

FOLSOM ELEMENARY SCHOOL

Home of the Falcons

VISION STATEMENT

Engaging hearts and minds today for successful tomorrows

MISSION STATEMENT

Our mission is to create a learning environment that honors family values and serves the unique academic, physical, social, and emotional needs of all students in a safe and caring environment.

We strive to foster our students' creativity and self-determination to develop a lifelong love of learning. We encourage students to approach learning as problem-solvers, designers, and creators by providing access to the technologies, tools, and resources needed to achieve their goals.

Folsom staff members are committed to working with parents and community partners to enable students to understand the world around them and the talents within them so they can become fulfilled individuals and active, compassionate citizens.



Welcome to Folsom Elementary School. All students attending Folsom Elementary School are given the expectations and regulations as presented and explained in this handbook. This handbook is designed to provide students with information regarding regulations and procedures followed by the school district. Students, you are responsible for the information found in this student handbook.

It is our hope that you will be proud of Folsom and that your experience here will be pleasant and rewarding.

ARRIVAL & DISMISSAL

Each school day begins at 8:30 a.m. with daily attendance, morning announcements via FTN and breakfast for any student who purchases or is eligible for the F/R meals program.

Bus dismissal begins at 3:09 p.m. Students who are picked-up are dismissed at 3:15 p.m.

For the safety of our students, no student is allowed to walk to or from Folsom School. Bus drivers will return children in grades PK-4 to the school if a parent, guardian, or older sibling is not present at the bus stop in the afternoon (Board Policy 3541.25).

ATTENDANCE

The Folsom Board of Education recognizes the educational significance of the student's attendance in class and as mandated by NJAC 6:8-4, 2(d) legislates an attendance policy which requires student attendance on the days and during the hours in which the school is in session.

Students are required to complete all work assigned during any absence. Arrangements to make up the work must be initiated by the student or parent/guardian.

ATTENDANCE AND EXTRA-CURRICULAR PARTICIPATION

When a student is absent from school for any reason, he/she is excluded from school property and is not able to attend any school activities, including practices and athletic events on the day the student is absent. Students will be denied participation in co-curricular activities if their attendance falls beyond the allotted 10 days of unexcused absences. Participation in extra-curricular activities will be decided at the discretion of the building principal for extenuating circumstances.

TRIMESTER DATES

Semester 1 – September 3rd – December 3rd

Semester 2 – December 7th – March 12th

Semester 3 – March 15th – June 8th

GRADING

Students in grades 3 through 8 earn the following values to indicate academic progress towards achieving the subject standards on end of trimester report cards:

E = 100-95

P = 84-70

M = 94-85

N = 69-61

SCHOOL CLUBS, ORGANIZATIONS, ACTIVITIES

Students at the middle school level have the opportunity to participate in various extra-curricular activities, all of which are noted below. All activities require that a student be in good academic standing meaning a grade of 75 or better in all subjects preceding the activity, not absent ten (10) or more unexcused days, and maintain a good discipline record.

American Sign Language	Cross Country	Softball
Art	Drama	Student Council
Band	Falcon	Talent Show
Basketball	Falcon Television Network	Technology
Cheerleading	Homework Hangout	Volleyball
Chorus	Safety Patrol	Yearbook

COUNSELING

The counseling department provides assistance to the students in the following areas, but not limited to: academic, personal, social, emotional, and group counseling.

LOCKERS

A locker with a combination lock is assigned to middle school students at the beginning of the year. To safeguard property, the student should only use his/her assigned locker. He/she should keep the locker properly locked at all times. Lockers may be inspected at any time when reasonable grounds for an inspection exist (BOE Policy 5114.6).

MEDICATION

Any student who requires medication during school hours must:

1. Have medicine delivered to the school nurse in its original, labeled container accompanied by a doctor's note.
2. A note with parental signature permitting the school nurse to administer the medication.
3. The medical consent form shall be completed by the physician and parent/guardian.

INTERNET ACCEPTABLE USE POLICY

The Folsom Board of Education has adopted a policy on the use of the Internet. The purpose of the system is to assist in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of resources and information. Folsom School maintains technology protection levels with respect to computers and Internet access that block content considered obscene, or harmful to minors. Internet use will occur under the direct supervision of a staff member.

As outlined in Board policy 6142.10 on student rights and responsibilities, the following are not permitted:

- Sending or displaying offensive messages or pictures
- Harassing, insulting, or attacking others
- Violating copyright laws
- Using another student's account
- Intentionally wasting limited resources
- Using obscene language
- Damaging computers, computer systems, or computer network
- Trespassing in other's folders, work, or files

Violations may result in loss of access as well as other disciplinary or legal action. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.

STUDENT DRESS CODE

Appropriate attire supports a positive learning environment. We encourage all Folsom students to take pride in themselves and in their school by adhering to the following dress code:

1. All school attire shall be neat, clean and reflect an appearance of modesty.
2. Attire shall not be so tight fitting, sheer, brief, low cut or revealing above or below the waist as to be embarrassing or indecent.

3. No spaghetti straps, midriffs, off the shoulder, or halter tops are permitted. T-shirts and articles of clothing intended to be worn as under garments are not permissible for outerwear.
4. Garments with words or graphics that are suggestively obscene or offensive are strictly prohibited.
5. No clothing which is overly soiled, worn, or damaged will be permitted. This rule will apply to all attire.
6. Outdoor jackets, hoods, hats, or sunglasses are not to be worn in school.
7. Skirts and shorts must be mid-thigh length.
8. Suitable shoes or sneakers are to be worn at all times during school hours and activities. All shoes must have a backing; no flip-flops.
9. Any student attending school functions (field trips, dances, or other activities during or after school hours) must be dressed in accordance with the school dress code, unless otherwise designated.

All interpretations and decisions on the dress code are the final decision of the administration. Any student dressed in violation of this code will be required to dress suitably before being permitted to return to class. Parents or guardians will be contacted to bring appropriate clothing to school, or the school nurse will provide temporary suitable attire.

Appropriate Attire for PE/Sports

On days in which students participate in PE or sports activities, students in grades K through 5 should wear sneakers and come in appropriate play or athletic wear. All 6th – 8th grade students are required to change into gym uniform and athletic shoes or sneakers.

BUS TRANSPORTATION

Students may only ride the bus to which they are assigned. Students are not permitted to ride another student's bus. Students are expected to exhibit appropriate bus behavior. A student who receives a bus write-up will be referred to the principal for further disciplinary action. Consequences issued will be in line with the school discipline code. Continuous offenses may result in bus exclusion.

A. Rules & Regulations for Bus Students

- Seatbelts shall be worn at all times.
- Students are to keep the bus clean.
- Students are to keep head, hands, and feet inside the bus.
- Students should not eat food, candy or chew gum on the bus.
- There is to be no standing or walking while the bus is in motion.
- Students must get on and off the bus at the assigned stop only and cross the street in front of the bus.

The Folsom School District Discipline Guide allows for the following: school administration reserves the right to assign alternate consequences, and is the final authority on infraction interpretation; and as needed infractions may carry the possibility of parent conference, police contact, and/or Board action where necessary. Student discipline and code of conduct in the district will be applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical or sensory disability or by any other distinguishing characteristics pursuant to N.J.S.A. 10:5. Before dispensing disciplinary measures, administration will take into account, at least, the severity of offenses, age and developmental level of the student offender, and student history of inappropriate behavior in accordance with N.J.A.C. 6A:16-7.2.

DISCIPLINARY OFFENSE	CONSEQUENCES
Type One Offenses	For Type One offenses, school officials shall refer to Level A of the Discipline Ladder.
Classroom disruptions Lateness to School/Class (5 days, 10 days, 15 days, etc.) Picking on, bothering, or distracting other students Use of profanity or vulgar language Dress Code Violation Disrupting a school activity Minor defiance of authority/disobedience Verbal insults or put downs Use of cell phones or electronic devices at unauthorized times Misuse of Internet (see Internet acceptable use policy) Minor damage or defacement of school property Unauthorized use of school equipment Physical/ verbal aggression with another student (e.g., pushing, shoving) Scholastic dishonesty Other minor school-based misconduct	If similar violations occur during the same school year, the intervention moves to the next level on the ladder (e.g., from Level A to Level B, and so on). The only exception to this is that persistent misconduct resulting in suspensions can lead to the student being declared “habitually disruptive,” for which the student will be recommended for expulsion.
Type Two Offenses	For Type Two offenses, school officials shall refer to Level D of the Discipline Ladder.
Aggressive Physical Contact False activation of a fire alarm Minor harassment, intimidation, or bullying based on race, ethnicity, sexual orientation, gender identity, disability, or religion Severe defiance of authority/disobedience (e.g., demonstrating gross disrespect for school personnel) Trespassing Theft (under \$500) * Other school-based misconduct that disrupts the school environment Possession of tobacco product(s) and/or tobacco use	If similar violations occur during the same school year, the intervention moves to a higher level on the ladder (e.g., from Level D to Level E, and so on). Persistent misconduct resulting in suspensions can lead to the student being declared “habitually disruptive,” for which the student will be recommended for Board of Education hearing. The only Type Two-offenses for which students may be referred to law enforcement are those that are marked with an asterisk.

Recurring Type One offenses (after going through Levels A through C of the Discipline Ladder	
Type Three Offenses	For Type Three offenses, school officials shall refer to Level E of the Discipline Ladder.
Severe harassment, intimidation, or bullying based on race, ethnicity, sexual orientation, gender identity, disability, or religion Being under the influence of drugs or alcohol Possession of drugs or alcohol* Destruction of school property, including graffiti (\$500 and over) * Theft (\$500 and over) * Other school-based misconduct that substantially disrupts the school environment Recurring Type Two offenses	Persistent misconduct resulting in suspensions can lead to the student being declared “habitually disruptive,” for which the student will be recommended for Board of Education hearing. The only Type Three offenses for which students may be referred to law enforcement are those that are marked with an asterisk. For those offenses, incidents are to be resolved without the involvement of law enforcement whenever possible.
Type Four Offenses	For Type Four offenses, school officials shall refer to Level F of the Discipline Ladder.
Serious fighting (including incidents with significant injuries, but which do not rise to the level of the Type Five offense “1st or 2nd degree assault”) Terrorist threats (pending a threat assessment) Possession of an explosive that seriously endangers the welfare or safety of other students or school personnel Unlawful sexual conduct Willfully causing damage to the property of a school employee * Assault, harassment, or false allegation of abuse against a school employee * Other student behaviors that most seriously disrupt the school environment or seriously endanger the welfare or safety of other students or school personnel Recurring Type Three offenses	As required by state law, the two offenses marked with an asterisk must be reported to law enforcement. For all other offenses, if the misconduct has seriously endangered the welfare or safety of other students or school personnel, the student may be recommended for expulsion and can be referred to law enforcement. However, incidents are to be resolved without the involvement of law enforcement whenever possible. If there is a referral to law enforcement or a recommendation of expulsion, the suspension period can be extended if necessary. Persistent misconduct resulting in suspensions can lead to the student being declared “habitually disruptive,” for which the student will be recommended for Board of Education hearing. Note that recurring Type One offenses can eventually proceed to Type Two and Type Three, but shall never result in referral to law enforcement.
Type Five Offenses	The Discipline Ladder does not apply to Type Five Offenses.
Robbery	Students who commit these offenses are to be given a 3-10 day out-of-school suspension and, as required by state law, there will be a recommendation for Board of Education hearing and notification of law enforcement (with the exception of “habitual disruption”).

<p>First or second degree assault Sale of drugs and/or alcohol</p> <p>Carrying, bringing, using, or possessing a knife or dangerous weapon without the authorization of the school or District Habitual disruption</p>	<p>Suspensions can be extended if necessary.</p> <p>Note that "habitual disruption" is not an independent offense, but rather refers to a classification under state law in which persistent misconduct at any level can result in the student being declared "habitually disruptive," for which the student will be recommended for Board of Education hearing.</p>
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Discipline Ladder

Six levels of intervention are defined in the discipline ladder. Disciplinary action should begin and be resolved at the lowest level possible, consistent with the nature of the violation. If similar violations continue, the intervention moves to a higher level on the ladder (e.g., from Level A to Level B). The discipline ladder is used to provide students with support so as to avoid future disciplinary action. At all levels of the disciplinary referral ladder, interventions considered may include any of the types referenced below:

Level A – Teacher/Student

- The student is provided an opportunity to tell his/her version of the incident.
- The teacher counsels with the student.
- One or more interventions are initiated as appropriate (Counselor, Class Dojo, behavior charts, etc).
- If a student needs to cool-off, contact the school counselor, CST, and/or teacher for a student to cool-off for a specific time period. The purpose of the cool-off period is to remove the student from the situation and is to last no longer than 15 minutes. The student is to return to the class following the cool-off period.

Level B – Teacher/Student/Parent

- The student is provided an opportunity to tell his/her version of the incident.
- The teacher notifies the student’s parent/guardian and documents the incident in the RealTime notes section.
- The teacher counsels with the student and, if possible, the parent/guardian.
- One or more interventions are initiated as appropriate.
- Any interventions/strategies will be documented in the RealTime notes section.
- Possible lunch/recess detention

Level C – Teacher/Student/Parent

- If intervention at Level B has not been successful, the teacher will involve a case manager, school counselor, or any other member of the school’s support staff.
- The teacher notifies the student’s parent/guardian and documents the incident in the RealTime notes section.
- The student is provided an opportunity to tell his/her version of the incident.
- The teacher and any member of the support staff who has been involved will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior. If possible, all of the student’s teachers will be included in the conference.
- One or more interventions are initiated as appropriate.
- Any referrals or interventions will be documented.
- After-school detention ranging from 1 hour to 3 hour depending on severity and frequency.
- No after-school activity the day of a detention.

Level D – Administrative Level Referral

- The student is referred to the principal with an office referral form.
- Documentation of the steps taken to intervene and change the student's behavior is provided.

- The student is provided an opportunity to tell his/her version of the incident.
- The principal communicates with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
- If necessary, in-school suspension up to three days may be utilized. School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory).
- Referrals and interventions will be documented.
- Volunteer Service as agreed upon by the parent and principal.
- Possible Detention(s) or In-School Suspension up to 3 days.
- Activity Suspension concurrent with days of ISS or Detentions.
- Ineligible for activities/events (during and/or after-school) for 10 school days.

Level E – Suspension

- The student is referred to the principal with an office referral form.
- Documentation of the steps taken to intervene and change the student's behavior is provided by staff.
- The student is provided an opportunity to tell his/her version of the incident.
- The principal will schedule a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
- If previous interventions have not been successful, the principal may consider the use of an in-school suspension of 1-3 days, or a 1-day out-of-school suspension with an option of an additional 1-day in-school suspension.
- Elementary school students (PK – 5) shall not receive out-of-school suspensions for Type One offenses.
- School officials (administration, teachers, CST, counselors) are to develop a behavior intervention plan for the student.
- Upon return to school after suspension, further steps to encourage positive behavior are to be considered.
- Volunteer Service as agreed upon by the parent and principal.
- Activity Suspension concurrent with days of ISS or OSS.
- Ineligible for activities/events (during and/or after-school) for 20 school days.

Level F – Additional Suspension

- The student is referred to the principal with an office referral form.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The principal conferences with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
- If previous interventions have not been successful, the principal may consider the use of an in-school suspension or out-of-school suspension up to 4 days.
- School officials (admin, teachers, CST, counselors) are to develop a behavior intervention plan for the student.
- Persistent misconduct can result in the student being declared “habitually disruptive,” for which the student will be recommended for long-term suspension or further action.
- Upon return to school after suspension, further steps to encourage positive behavior are to be considered.
- Volunteer Service as agreed upon by the parent and principal.
- Activity Suspension concurrent with days of ISS or OSS.
- Ineligible for activities/events (during and/or after-school) for 40 school days.