. These types of referrals take place when the team believes that the supports needed by the student are beyond the scope of services that Mastery provides. It is the parents' and guardians' right to be involved in the I&RS process.

Extra-Curricular Participation & Athletic Eligibility

AECP provides extra-curricular opportunities through a variety of clubs, activities, and comprehensive athletic programs. In order to participate in any of these opportunities, students and their parents/guardians must first complete and submit an Extra-Curricular Participation Waiver. This form may be obtained from and returned to the campus Extra-Curricular Supervisor. In order to participate in club athletics, students and their parents/guardians must review and, if applicable, submit all forms that are outlined under “Interscholastic Athletic Competition Eligibility.”

Participation in extra-curricular clubs, activities, and team sports is a privilege open to all, but students are expected to be in good academic standing and must meet the behavioral expectations for all AECP students in order to remain active participants. School Leadership and the Athletic Director may remove a student from extra-curricular programming if they have not met established academic requirements or behavioral expectations. Any student who is removed from participation will be given clear, achievable goals to be met in order to rejoin their preferred extra-curricular activities.

Attendance Policy

Students are expected to be in school and on time every day. AECP has a moral and legal obligation to ensure that all students attend school every day.

New Jersey’s Compulsory Education Law mandates that all children between the ages of six (6) and sixteen (16) attend school. Every parent/guardian of a school-age child is responsible for the child’s attendance at school. Failure of a child to attend school has certain legal consequences for students and their families.

In New Jersey, “truancy” is defined as ten (10) or more cumulative unexcused student absences. Absences without a valid excuse are considered unexcused absences. A student with ten (10) or more cumulative unexcused absences can be referred to court if school officials determine that the unexcused absences are violations of the Compulsory Education Law.

Absence Notification

If a student is ill and unable to attend school, the parent/guardian must call the school during school hours. If a phone call has not been received, AECP will notify the parent/guardian via an automated robocall or personal call.

Categories of Absences

There are three (3) categories of absences at AECP.

Absent – “Excused”: AECP may excuse the absences of students under certain circumstances with original documentation. Those circumstances only include doctors’ appointments, court subpoenas, or funeral notices. Please note that routine medical and dental appointments are to be made outside of school hours.

Absent – “Excused – Parent Note”: Parents/guardians and students are required to submit a written explanation of the reason(s) for an absence within three (3) calendar days of the absence. If they provide a written excuse within three (3) days of the absence, the absence will not be counted as “unexcused.” No more than three (3) parent notes per year will be accepted for excused absences.

Absent – “Unexcused”: All absences are treated as unexcused until AECP receives a written explanation of the reason(s) for an absence. If parents/guardians and students fail to provide a written explanation within three (3) days of the absence, the absence is permanently counted as “unexcused.” No more than three (3) parent notes per quarter will be accepted for excused absences. Excuse notes may be turned in to the campus on paper or sent electronically to the Attendance Coordinator.

Consequences for Chronic Absences and Late Arrivals

Please Note: After ten (10) consecutive “unexcused” absences, students will be dropped from AECP’s enrollment.

Occurrences Per Year	Absences (Unexcused)	Late Arrivals (Internal Interventions Can Occur)
1	Automated Phone Call (Repeat for each additional absence)	Parent Contact via RoboCall
3	Truancy Notification Letter The Notice of Third Unexcused Absence is sent to the parent/guardian within 10 days of the third unexcused absence, and in the language preferred by the parent/guardian	Parent Contact via RoboCall
5	Send a letter to parents/guardians for a mandatory Attendance Improvement meeting. Student Attendance Improvement Conference occurs Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected (Repeat for each additional absence).	Warning letter regarding possible consequence of grade reduction
10-16	Send a letter to parents/guardians	Second warning letter regarding possible retention and/or summer school

Excessive Absenteeism and Course Failure (Grades 9-12)

Students who are absent (excused or unexcused) more than 35 periods for a specific course within the school year will automatically receive a failing grade of 50 for that course for the school year. High school students who have a failing end of year grade in a course required for graduation will be required to attend summer learning for credit recovery.

Early Dismissal

The regular school day ends at 3:00 pm and scholars are expected to be present until that time. However, we understand that occasional circumstances may make it necessary for a scholar to be dismissed early. Monday, Tuesday, Thursday and Friday: After 2:30pm no student will be allowed to leave for early dismissal, unless it is due to an emergency. On Wednesdays no early dismissals after 12pm unless it is due to an emergency.

Dress Code

We believe that school uniforms create a sense of school pride and community while helping to build students’ personal skills around professionalism and presentation. It is expected that students will come to school wearing their school uniforms in a professional manner. This means that clothing should be neat, appropriately sized, and fully cover undergarments. Pants are to be worn at the waistline.

AECP uniforms must be purchased directly from the French Toast Website:

Shirt	High School: Black Polo shirt with AECP Logo
Pants	High School: Black or Khaki No Ripped Pants, No Leggings, No Sweat Pants
Shoes/Sneakers	High School: Allowed to wear any color sneaker Shoes/Sneakers must fully cover students' feet. Crocs, slides, clogs and sandals are allowed.
Outerwear	Students are not allowed to wear hats or hoods in the building. They are only permitted to wear head coverings for religious purposes
Hair and Head Coverings	No hats or other head coverings are permitted, including scarves, headbands, and bandanas are permitted in the building. They must be removed before entering. Those who need religious exceptions should notify the school at the beginning of the year. Hair is to be neatly groomed at all times.

Exceptions to the Uniform Policy

AECP Scholars may earn the privilege of wearing college or university t-shirts, earned grade-level t-shirts, or other attire indicated by official school notification. - The same rules apply to bottoms, shoes and accessories.

On designated days, AECP Scholars will be allowed to wear jeans, either for a fee for a school-wide fundraiser or as a reward. These dates will be communicated to AECP Scholars and parents ahead of time.

School Culture

Safety is an absolute priority and necessity at AECP. Students are not to use violence for any reason whatsoever at AECP, while representing AECP, or with any members of the AECP community. Students are officially under the jurisdiction of the school from the time that they leave home in the morning until they reach home in the afternoon. AECP will follow mandated due process procedures and determine whether the violent incident meets the definition of a code of conduct infraction.

School Wide Norms

Achievers Early College Prep scholars will:

- Follow directions the first time they are given.
- Enter class prepared with the necessary materials for learning.
- Act professionally and respectfully towards all persons, property and spaces.
- Maintain professional posture and appropriate eye contact at all times.
- Self-monitor volume at all times.
- Code-switch, speak in Standard English at all times.

School Wide Culture System

At AECP, we believe that true learning comes from understanding one's responsibility to oneself and to the community. This school-wide culture system is built around strengthening and repairing respectful and trusting relationships both in the classroom and across the community. Students and staff are expected to demonstrate positive behavior, pro-social thinking, and social-emotional competencies. Students who violate our community's Code of Conduct will, at the discretion of the administration, be granted the opportunity to give back to the community they violated and repair

relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of our program and our Code.

Scholars are expected to adhere to the Core 5:

- One VOICE- We work on one accord!
- Be RESPECTFUL – We treat others the way we would want to be treated.
- Be RESPONSIBLE – Our actions shape our abilities.
- Be SAFE–How we carry ourselves positively impacts the way we feel about ourselves.
- Be ENGAGED – Being focused and staying engaged is how we will achieve our goals.

Systems of Discipline

Our school's scholar conduct management system is designed to identify and correct misconduct, encourage all scholars to adhere to their responsibilities as citizens of the AECF Community, protect scholars, employees and property, and to maintain essential order and discipline. AECF scholars are expected to conduct themselves in accordance with the standards outlined in our Code of Conduct. Any behavior detrimental to the learning environment will be addressed.

Every week our scholars' behavioral performance will be assessed using a Scholar Dollars system. Scholars may earn Dollars or lose Dollars depending on a number of appropriate behaviors or inappropriate infractions. We understand that minor disruptions are natural with young people and that scholars need to be verbally reminded to correct their minor misbehavior.

If the scholar fails to correct his or her behavior after verbal warnings and/or some of the most commonly used consequences listed below, we will move to the more progressive consequences.

Tier 1 and 2 - In-class disciplinary actions may include, but are not limited to:

- Conference with Scholar
- Seat change
- Working Lunch
- Contact parent/guardian
- Conference with caregiver
- Confiscation

Disciplinary policies and their enforcement will be reasonable, legal and consistent with the values of the school community.

The application of the school's disciplinary policies shall assure due process, a clear definition of rule violation, a specific statement of reasonable charges, and a fair hearing for the accused.

Infraction	Loss of Scholar Dollars	Consequences & Reasoning
Absent	\$20	More than 12 Unexcused Absences = possible retention/forfeit ability to participate in moving up exercises. Attendance alone could disqualify a student from attending socials, events and trips so NO MORE than 3 unexcused absences per quarter.
Late	\$20	3 Unexcused Lateness = 1 Unexcused Absence, more than 36 Unexcused Lateness = possible retention, Lateness alone could disqualify a student from attending socials, events, and trips so NO MORE than 9 unexcused lateness per quarter

Tier 1	\$10	Loss of \$10 for offenses that may or may not disruptive in nature i.e. student is unprepared, off task, head down or sleeping.
Tier 2	\$20	Loss of \$20 for second offense of actions that may or may not disruptive in nature i.e. student is unprepared, off task, head down or sleeping.
Tier 3	\$30	Loss of \$30 for each Detention. for homework not turned in or not complete, tardy, and repeated offenses that may or may not disruptive in nature i.e. student is unprepared, off task, head down or sleeping.
Tier 4 Conference w/LSC	\$30	Offenses that are disruptive/illegal in nature and requires LST to involvement. (If we have to be called the stakes are raised).
Reflection /ISS	\$40	Offenses that are disruptive in nature and requires removal from class. (Class time is of the utmost importance, if a student has to be removed from their cohort the stakes are raised).
OSS	\$50	OSS – 1 suspension may automatically disqualify a student from attending socials, events and trips. Students must conduct themselves accordingly as a suspension is a loss of \$20 Scholar Dollars. In addition, a parent reinstatement meeting may be required

Status Cards

Scholars who do the right thing because it is the right thing to do, who come to school and are on time, and whose hard work is shown by way of a high GPA, will receive a status card. Status cards holders earn special privileges. Cards are bronze, silver, and gold; each level includes more privileges. Some privileges include, preferential seating during lunch, homework passes, traveling without hall pass, detention pass and special treats.

Infraction	1st Offense	2nd Offense	3rd Offense
2.0 Violating the Cell Phone/Electronics policy	Confiscation Parent pick up	Required to turn into LST	ISS-parent meeting Turn phone in daily.
2.1 Violating Dress Code	Call parent-to bring uniform.	Call parent-to bring uniform/detention	Call parent-to bring uniform/detention/loss of dress down privileges /parent meeting
2.2 Chewing gum, and having food/beverages in the classroom/hallways.	\$2 scholar dollar loss	Detention	Detention
2.3 Arriving to class without a writing utensil or class materials (reading book, notebook, etc.)	\$1 scholar dollar loss	\$2 Scholar dollar loss	Detention
3.0 Failing to Complete Homework/ submit required paperwork	Detention	Detention	Detention
3.1 Late to School or Class	Detention	Detention	Detention

3.2 Cutting class/ school/ school event or detention	Detention or ISS	ISS	ISS with OSS Scholar Dollar loss
3.3 Misbehavior to and from school. Disregard for bus rules on School-Provided Transportation	Detention	ISS	OSS and possible reinstatement meeting
3.4 Misbehaving in School (Hallway behavior-running, making excessive noise/loud, loitering)	Detention	ISS	OSS and possible reinstatement meeting
3.5 Disrupting Class and Preventing Teaching (Such teasing another student, throwing an item, turning over desk)	Detention and referral to Dean	ISS	OSS and possible reinstatement meeting
3.6 Being disrespectful toward any student/ staff member or guest	Detention or ISS or OSS depending on the severity of the incident.	ISS or OSS depending on the severity of the incident.	OSS and parent meeting.
3.7 Failing to comply with a staff members request directive or school imposed consequence.	Detention	ISS and parent meeting	OSS and possible reinstatement meeting
3.8 Being disrespectful toward a scholar or staff member	Detention/ ISS/ Suspension/ HIB		
3.9 Mistreatment or Inappropriate Use of Technology or School Property:	Detention	OSS/ restrict usage/reinstatement meeting	OSS/ restrict usage/OSS reinstatement meeting
3.10 Cheating, Plagiarism, copying Others' Work, or Allowing Others to Copy Work	Detention/rewrite/zero	ISS/rewrite/zero	OSS/rewrite/zero/ parent meeting
3.11 Unwanted/playing physical Contact.	ISS/OSS		
4.0 Dishonesty: Forging a signature or lying to staff members	ISS/OSS and reinstatement meeting		
4.1 Abusive or Profane Language or Treatment	ISS	OSS and reinstatement meeting	OSS and reinstatement meeting
4.2 Fighting or Unwanted Physical Contact	OSS and reinstatement meeting/ Potential Expulsion		

4.3 Committing a Physical or Emotional Act of Violence or Bodily Harm	OSS and reinstatement meeting/ Potential Expulsion
4.4 Violating the Civil Rights of others	OSS and reinstatement meeting/ Potential Expulsion /Call Police
4.5 Sexual Harassment	OSS and reinstatement meeting/ Potential Expulsion
4.6 Engaging in Sexual Activity or Inappropriate Touching	OSS and reinstatement meeting/ Potential Expulsion
4.7 Indecent Exposure: Scholars may not expose the private parts of the body in any manner.	OSS and reinstatement meeting/ Potential Expulsion
4.8 Setting Off a False Alarm or Making a Threat	OSS and reinstatement meeting/ Potential Expulsion /Call Police
4.9 Theft	OSS and reinstatement meeting/ Potential Expulsion /Call Police
4.10 Trespassing	ISS/ OSS and reinstatement meeting/ Potential Expulsion /Call Police
4.11 Gambling	ISS/ OSS and reinstatement meeting/ Potential Expulsion /Call Police
4.12 Hazing	OSS and reinstatement meeting/ Potential Expulsion /Call Police
4.13 HIB and/or Discrimination	OSS and reinstatement meeting/ Potential Expulsion
4.14 Using, Selling, Possessing or Sharing Drugs, Vapes or Alcohol	OSS and reinstatement meeting/ Potential Expulsion
4.15 Using, Selling, Possessing or Sharing Tobacco Products	OSS and reinstatement meeting/ Potential Expulsion
4.16 Inappropriately Using, Sharing, or Distributing Prescription and Over-the-counter Drugs	OSS and reinstatement meeting/ Potential Expulsion
4.17 Selling, Using or Possessing Obscene Material	OSS and reinstatement meeting/ Potential Expulsion
4.18 Possessing, Displaying, Using, or Threatening to Use a real or MOCK Firearm	OSS and reinstatement meeting/ Potential Expulsion
4.19 Possessing, Displaying, Using, or Threatening to Use a Weapon or Dangerous Object	OSS and reinstatement meeting/ Potential Expulsion

4.20 Committing Arson	OSS and reinstatement meeting/ Potential Expulsion
Offenses (non-violent)	1-5 Days suspension depending on the severity of the incident and history of student infractions.
Offenses (violent)	3-10 Days suspension depending on the severity of the incident and history of student infractions.

Prohibited Scholar Conduct

Offenses Scholars may be subject to disciplinary action, from redirection up to and including suspension and/or expulsion from school, for:

- **Engaging in Non disruptive but insubordinate offenses. Examples of insubordinate conduct include, but are not limited to:**
 - Cell phones/smart watches and any other smart electronics working or non-working are strictly prohibited and must be turned off and placed in the book bag while in the building.
 - Violating the dress code: Caregivers may be required to pick up children who are not properly dressed for school, bring the missing Dress Code items to the school, or authorize the scholar to return home to retrieve the necessary items as scholars may not be permitted to attend class. Violations of the dress code also may result in disciplinary consequences
 - Gum, Food, and Beverages: Scholars may not chew gum at school. Scholars may not eat or drink at unauthorized times or places at school.
 - Arriving to Class Unprepared: when class begins, scholars must be prepared and have all necessary materials (books, organized binder, paper, pen, pencil, etc.).
- **Engaging in Insubordinate and/or Disorderly Conduct. Examples of insubordinate and/or disorderly conduct include, but are not limited to:**
 - Failing to Complete Homework: Completing homework is essential to the success of individual scholars and the classroom community. Scholars are expected to complete all assignments on time. Scholars are required to secure the signature of a parent/guardian on homework assignments or school forms when requested
 - Arriving Late to School or Class: Scholar tardiness disrupts class, inconveniences others, and often results in academic difficulties. Scholars may not be late to school or class.
 - Cutting School, Class, Detention, Working Lunch, Mandatory School Events or any other School Activity with Mandatory Attendance: Scholars are required to attend all academic and enrichment classes, assigned detention, assigned Working Lunch, mandatory school events. Scholars are not permitted to leave the school building without documentation and permission.
 - Misbehaving to and from School: Scholars may not misbehave while walking to or from, waiting for, or riding on school-provided transportation, including the school bus or while preparing to use city transportation. Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other scholars inappropriately, being disrespectful of others, or failing to follow the bus driver's instructions.
 - Misbehavior in or out of Class: Misbehavior inside, outside on school grounds or at school events is not permitted including but not limited to running and making excessive noise. Scholars may not engage in any willful act that disrupts the normal operation of the school community.
 - Disrupting Class and Preventing Teaching: Achievers Early College Prep can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Scholars may not interfere with or disrupt class or the educational process.
 - Being Disrespectful toward any Staff Member or Guest: Achievers Early College Prep cannot function properly if scholars are disrespectful toward adults. Scholars are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include but are not limited to: rolling eyes, smacking lips or sucking teeth, making inappropriate remarks or sounds in response to a request, walking away or turning away from a staff member before a conversation is over; talking back to a staff member, or questioning a staff person's action or authority, making inappropriate gestures, symbols, or comments, using profane or offensive language, tone, verbal insults or giving false information to school staff.

- Failing to Comply with the Lawful Directive(s) of an AchieversECP Employee or a school imposed consequences: AchieversECP cannot function properly if scholars are uncooperative. Students should assume directives given by staff are for their benefit. Scholars are expected to comply with school-imposed consequences, including but not limited to detention, Working Lunch, suspension from school and/or temporary or permanent denial of school-provided transportation.
- Being Disrespectful toward a Scholar or any Staff member: If scholars do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Scholars may not defame others by making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them through any medium, whether on or off school grounds including verbal, physical, written or electronic communication that is threatening or intimidating. Making inappropriate gestures, symbols, or comments, or profane or offensive language towards another student is prohibited.
- Mistreatment or Inappropriate Use of Technology or School Property: Scholars must treat computers, and other technology with care. Achievers Early College Prep does not tolerate attempts to access the school's files or other inappropriate uses of technology or the internet. Scholars do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors.
- Cheating, Plagiarism, or copying Others Work, or Allowing Others to Copy Work: Cheating or copying the work of others (or allowing other scholars to copy work) is unacceptable.
- Unwanted/playing physical contact: pushing, touching, or any form of unwanted physical contact is not tolerated.
- **Engaging in Violent, Disruptive, Threatening and/or possibly Illegal Conduct that could endanger the Safety, Morals, Health, or Welfare of Self or Others. Examples of such conduct include, but are not limited to:**
 - Dishonesty: Forgery, lying and omitting the truth are not only morally wrong but may also have a negative effect on school culture and our ability to keep our students safe and parents informed. Scholars may not engage in dishonest behavior.
 - Abusive or Profane Language or Treatment: Scholars may not use abusive, threatening, lewd, vulgar, coarse, or degrading language or gestures (including racial epithets or sexist or homophobic remarks).
 - Fighting or Unwanted Physical Contact: Achievers Early College Prep scholars may not fight with other scholars – from the school or any other school.
 - Committing a Physical or Emotional Act of Violence on Self or Others: Scholars may not commit assault or battery, including sexual assault, on other scholars, school personnel or any other guests. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person. Scholars cannot engage in conduct that has the potential of resulting in violence on school property. Scholars can be disciplined for actions that threaten harm to themselves or others.
 - Violating the Civil Rights of Others: Scholars may not violate the civil rights of others.
 - Sexual Harassment: Scholars may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community.
 - Engaging in Sexual Activity or Inappropriate Touching: A scholar may not engage in sexual activity of any kind or touch himself/herself or others inappropriately. Scholars may not use electronic or other devices to communicate inappropriate conversation of a sexual nature.
 - Indecent Exposure: Scholars may not expose the private parts of the body in any manner
 - Setting off a False Alarm or Making a Threat: Scholars may not intentionally set off a false alarm, call 911, or discharge a fire extinguisher without valid cause or make a destructive threat.
 - Theft, Loss, or Destruction of Personal or School Property: Scholars may not steal, lose, vandalize, or damage the property of the school, other scholars, school personnel, or Guests on school grounds or at school functions. In addition to facing other consequences for violation of this rule, scholars are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the School for lost, damaged, or stolen property.
 - Trespassing: Scholars may not trespass onto school or other connected property.

- Gambling: Gambling or betting is prohibited.
- Hazing: Scholars may not commit hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club or team.
- HIB and/or Discrimination: Harassment or intimidation of or discrimination toward any members of the school community on the basis of race, color, creed, national origin, age, religion, gender, sexual orientation or disability is not permitted. Scholars may not commit harassment, which includes a sufficiently severe action or persistent pervasive pattern of actions or statement directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning.
- Using, Selling, Possessing or Sharing Drugs, Vapes or Alcohol: Scholars may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, substances commonly referred to as “designer drugs,” or other intoxicants of any kind. Prescribed and over-the-counter drugs must be delivered to the Nurse or Office Manager by a parent/guardian with a doctor-signed Medication Authorized Form. Scholars may not be in possession of prescribed or over-the-counter drugs.
- Using, Selling, Possessing or Sharing Tobacco Products: The use of tobacco is banned. Scholars may not use or possess cigarettes, cigars, chewing-tobacco, or other tobacco products.
- Inappropriately Using, Sharing, or Distributing Prescription and Over-the-counter Drugs: Scholars may not inappropriately use, share, or distribute prescription and over-the-counter drugs.
- Selling, Using or Possessing Obscene Material: Scholars may not sell, use, or possess obscene material
- Possessing, Displaying, Using, or Threatening to Use a real or MOCK Firearm: Scholars may not possess, display, use, or threaten to use a firearm.
- Possessing, Displaying, Using, or Threatening to Use a Weapon or Dangerous Object: Scholars are not allowed to bring a weapon of any sort to school, display, use or threaten to use any object in a dangerous or threatening manner, or have a weapon on him/her or his or her property.
- Committing Arson: Scholars may not set a fire.

Tier 3 - Detention

Scholars may earn a detention if their conduct detracts from their ability or the ability of other members of the school community to learn. Teachers administer detentions to scholars and these include lunch detentions and after-school detention.

When a scholar earns an after school detention, he or she must serve it that same day. When a scholar earns an after school detention, parents/guardians will be informed that he or she has a detention and **must** remain after school until 4:00 p.m. During detention, scholars work silently after school.

Parents/guardians that have an emergency that might prevent their child from serving the detention must speak directly with a staff person in the Main Office.

Tier 4 - Reflection Day and OSS

When a scholar does not appropriately participate in class or display acceptable levels of respect, he or she will be placed in In-School Suspension. A scholar on Reflection is placed in a classroom other than their own, which is deemed appropriate by a Co-Director or his or her Designee. Scholars on Reflection may not remain in a school space without supervision for any period of time.

Additionally scholars on Reflection will serve one hour of detention at the end of the day. While a scholar is in In-School Suspension, he or she will not be permitted to participate in clubs.

Additionally, scholars who earn In-School Suspension must write letters of apology to all appropriate parties, write reflection essays rooted in our school values, and/or prepare for a public apology at our next grade-level or whole-school meeting.

Please note that Achievers Early College Prep is mandated to report specific incidents of vandalism and violence in an annual report to the New Jersey Police Department and New Jersey Department of Education.

Short-term Suspensions (Less than 5 days)

Short-term suspension means the removal of a scholar for five consecutive school days or fewer from the general education program or the special education program but not the cessation of the scholar's educational services.

Scholars may lose Scholar dollars and earn a short-term suspension for behaviors including, but not limited to, to the following:

- Hazing/Harassment
- Extreme/Repeated Disrespect
- Truancy from School
- Gambling
- Vandalism/Graffiti
- Honor Code Violation
- Physical Fighting
- Sexual Harassment or Assault
- Gang-Affiliated Activity

In each instance of a short-term suspension, Achievers Early College Prep Charter School shall assure the rights of a scholar suspended for five consecutive school days or fewer by providing for the following:

- As soon as practicable, oral or written notice of charges to the scholar. When charges are denied, an explanation of the evidence forming the basis of the charges also shall be provided;
- An informal hearing prior to the suspension in which the scholar is given the opportunity to present his or her version of events regarding his or her actions leading to the short-term suspension and provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5:
 - The informal hearing shall be conducted by a Co-Director or his or her designee;
 - To the extent that a scholar's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the scholar may be immediately removed from his or her educational program and the informal hearing shall be held as soon as practical after the suspension;
 - The informal hearing shall take place even when a school staff member has witnessed the conduct forming the basis of the charge; and
 - The informal hearing and the notice given may take place at the same time;
- Oral or written notification to the scholar's parents of the scholar's removal from the scholar's educational program prior to the end of the school day on which The Co-Director(s) makes the decision to suspend the scholar, which shall include an explanation of:
 - The specific charges;
 - The facts on which the charges are based;
 - The provision(s) of the code of scholar conduct the scholar is accused of violating;
 - The scholar's due process rights, pursuant to N.J.A.C. 6A:16-7.2 through 7.6; and
 - The terms and conditions of the suspension.
- Appropriate supervision of the scholar while waiting for the scholar's parent to remove the scholar from school during the school day; and
- Academic instruction either in school or out of school that addresses the Core Curriculum Content Standards.
 - Services shall be provided within five school days of the suspension.
 - Educational services provided to a scholar with a disability shall be provided consistent with the scholar's Individualized Education Program.
 - At the completion of a short-term suspension, a Co- Director shall return the scholar to the general education program.

A Co-Director shall report the suspension to the Board of Trustees at its next regular meeting.

During the course of any short-term suspension, scholars may not participate in any extracurricular activities, or school functions

For a scholar with a disability, the provisions set forth above shall be provided in addition to all procedural protections set forth in N.J.A.C. 6A:14.

Long-term suspensions (More than 5 days)

Long-term suspension means removal of a scholar for more than five consecutive school days from the general education program, or the special education program, but not the cessation of the scholar's educational services.

A scholar who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension, unless The Co-Director(s) determines that an exception should be made based on the circumstance of the incident and the scholar's disciplinary record. Such a scholar may also be subject to any of the disciplinary measures outlined elsewhere in this document, to referral to law enforcement authorities, and/or expulsion.

Disciplinary Infractions:

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace tear gas, or other dangerous object of no reasonable use to the scholar in school. (The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a scholar who is determined to have brought a weapon to school must be suspended for at least one calendar year. This suspension requirement may be modified by school administrators, however, on a class-by class basis. Weapon as used in this law means "firearm" as defined by 18 USC §3214(3)(d) effectuates this federal law.)
- Commit, or attempt to commit arson on school property;
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events;
- Assault any other scholar or staff member;
- Intentionally causes physical injury to another person, except when scholar's actions are reasonably necessary to protect himself or herself from injury;
- Vandalize school property causing major damage; or
- Commit any act that school officials reasonably conclude warrants a long-term suspension.

In addition, a scholar who commits any of the acts previously described as causes for short-term suspension may, instead or in addition, be subject to a long-term suspension at the Co-Director's discretion.

In each instance of a long-term suspension, Achievers Early College Prep Charter School shall assure the rights of a scholar suspended for more than ten consecutive school days by providing the following:

- Immediate notification to the scholar of the charges, prior to the scholar's removal from school;
- An informal hearing prior to the suspension in which the scholar is given the opportunity to present the scholar's version of events regarding his or her actions leading to the long-term suspension and the school's actions district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5;
- Immediate notification to the scholar's parents of the scholar's removal from school;
- Appropriate supervision of the scholar while waiting for his or her parents to remove him/her from school during the school day;
- Written notification to the parents by a Co- Director, or his or her designee, within two school days of the initiation of the suspension, stating:
 - The specific charges;
 - The facts on which the charges are based;
 - The scholar's due process rights, pursuant to N.J.A.C. 6A:16-7.2 through 7.6; and
 - That further engagement by the scholar in conduct warranting expulsion shall amount to a knowing and voluntary waiver of the scholar's right to a free public education, in the event that a decision to expel the scholar is made by the School's Board of Trustees, pursuant to N.J.S.A. 18A:37-2 and N.J.A.C. 6A:16-7.5.

The Board of Trustees shall request written acknowledgement of the notification of the provisions above from the parents and the scholar subsequent to the removal from the scholar's educational program.

- A list of witnesses and their statements or affidavits, if any, no later than five days prior to the formal hearing;
- A scholar with a disability, a manifestation determination, pursuant to N.J.A.C. 6A:14-2.8 and the Federal regulations incorporated by reference therein;
- Information on the right of the scholar to secure an attorney and legal resources available in the community;
- Educational services, either in school or out of school, that are comparable to those provided in the public schools for scholars of similar grades and attainments.
 - The services shall be provided within five school days of the suspension.
 - Achievers Early College Prep Charter School shall make decisions regarding the appropriate educational program and support services for the suspended scholar, at a minimum, based on the following criteria:
 - A behavioral assessment or evaluation including, but not limited to, a referral to the child study team, as appropriate;
 - The results of any relevant testing, assessments or evaluations of the scholar;
 - The scholar's academic, health and behavioral records;
 - The recommendation of the Co Director or other relevant school or community resource;
 - Considerations of parental input; or
 - Consultation with the Intervention and Referral Services team, as appropriate.
 - Educational services provided to a scholar with a disability shall be provided consistent with the scholar's Individualized Education Program, in accordance with N.J.A.C. 6A:14;
- A formal hearing before the Board of Trustees, which, at a minimum, shall:
 - Be conducted by the Board of Trustees or delegated by the Board to a Board committee, the Co-Director or an impartial hearing officer for the purpose of determining facts or making recommendations. The Board of Trustees as a whole shall receive and consider either a transcript or detailed report on such hearing before taking final action;
 - Include the opportunity for the scholar to confront and cross-examine witnesses, when there is a question of fact; and present his or her own defense and produce oral testimony or written supporting affidavits.
 - Take place no later than 30 calendar days following the day the scholar is suspended from the general education program;
 - Not be subject to the provisions of the "Open Public Meetings Act"; and
 - Result in a decision by the Board of Trustees, which at a minimum, shall be based on the preponderance of competent and credible evidence;
- A written statement to the scholar's parents of the Board of Trustees' decision within five school days after the close of the hearing that includes, at a minimum:
 - The charges considered;
 - A summary of the documentary or testimonial evidence from both the scholar and the administration that was brought before the Board of Trustees at the hearing;
 - Factual findings relative to each charge and the Board of Trustees' determination of each charge;
 - Identification of the educational services to be provided to the scholar, above;
 - The terms and conditions of the suspension; and
 - The right to appeal the Board of Trustees' decision regarding the scholar's general education program to the Commissioner of Education;
- Immediate return to the general education program if at any time it is found that the scholar did not commit the offense;
- For a scholar with a disability found not to have committed the offense, the scholar's program shall be determined in accordance with the provisions of N.J.A.C. 6A:14; and
- At the completion of a long-term suspension, the Board of Trustees shall return the scholar to the general education program.

Any appeal of the Board of Trustees' decision regarding the scholar's program shall be made to the Commissioner of Education.

Suspension of general education scholars shall not be continued beyond the Board of Trustees' second regular meeting following the suspension, unless the Board of Trustees so determines. The Board of Trustees shall determine whether to continue the suspension based on the following criteria:

- The nature and severity of the offense;
- The Board of Trustees removal decision;
- The results of any relevant testing, assessments or evaluations of the scholar; and
- The recommendation of a Co-Director chief school administrator, principal or director of the alternative education program or home or other out-of-school instruction program in which the scholar has been placed.

When the Board of Trustees votes to continue the suspension of a scholar, the Board, in consultation with the Co-Director(s), shall review the case at each subsequent Board of Trustees meeting for the purpose of determining:

- The status of the scholar's suspension;
- The appropriateness of the current educational program for the suspended scholar; and
- Whether the suspended scholar's current placement should continue or whether the scholar should return to the general education program.

When the Board of Trustees votes to continue the suspension of a general education scholar, the Board of Trustees, in consultation with the Co-Director(s), shall make the final determination on:

- When the scholar is prepared to return to the general education program;
- Whether the scholar shall remain in an alternative education program or receive home or other in-school or out-of-school instruction, based on the criteria set forth in (c)1i through iv above; or
- Whether to initiate expulsion proceedings in accordance with N.J.S.A. 18A:37-2 and N.J.A.C. 6A:16-7.5.

The Board of Trustees shall provide a general education scholar suspended under this section with an appropriate educational program or appropriate educational services, based on the criteria set forth under (a)9ii above, until the scholar graduates from high school or reaches the age of 20, whichever comes first.

- The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and N.J.A.C. 6A:14-2 and 4.3, whichever is applicable; or
- The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for scholars of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.
- For a scholar with a disability who receives a long-term suspension, the Board of Trustees shall proceed in accordance with N.J.A.C. 6A:14 in determining or changing the scholar's educational placement to an interim or alternative educational setting.
- All procedural protections set forth in N.J.A.C. 6A:14 and this section shall be afforded to each scholar with a disability who is subjected to a long-term suspension.
- All decisions concerning the scholar's educational program or placement shall be made by the scholar's Individualized Education Program team.

Mandated Scholar Removals from General Education

By law, Achievers Early College Prep is required to immediately remove scholars from the school for certain offenses.

Possession of a Firearm - The Co-Director(s) shall immediately remove any scholar, other than a scholar with a disability, from the school's general education program for a period of not less than one calendar year if the scholar: is convicted or adjudicated delinquent for possession of a firearm on any school grounds, including on a school bus or at a school-sponsored function;

- is convicted or adjudicated delinquent for committing a crime while in possession of a firearm on school grounds, including on a school bus or at a school-sponsored function; and
- is found knowingly in possession of a firearm on any school grounds, including on a school bus or at a school-sponsored function. Firearms are defined in N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921.

The Co-Director(s) shall remove scholars with disabilities for offenses involving firearms in accordance with the provisions of N.J.A.C. 6A:14 and the applicable Federal regulations incorporated therein.

Assaults with Weapons Offenses – The Co-Director(s) shall immediately remove any scholar, other than a scholar with a disability, from the school's general education program for a period of not exceeding one calendar year, if the scholar commits an assault with a weapon upon a teacher, administrator, board member, other employee of the school or another scholar on any school grounds, including on a school bus or at a school-sponsored function, according to the requirements of N.J.S.A. 18A:37-2.2 through 2.5. Assault is defined under N.J.S.A. 2C:12-1(a)1 and weapons include, but is not limited to, those items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921.

The Co-Director(s) shall remove scholars with disabilities for assaults with weapons offenses in accordance with the provisions of N.J.A.C. 6A:14 and the applicable Federal regulations incorporated therein.

Assaults on Staff Members – The Co-Director(s) shall immediately remove any scholar, other than a scholar with a disability, from the school's general education program if the scholar commits an assault not involving the use of a weapon or firearm, upon a teacher, administrator, board member or other employee of the school acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim's relationship to AchieversECP. Assault is defined under N.J.S.A. 2C:12-1(a)1.

The Co-Director(s) shall remove scholars with disabilities for assaults on staff members in accordance with N.J.A.C. 6A:14.

Expulsions

Expulsion means the discontinuance of educational services or the discontinuance of payment of educational services for a scholar.

In accordance with N.J.S. 18A:37-2, scholars may be expelled from the charter school for any of the following reasons: (note: though the law refers to expulsion from New Jersey schools in general, for the purposes of this document, expulsion shall here refer merely to the expulsion of a scholar from this charter school).

- Continued and willful disobedience;
- Open defiance of the authority of any teacher or person, having authority over him/her;
- Conduct of such character as to constitute a continuing danger to the physical well-being of other pupils;
- Physical assault upon another pupil;
- Taking, or attempting to take, personal property or money from another pupil, or from his or her presence, by means of force or fear;
- Willfully causing, or attempting to cause, substantial damage to school property;
- Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by The Co-Director(s) or other person then in charge of such building or facility;
- Incitement which is intended to and does result in unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district;
- Incitement which is intended to and does result in truancy by other pupils; and
- Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises.

AECP may expel, that is discontinue the educational services or discontinue payment of educational services for, a general education scholar from school after the Board of Trustees has provided the following:

- The procedural due process rights set forth at N.J.A.C. 6A:16-7.3 and 7.4, subsequent to a long-term suspension, pursuant to N.J.A.C. 6A:16-7.3; and
- An appropriate educational program or appropriate educational services, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f).

- o The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and 6A:14; whichever are applicable; or
- o The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for scholars of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.

Any appeal of the AchieversECP Board of Trustees' decision regarding the cessation of the scholar's general education program shall be made to the Commissioner of Education.

- The AchieversECP Board of Trustees shall continue to provide an appropriate educational program or appropriate educational services, in accordance with N.J.A.C. 6A:16-7.5(a)2, until a final determination has been made on the appeal of the district board of education's action to expel a scholar.
- An expulsion of a scholar with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14.

Students with Disabilities or Section 504 Services

Students who have been identified as eligible for special education services and/or Section 504 services have additional protections within the student discipline process.

AECP will uphold the specified disciplinary policies and procedures outlined in the Individualized Educational Plan (IEP) of a scholar with a disability. Otherwise, scholars with Disabilities of 504s will be held to the Code of Conduct and Discipline Systems outlined in this document.

Other Systems of Discipline

Restoration

If a scholar commits any of the above-mentioned infractions repeatedly, that scholar may be required to participate in a Weekend Detention also known as Restoration. The purpose of Restoration is to provide a positive, worthwhile, educational experience and a meaningful misbehavior deterrent for students who have violated expectations and school rules. Restoration can be used as a disciplinary action option in lieu of in-school or out-of-school suspension. This option keeps scholars from losing instructional time and keeps them in school.

Public Apologies

Achievers Early College Prep believes in the idea of community—that we are all responsible for our actions and how they impact others. Therefore, it may be required that scholars publicly apologize if they have committed an infraction of the Code of Conduct. In a proper apology, a scholar must articulate what he or she did wrong, demonstrate an understanding of how he or she broke one of the core values that he or she had pledged to live by, and show how he or she will act differently in the future. This public apology will also be accompanied by a written reflection of the same content. The Co-Director(s) or his or her Designee will work with the scholar on the public apology and/or reflection.

HIB Policy

Achievers Early College Prep prohibits acts of harassment, intimidation, and bullying (HIB) of a student. AECP has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, and bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior; treating others with civility and respect; and refusing to tolerate harassment, intimidation, and bullying.

Definition of Harassment, Intimidation, & Bullying (in accordance with NJ state law) Achievers Early College Prep establishes that "harassment, intimidation, and bullying" means any gesture; any written, verbal, or physical act; or any electronic communication (i.e., a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager), whether it be a single incident or a series of incidents, that is:

- reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability; or
- by any other distinguishing characteristic; and that
- takes place on school property, at any school-sponsored function, on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that a reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or
- have the effect of insulting or demeaning any student or group of students; or
- create a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

HIB Staff

School Anti-Bullying Specialist: Achievers shall appoint a School Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another similarly trained individual is currently employed in the school, AECF shall appoint that individual to be the School Anti-Bullying Specialist. If no individual meeting these criteria is currently employed in the school, the School Leader shall appoint a School Anti-Bullying Specialist from currently employed school personnel. The School Anti-Bullying Specialist shall: a. chair the school safety team; b. lead the investigation of incidents of harassment, intimidation, and bullying in the school; and c. act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Team: AECF shall form a School Safety Team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going systemic process and practices in the school and to address school climate issues such as harassment, intimidation, and bullying. The School Safety Team shall meet at least two (2) times per school year. The School Safety Team shall be appointed by the School Leader and consist of the School Leader or their designee who, if possible, shall be a senior administrator, a teacher in the school, the School Anti-Bullying Specialist, a parent of a student in the school, and other members to be determined by the School Leader. The School Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- receive any complaints of harassment, intimidation, and bullying of students that have been reported to the School Leader;
- receive copies of any report prepared after an investigation of an incident of harassment, intimidation, and bullying;
- identify and address patterns of harassment, intimidation, and bullying of students in the school;
- review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, and bullying of students;
- educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, and bullying of students;
- participate in state-required training and other trainings which the School Leader or the School Anti-Bullying Coordinator may request; and
- execute such other duties related to harassment, intimidation, and bullying as requested by the School Leader or School Anti-Bullying Coordinator.

No parent/guardian who is a member of the School Safety Team shall:

- receive complaints of harassment, intimidation, and bullying of students that have been reported to the School Leader; receive copies of reports prepared after an investigation of a harassment, intimidation, and bullying incident;
- identify and address patterns of harassment, intimidation, and bullying of students; or
- participate in any other activities of the team which may compromise the confidentiality of a student.

Consequences and Appropriate Remedial Action

AECF requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, and bullying, consistent with the AECF Disciplinary Code of Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, and bullying. Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses, consider the developmental ages of the student offenders, and consider students' histories of inappropriate behaviors, as per the AECF Disciplinary Code of Conduct and NJ state law.

Procedure for Reporting an Act of Harassment, Intimidation, & Bullying

AECF requires the School Leaders to be responsible for receiving all complaints alleging violations of this policy. All Board of Trustee members, school employees, volunteers, and contracted service providers who have contact with students are required to verbally report alleged violations of this policy to the School Leader or the School Leader's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All members, school employees, volunteers, and contracted service providers who have contact with students also shall submit a report in writing to the School Leader within two (2) school days of the verbal report. The School Leader is required to inform the parents of all students involved in alleged incidents and, as appropriate, may discuss the availability of counseling and other intervention services.

The written report shall be on a numbered form developed by the Department of Education. A copy of the form shall be submitted promptly by the principal to the Executive Director. The form shall be completed even if a preliminary determination is made under the school district's policy that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to section 2 of P.L.2002, c.83 (C.18A:37-14), and shall be kept on file at the school but shall not be included in any student record, unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or federal law. A redacted copy of the form that removes all student identification information shall be confidentially shared with the board of education after the conclusion of the investigation, if a hearing is requested by a parent or guardian pursuant to subparagraph (d) of paragraph (6) of this subsection. The school district shall provide a means for a parent or guardian to complete an online numbered form developed by the Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

Students, parents, and visitors are encouraged to report alleged violations of this policy to the School Leader on the same day when the individual witnessed or received reliable information regarding any such incident. Students, parents, and visitors may report an act of harassment, intimidation, and bullying anonymously. Formal action for violations of AECF Disciplinary Code of Conduct may not be taken solely on the basis of an anonymous report.

A member of the Board of Trustees or a school employee who promptly reports an incident of harassment, intimidation, and bullying, and who makes this report in compliance with the procedures in AECF's policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

A member of the Board of Trustees or school employee who receives a report of harassment, intimidation, and bullying from a school employee and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, and bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, and bullying, may be subject to disciplinary action.

Procedure for Prompt Investigation of Reports of Violations and Complaints

AECF requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, and bullying. All reported incidents of harassment, intimidation, and bullying shall be documented in writing and shall include, but not be limited to, the following information:

- the taking of statements from victims, witnesses, and the accused;
- the careful examination of the facts;
- the support for the victim; and
- a determination if the alleged act constitutes a violation of this policy.

The investigation shall be initiated by the School Leader or the School Leader's designee within one (1) school day of the report of an incident and shall be conducted by the School Anti-Bullying Specialist. The School Leader may appoint additional personnel who are not School Anti-Bullying Specialists to assist in the investigation.

The investigation shall be completed as soon as possible but not later than ten (10) school days from the date of the written report of the incident of harassment, intimidation, and bullying. In the event that there is information related to the investigation that is anticipated but not yet received by the end of the ten-day period, the School Anti-Bullying Specialist may amend the original report to reflect the additional information. The results of the investigation shall be reported to the School Leader within two (2) school days of the completion of the investigation and in accordance with law and Board policy. The School Leader may initiate intervention services; establish training programs to reduce harassment, intimidation, and bullying and enhance school climate; impose discipline; order counseling as a result of the findings of the investigation; or take or recommend other appropriate action.

The results of each investigation shall be reported to the Board of Trustees no later than the date of the next board meeting following the completion of the investigation and include:

- any services provided,
- training established,
- discipline imposed, or
- other action taken or recommended by the School Leader.

The School Leader or their designee shall ensure that parents/guardians of the students who are parties to the investigation receive information about the investigation. This information shall be provided in writing within five (5) school days after the results of the investigation are reported to the Board and include:

- the nature of the investigation;
- whether the school found evidence of harassment, intimidation, and bullying; or
- whether discipline was imposed or services provided to address the incident of harassment, intimidation, and bullying.

Appeal Process

Parents/guardians may request a hearing before the Board or the Board's designees after receiving the information from the School Leader regarding the investigation. The hearing shall be held within ten (10) days of the request. The Board or the Board's designees shall meet in an executive session to protect the confidentiality of the students. At the hearing, the School Anti-Bullying Specialist may provide details regarding the incident, recommendations for discipline or services, and a description of any programs instituted to reduce such incidents. At the next Board of Trustees meeting, following its receipt of the report (regardless of whether a parent/guardian requests a hearing), the Board shall issue a decision, in writing, to affirm, reject, or modify the School Leader's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the ninety (90) days after the issuance of the Board's decision. A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, and bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Substance Abuse Policy

Drug and alcohol abuse prevents students from achieving their potential. For the welfare of our student body, the law requires that, if a staff member suspects a student of being under the influence of alcohol or other drugs, they must immediately report such suspicion to the School Leader and the school nurse (or medical inspector). If a student is suspected of being under the influence of alcohol or other drugs, they must receive an immediate examination by either a physician of their parents' or guardians' choice or be taken to the emergency room, at the parents' or guardians' expense, to undergo an alcohol and/or drug examination. AECP will automatically take the student to the emergency

room, unless parents/guardians request that the examination be conducted by a physician of the parents'/guardians' choice.

According to New Jersey state law, the physician who conducted the examination shall furnish a report within twentyfour (24) hours that includes the following data to Achievers Early College Prep:

- the physician's examination form documenting whether the student was in fact under the influence of alcohol or drugs; the physician's verification as to whether the student's ability to perform in school is impaired by their use of alcohol or drugs; and
- a signed Release of Information for laboratory results and the physician's exam

If there is a positive report from the physician, the student will not be permitted to return to school until the physician determines that their drug use no longer interferes with their ability to perform in school. If the report is not furnished within twenty-four (24) hours, the student will be allowed to return to school pending any receipt of a positive drug or alcohol report. Failure to comply with the above steps shall be deemed a violation of the Compulsory Education and/or Child Neglect Laws. A student's refusal to submit to the aforementioned examination will result in AECP imposing disciplinary actions against the student, in accordance with Achievers Disciplinary Code of Conduct.

While a student is at home because of a medical examination or a disciplinary action or after their return to school, AECP is required to perform an assessment of the student's drug and/or alcohol use to ascertain whether they need additional treatment. If necessary, AECP will refer the student to alcohol and/or drug abuse treatment. AECP may require a student to obtain an additional assessment by a certified and licensed professional. If such an additional assessment is required, AECP will provide the parent/guardian with notice. Please note that neither the results of the assessments discussed in this paragraph nor the recommendations made by either AECP or the certified and licensed professional will prohibit the student from being readmitted to school. All of the information, records, and data related to the student's possible alcohol and drug use will be kept confidential; such information will not be included in the student's official transcript.

Locker Use Policy

Lockers are provided for the use of students but remain the property of the school. Students may not use a locker to store a substance or object which is prohibited or which constitutes a threat to the health, safety, or welfare of the occupants of the school building or the building itself. Students are required to:

- keep their lockers locked at all times;
- not share lockers, switch lockers, or use any locker other than the one assigned to them; and
- notify the administration when a lock is lost or a locker is malfunctioning.

Search Policy

AECP holds the right to search any and all lockers, bags, and clothing. When school authorities have a reasonable suspicion that the locker or bag contains/possesses evidence of a violation of the law or school rules, lockers and bags may be searched without prior warning or without the request of a student's presence. Parents/guardians and students should be aware of the following.

- The school maintains a record of every locker number and every lock combination.
- The school assumes no responsibility for loss of student's personal property.
- Random "locker sweeps" and bag searches are conducted periodically throughout the year.
- Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding. At least two (2) staff members will be present when searching a student's locker, bag, or person.
- Person searches will be limited to shoes, outerwear, pockets, and pat-downs, unless performed by the police. Some campuses may require all students, staff, and visitors to enter through a weapons detection system or metal detector and pass all personal belongings and bags through a scanner.

Student Technology Policies

Technology and Business Equipment

All AECF technology devices and business equipment ("AECF Equipment") must be used in a manner that protects the information and data on the equipment and the equipment itself. AECF students are fully responsible for the issued AECF Equipment when taken off campus. Students are responsible for taking appropriate precautions to prevent loss, theft, or damage to AECF Equipment. In the event that it is stolen, damaged, or misplaced, students are responsible for reporting the loss to their school immediately. In the event of damage to AECF Equipment, students are responsible for all or part of the repair or replacement cost and may be subject to discipline in the event of negligence. AECF will retain ownership of all AECF Equipment, including but not limited to computers, phones, and tablets. All technology and equipment must be returned to AECF at the end of the class or project for which the technology was issued.

Limited Rights of Use

Use of AECF Equipment is a privilege, not a right. When necessary to protect and ensure the operability, integrity, security, and reliability of AECF's resources, students may be denied access to AECF's technology or network. Materials created by students using AECF's technology are the property of AECF, and AECF retains the right to review, edit, and/or delete any material created by students.

Security

AECF technology used by students may contain tracking and monitoring software that may provide AECF with information concerning the student's use of the technology including Internet activity, documents and files, and emails or other communications. AECF retains the right to enable the location tracking and image taking function at any time, including if the technology equipment is lost, stolen, or not returned. AECF will provide content filtering to help protect students from inappropriate content at all times while using AECF Equipment. AECF uses third party services to filter or block inappropriate content. As a result, AECF is not responsible for any inappropriate content that may inadvertently or mistakenly pass through the third party content filter.

No Expectation of Privacy

Any issued AECF Equipment is not for personal use. Students have no expectation of confidentiality or privacy with respect to any communication or access made through AECF technology, regardless of whether that use is for school-related or personal purposes, other than as specifically provided by law. AECF may, without prior notice or consent, log, supervise, access, view, monitor, and record use or access of AECF technology (including reviewing files, e-mails, voicemail messages, and other materials) at any time. By using or accessing AECF's technology, students agree to such access, monitoring, and/or recording of their use. Monitoring will be limited to student use of AECF technology and the technology itself. At no point will students be viewed or recorded using the technology via remote video or image capture. Any monitoring or tracking of student activity will comply with the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student education records and ensures that student information is handled with the highest level of confidentiality.

Cyber Bullying

Cyber bullying including, but not limited to, harassing, denigrating, impersonating, outing, tricking, excluding, and cyber stalking will not be tolerated. Users should not be mean or send emails or post comments with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student a hostile school environment. All use of technology and AECF Equipment must be confirmed with prohibitions against harassment, intimidation and bullying.

Engaging in these behaviors or in any online activities intended to harm (physically or emotionally) another person, will result in disciplinary action in accordance with the Achievers Early College Prep Code of Conduct, Harassment, Intimidation Harassment policy and immediate loss of privileges. In some cases, cyber bullying can be a crime. Users should remember that online activities may be monitored.

Our Pledges

AECP Pledge

- Do Whatever It Takes to support each student's achievement.
- High Expectations for every student. Expect the best of each student because we believe they can succeed.
- Be A Community that is Safe, Orderly, and Positive – an environment that promotes student success.
- Provide High Support for all students, especially those who are falling behind or struggling emotionally.
- Communicate frequently with parents/guardians about their child's successes and struggles.
- Partner with Parents/Guardians to ensure that every student succeeds and reaches their highest potential.

Scholar Pledge

- I will attend school every day on time and be prepared.
- I will do whatever it takes to be successful.
- I will work hard and remain focused on my academic achievement.
- I will complete all my homework nightly.
- I will ask for help when I need support, don't understand, or feel I am falling behind.
- I will attend academic support during and after school hours when I am requested to do so
- I will abide by the AECP Disciplinary Code of Conduct.
- I will be an active member of the school community and support my peers.
- I will follow our school community's rules outlined in the Family-Scholar Handbook.
- I will celebrate success.
- I will accept the consequences of my actions

Family Pledge

- I will do whatever it takes to ensure my child's success.
- I will communicate regularly with my child's teachers and attend parent-teacher conferences.
- I will notify AECP when my address, telephone, or email information changes.
- I will ensure that my child attends school every day on time and prepared to learn. I will hold my child to the highest expectations because I know that they can succeed at the highest levels.
- I will ensure that my child completes their schoolwork and homework nightly.
- I will support and encourage my student to seek out and attend academic support programming during and after school hours. I recognize that I am an important member of the AECP school community and will participate in and support the community as we collectively work to support our children's success.
- I will support the school community's rules outlined in the Family - Sc Handbook.
- When my child struggles, I will work in partnership with the school to reinforce the community's rules and Code and support my child's personal growth and development.
- I will celebrate our children's success.

American Red Cross of Central NJ	609-951-8550
Anchor House (Runaway Youth)	609-396-8329
Mercer County Board of Social Services	609-989-4664
Catholic Charities-Trenton Diocese	609-394-8847
Child Abuse Reporting (DYFS)	800-392-2721
Crisis Ministry of Princeton and Trenton	609-921-2135
First Call for Help-Mercer	609-896-4108
HomeFront (Homeless Families)	609-989-9417
Homeless Hotline (Bd. Of Social Services)	609-278-1481
Interfaith Hospitality Network (Homeless Families)	609-278-1481
Martin House	609-989-1040
Mt. Carmel Guild of Trenton	609-394-3402
NJ Domestic Violence Hotline	800-572-7233
NJ Poison Control	800-764-7551
Rape & Sexual Assault Program (Womanspace)	609-394-9000
Rescue Mission	609-695-1436
Salvation Army	609-599-9373
United Progress, Inc	609-392-2161

Resources for Children and Families

Emergency Services

General Emergency

911

Child Care Resources

Child Care Center Licensing

609-292-1021

Child Care Connection (Resource and Referral)	609-989-7770
Child Care Technical Assistance Warmline	800-713-9005
Catholic Charities (Resource and Referral)	732-324-4357

Early Intervention

Mercer County Special Health Services	609-730-4152
Project Child	609-588-8509
Project Child Find	800-322-8174
Statewide Parent Advocacy Network (SPAN)	800-654-7726
Step Ahead Developmental Day Care	609-278-0154
Family Guidance Access Center	800-813-0555
Greater Trenton Behavioral Health Care	609-396-6788
Jewish Family & Children's Services	609-987-8100
Planned Parenthood of Mercer County	609-599-4881
Trinity Counseling Services	609-924-0080
Womanspace (Rape/Domestic Violence)	609-394-9000
Youth Emergency Services @ CHS-Fuld	609-396-6722

Food Pantries

Crisis Ministries	609-396-9355
Hamilton Neighborhood Center (John O. Wilson)	609-393-6460
Community Action Service Center	609-443-4464
HomeFront	609-989-9417
Mercer Street Friends	609-396-1506
Mount Carmel Guild	609-392-3402
Salvation Army	609-599-9373
Trenton Area Soup Kitchen	609-695-5456
United Progress, Inc	609-392-2161

Health Hotlines

AIDS Hotline	800-621-2377
BIBS (Black Infants Better Survival)	888-414-2427
Child Abuse Hotline	800-792-8610
CH Systems (Youth emergency services)	609-396-6722
Domestic Violence – Womanspace	609-394-9000
Domestic Violence Hotline	800-572-7233
Drug & Alcohol (Assessment, evaluation, referrals)	609-396-5874
Lead Screening Information (Extension 152)	609-989-3636
Parents Anonymous	609-243-9779
Trenton Health Department	609-989-3636

Health Insurance

NJ Family Care	800-701-0710
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Educational Information Services

Association for Retarded Citizens-Mercer	609-406-0181
American Lung Association (Mid-NJ)	609-918-0313
Child Care Connection	609-989-7770
Latinas Unidas (YWCA of Trenton)	609-396-3040
Mercer County Office of the Disabled	609-989-6468
Mercer County Medical Society (Referrals)	609-882-1048
MECHA (Latino Family Services)	609-392-2446
Middlesex County Office for the Disabled	732-745-4013
NJ Center for Outreach for the Autism Community	609-883-8100
Parents Anonymous	609-243-9779
United Way of Greater Mercer County	609-896-1912

Family Support

Big Brothers/Big Sisters of Mercer County	609-656-1000
Catastrophic Illness in Children Relief Fund	800-335-3863
Catholic Charities (Mercer County)	609-394-9393
Children & Adults with Attention Deficit Disorder	732-390-5404
Children's Home Society (Foster care, adoption)	609-895-6274
East Ward Family Resource Center	609-599-5764
North Ward Family Resource Center	609-393-2980
Parents Anonymous	800-843-5437
South Ward Family Resource Center	609-394-2056
Sunshine Foundation (Chronically ill children)	609-538-1994
Union Industrial Home	609-695-1492
West Ward Family Resource Center	609-989-1395

Hospitals

Capital Health System at Fuld	609-394-6000
Capital Health System at Mercer	609-394-4000
Deborah Heart and Lung Center	800-555-1990
Robert Wood Johnson Univ. Hospital – Hamilton	609-586-7900
Robert Wood Johnson Hospital – New Brunswick	732-828-3000
The Medical Center at Princeton	609-497-4000
St. Francis Medical Center	609-599-5000
St. Mary Hospital – Bucks County, PA	215-750-2000
St. Peter's Medical Center – New Brunswick	732-745-8600
Somerset Medical Center – Somerville	908-685-2200

HIV Counseling & Testing

Henry J. Austin Community Health Center	609-278-5900
Hyacinth AIDS Foundation (Case Management)	609-396-8322
Mercer County HIV Consortium	609-278-9555
Mercer Early Intervention Services (HIV)	609-538-0025
NJ AIDS Hotline	800-624-2377
Planned Parenthood-Mercer County	609-599-4411

Immunization

Henry J Austin Community Health Center	609-278-5900
NJ Department of Health Immunization Line	800-328-3838
Trenton Department of Health	609-396-5874

Information & Referrals Hotline

CONTACT of Mercer	609-896-2120
First Call for Help-Mercer County	609-896-4108

Legal Assistance

Legal Aid Society of Mercer County	609-695-6249
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WIC Nutrition Program

Mercer County (City of Trenton Health Dept.)	609-989-3636
Statewide(Family Health Line)	800-328-3838