



A K – 12 SERVICE LEARNING SCHOOL

Board Minutes

**BOARD OF TRUSTEES MEETING
SEPTEMBER 17, 2018 - 7:00 PM
713 WASHINGTON STREET
HOBOKEN, NJ 07030**

Call to Order

Roll Call

<i>TRUSTEE</i>	<i>PRESENT</i>	<i>ABSENT</i>
Jason Altberger	X	
John Berger	X	
Lauren Calmas	X	
Anthony Felella	X	
Lisa McIntyre	X	
Jose Rivera	X	
Christine Sheedy		X (arrived 7:30pm)
Mark Silberberg	X	

Deirdra Grode, Executive Director

Morton Mark, Business Administrator/Board Secretary

Also in attendance: KB (Jaz) Conlon, Julianne O'Connell, John O'Connell, Sivan Noy, Eytan Noy, Chris Kunkel, Elizabeth Palma, and Joanna Weintraub

Reading of the Open Public Meeting Statement

The New Jersey Open Public Meeting law was enacted to ensure the right of the public to have advance notice and to attend the meetings of public bodies at which any business affecting their interests is discussed and acted upon. This is a public meeting of the Board of Trustees of the Hoboken Charter School. At the public meeting action will be taken on a variety of motions.

In accordance with the requirements of the Sunshine Law, the meeting was announced on August 27, 2018 at City Hall and the City Clerk's Office on Washington Street and by advertisement in the *Hoboken Reporter* and the *Jersey Journal*.

Summary Notes from the Meeting

Much of public comment was devoted to the topic of a weighted lottery that was on the agenda for the Board to conduct a first read. NJ administrative code states that charter schools shall "to the maximum extent practicable, seek the enrollment of a cross section of the community's school age population including racial and academic factors. A charter school may seek approval from the Commissioner to establish a weighted lottery that favors educationally disadvantaged students, including but not limited to, students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, or homeless students, in an effort to better represent a cross section of the community's school-age population." Deirdra Grode shared that the amendment to the charter presented tonight would provide a second entry in the lottery for Hoboken residents whose children were applying for K-8 vacancies at HCS and who could provide evidence for living in poverty according to participation in certain federal programs. Three HCS parents shared individual concerns they had with the



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fairness of a weighted lottery and the impact it could have on fundraising in particular. "HCS is not obligated to keep the policy permanently," a board member added, "and the school would assess its impact and the school's fulfillment of the mandate of the NJDOE." Another board member added that "the right policy might not be a uniform policy for different divisions."

An HCS parent expressed her concern with having to pay for afterschool clubs and shared that she felt the school was being too restrictive in granting need-based scholarships for participation of clubs and should broaden the criteria to include more ways to qualify for scholarships such as participation in NJ FamilyCares.

Chris Kunkel, Testing Coordinator, provided a PARCC standardized testing overview of the 2017-2018 school year. In his presentation, he explained the five levels of scoring and reported on the data by grade level and course. *As a whole, the school scores are up*, he shared. He reviewed not just individual class and course score reports but additionally information on performance of cohorts as they progressed over the years.

Executive Director Deirdra Grode and Upper School Principal Joanna Weintraub shared progress on their strategic planning work. Data collection that occurred via stakeholder meetings and survey completion this past school year had informed four aspirational focus areas of the strategic plan: Mission, Value Proposition, Community and Communication.

Regarding the focus area of Mission, student voice and interests are informing the development of more learner-centered experiences and the creation of more independent studies and student schedules at the upper school as we build upon the school's mission to create global citizens through individual inquiry. The Social Justice Lab has been extended for student participation across grades 9-12. Project Based Learning and Social-Emotional Learning work is foundational to this work; teachers are receiving training and support and these practices are being embedded within the curriculum.

Supporting the work to differentiate our upper school in the competitive high school market, the focus area of Value Proposition, HCS has been focusing on developing a personalized program informed by student voice which uses service learning and learner-centered practices as strategies to deliver an educational experience unlike any other program in the area. At the HCS upper school, students are encouraged to: "Bring your passion. Grow. Make a difference."

Essential to the focus area of Community is the goal of clarifying the K-12 HCS learning experience, further developing a community identity and establishing a sense of home for our students. In an effort to do so, HCS has expanded the Student Ambassador Program and established a role for them within the FoHCS and expanded peer mentor programs to develop relationships and increase visibility via class advisors and buddy projects. Upper school teachers were engaged this summer in a process to develop a Cougar Creed underscoring school core values.

Under the focus area of Communication, HCS has established the goal to refine messaging to amplify the full HCS experience. Work has begun in showcasing K-8 and 9-12 experiences in both weekly communications. The website is now highlighting social justice experiences in coursework across disciplines and grade levels K-12.



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Exemplar programs around the country that are achieving success around these focus areas are being further explored and we look forward to sharing periodic updates to our work.

Reports from members of HCS Administration were given. (See text of reports in the meeting agenda.)

Approve Minutes

Minutes of the previous public Board meetings held August 21, 2018 are available for review and/or correction and approval.

I move that the minutes of the Hoboken Board of Trustees Meeting on August 21, 2018 be approved.

Moved by____Mark Silberberg____ Seconded by____Anthony Felella____

Action taken____ OK _____

<i>TRUSTEE</i>	<i>YES</i>	<i>NO</i>	<i>ABSTAIN</i>	<i>ABSENT</i>
Jason Altberger				
John Berger			X	
Lauren Calmas				
Anthony Felella				
Lisa McIntyre			X	
Jose Rivera			X	
Christine Sheedy				X
Mark Silberberg				

Public comment/questions on agenda items for the meeting

A 15 minute period of time is provided for the public to ask questions on agenda items or make statements to the Board of Trustees. If there are many speakers, the chair will ask for a 3 minute speaking limit per speaker. The Board may extend the public comment portion by motion if necessary.

Presentations:

HCS Standardized Testing Overview of 2017-2018 School Year - Chris Kunkel
Strategic Plan Work – Deirdra Grode and Joanna Weintraub

1. Policy

Motion by: _____ Mark Silberberg _____ Seconded by: _____Anthony Felella_____

First Read

- I. Resolved, that the Board of Trustees conducts a first read of the request to the NJDOE for an amendment to the HCS charter to authorize preference in the lottery for economically disadvantaged Hoboken-resident applicants to the K-8 program.



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Second Read

- II. Resolved, that the Board of Trustees approve the revised HCS Dress Code Policy.
- III. Resolved, that the Board of Trustees approve the revised Electronics and Recreational Equipment Policy 9-12.
- IV. Resolved, that the Board of Trustees approve the Attendance Policy.

Roll Call Vote

TRUSTEE	YES	NO	ABSTAIN	ABSENT
Jason Altberger	X			
John Berger	X			
Lauren Calmas	X			
Anthony Felella	X			
Lisa McIntyre	X			
Jose Rivera	X			
Christine Sheedy	X			
Mark Silberberg	X			

2. Educational Planning

Motion by: _____ Mark Silberberg _____ Seconded by: _____ Anthony Felella _____

- I. Resolved, that the Board of Trustees approves the professional development request for Jacqueline Mercandetti, Teacher, to attend the IMSE Intermediate Orton-Gillingham Training designed for Upper Elementary and Older Students struggling in literacy development. The training will take place at the Hilton in Hasbrouck Heights from November 12-16, 2018. The total cost is \$1,175.00.

Roll Call Vote

TRUSTEE	YES	NO	ABSTAIN	ABSENT
Jason Altberger	X			
John Berger	X			
Lauren Calmas	X			
Anthony Felella	X			
Lisa McIntyre	X			
Jose Rivera	X			
Christine Sheedy	X			
Mark Silberberg	X			

3. Finance

Motion by: _____ Jason Altberger _____ Seconded by: _____ Anthony Felella _____

- I. Cash and Fund Balance

Period	Cash Bal	Fund Bal
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07.31.18	930,124	843,592
08.31.18	865,009	763,100

- II. Resolved, that the Board of Trustees approves the current Horizon Blue Cross/Blue Shield health insurance plan and the additional Horizon MyWay HAS-Direct Access health insurance plan (high deductible plan) effective 10/01/2018.
- III. Resolved, that the Board of Trustees approves the Board Secretary Report as of August 31, 2018, as received in the monthly financial report as per DOE requirements.
- IV. Resolved, that the Board of Trustees approves the Treasurer's Report, as of August 31, 2018, as received in the monthly financial report as per DOE requirements.
- V. Resolved, that the Board of Trustees approves the Budget Transfers as received in the monthly financial report as per DOE requirements.
- VI. Resolved, that the Board of Trustees approves the bills as received in the monthly financial report as per DOE requirements.
- VII. Pursuant to N.J.A.C. 6A:23-2.11(c)3, the Board of Trustees acknowledges and accepts the certification from the Board Secretary that as of August 31, 2018, this board secretary report that no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23-2.11(a).
- VIII. Be it resolved, that the Board of Trustees acknowledges the receipt of the Report of the Treasurer and the Report of the Board Secretary for the month ending August 31, 2018.
- IX. Further Resolved, the Board of Trustees certifies that no budgeted line item, major account or fund has been over extended in violation of N.J.A.C 6A:23-2.11(a) and (b) and that sufficient funds are available to meet the school's financial obligations for the remainder of the year.

Roll Call Vote

<i>TRUSTEE</i>	<i>YES</i>	<i>NO</i>	<i>ABSTAIN</i>	<i>ABSENT</i>
Jason Altberger	X			
John Berger	X			
Lauren Calmas	X			
Anthony Felella	X			
Lisa McIntyre	X			
Jose Rivera	X			
Christine Sheedy	X			
Mark Silberberg	X			

4. Information Items



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September 17, 2018

<i>Grade</i>	<i>Current</i>	<i>Grade</i>	<i>Current</i>	<i>Grade</i>	<i>Current</i>
<i>K</i>	22	<i>5</i>	22	<i>9</i>	24
<i>1</i>	22	<i>6</i>	22	<i>10</i>	25
<i>2</i>	22	<i>7</i>	22	<i>11</i>	25
<i>3</i>	22	<i>8</i>	22	<i>12</i>	25
<i>4</i>	22			<i>Total</i>	297

School Calendar Reminder

- September 26 – Upper School Back to School Night 6-8 p.m. (5:30-6:00 p.m. refreshments with the FoHCS at 360 1st Street)
- September 27 – Lower and Middle School Back to School Night 6:30-8:30 p.m. (5:30-6:30 p.m. refreshments with the FoHCS at 713 Washington Street)
- October 8 – School closed for Indigenous Peoples’ Day
- October 11 – Professional Development Day. 1:00pm dismissal for students – Movie Day is available.
- October 11 – US Open House 6-8 pm
- October 12 – K-12 Picture Day
- October 16 – Board Meeting at 360 First Street 7:00 pm.
- October 25 – LS/MS Open House 6-7 pm.
- November 8 – Professional Development Day. 1:00pm dismissal for students – Movie Day is available.

Executive Director’s Report

HCS K-12 faculty and staff attended a four-day orientation the last week of August. This annual event provides an opportunity for our entire staff to receive training around current best practices in critical areas around instruction and school safety and security. Additionally in this training, teachers engage in professional conversations with colleagues across divisions and departments to support our efforts to align the K-12 program around common pedagogical strategies such as learner-centered teaching approaches and service learning and around common values such as social justice.

In late August, the School announced that the Friends of Hoboken Charter School (FoHCS) have closed on the purchase of 709-711 Washington Street, the building to the south of 713 Washington Street. This purchase will help HCS to finally realize the vision of its founders of a cohesive K-12 service learning school -- cohesive in mission, instructional philosophy and educational facilities.

A request to the NJDOE to amend HCS’s charter to authorize HCS to provide preference in the school lottery to economically disadvantaged, Hoboken-resident students applying to the K-8 program starting with the 2019-2020 school year was shared as a first read. Pursuant to N.J.S.A. 18A:36A-8, “[t]he admission policy of the charter school shall, to the maximum extent practicable, seek the enrollment of a cross section of the community's school age population including racial and academic factors. A charter school may seek approval from the Commissioner to establish a weighted lottery that favors educationally disadvantaged students, including, but not limited to, students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, or homeless students, in an effort to better represent a cross-section of the community’s school-age population.” At present, the number of



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economically disadvantaged children in grades K-8 does not reflect the population living in poverty in the City of Hoboken. HCS endeavors to seek a more equitable demographic in the K-8 program with a weighted lottery serving as one vehicle to accomplish this. As Hoboken Charter School uses family numbers in the lottery, in the instance where an applicant has children applying for both the K-8 and 9-12 programs, the family would be eligible for the weighted lottery.

To communicate this change, Hoboken Charter School would do the following:

- Include a description of characteristics of the weighted lottery and criteria for participation on the school website and on the application
- Include a section where families can indicate if they qualify for the weighted lottery on the application
- Communicate the preference and criteria for participation at upcoming Open House events (Five events have already been scheduled.)
- Provide applications and communicate criteria for participation in the weighted lottery in the local public housing community

HCS will request that any child applying for the K-8 program, resides in Hoboken and can provide proof of one of the following would get a family lottery number placed into the lottery twice, rather than once: the child lives in Hoboken public housing; the child lives in Hoboken Section 8 housing or the child or guardian receives SNAP/TANF benefits.

HCS has submitted an application to become a member of the Diverse Charter Schools Coalition and has moved to the second round of the application phase. The Diverse Charter Schools Coalition connects school leaders from around the country and provides resources to help schools improve their practices around diversity. Research and analysis on the impact of diversity on the academic and social outcomes of member schools' students and students attending similarly diverse schools across the nation is supported by the Coalition.

Lower School/Middle School Report

During staff orientation, rising fifth graders and their families were invited to a Middle School orientation session on Thursday, August 30. Students were able to meet with their teachers, find their seats and lockers and practice their middle school schedule. All Middle School teachers met with families to review programming and answer questions. Additionally, all incoming middle school families received a welcome guide that outlined the middle school experience at HCS.

As reported, Ms. Palma has been meeting with families to discuss feedback on HCS programming. Some of the changes that have been implemented for 2018-2019 based on parent feedback are:

- K-12 Google calendar - the calendar automatically updates and includes both HCS and FoHCS updates.
- Revised drop off policy - families are now able to drop off labeled item to their child(ren) by 11:25 am.
- Additional extracurricular offerings from outside partners.
- The Extra Innings program will have more outdoor time.
- Coding will be offered one period a week in the Lower School beginning in October.



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The Lower and Middle Schools will also be focused on socioemotional learning for the coming school year. Ms. DeSimone, our school social worker will continue with many of the programs we have implemented in the past (social skills groups, MS lunch groups, in-class lessons, peer mentoring, etc.). New this year, grades 2-4 will be focused on implementing a conflict resolution curriculum from the NJ Bar Association. Grades 5-8 will be implementing the Second Step curriculum, focused on peer conflicts, friendships, growth mindset and the intersect of emotions/actions.

Middle School STEM teacher Chris Kunkel and eighth grader Grace Conlin will be speaking on a panel at the World Maker Faire in New York on September 22. The title of the panel is, "[Girls in STEM] Why & How We Can Get More Young Girls Interested in STEM."

Upper School Report

We have settled quickly into the school year at the Upper School. Staff orientation, Freshmen Orientation, Student Scheduling Days, and a School Community Meeting on the first day set the stage for success. Teachers and students have quickly adapted to the new schedule and are engaged in the many new courses. There has been an excitement in the air as students accept the new privileges of student voice and choice with the accompanying responsibilities. Examples of these include:

- Changes to the cell phone and dress code policies that incorporate student responsibility
- Increased course offerings and student choice in selecting their schedule
 - Internships, independent study options, and college credit courses available to allow for student individuality
 - Additional language options
 - Extended Social Justice Lab available to students in all grades
- Amended lunch schedule to incorporate student meetings such as clubs, college visits, open discussions, restorative discipline conversations, and homework help
- Improved opportunities for student leadership through class committees
- Integrated social- emotional initiatives through restorative practices in discipline and advisory
- Staff have also been engaged with more voice and participation through increased elective offerings, HCS Connections (a peer support program), and leadership positions available such as class advisors.

Board of Trustees Committee Reports

New Business

Public Comments

Looking Ahead

- Vote on weighted lottery at October board meeting



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- First read on a proposed Family and Medical Leaves and Benefits Policies at October board meeting
- First read on a proposed Human Resources handbook at November/December board meeting

Executive Session

- Matters related to personnel, finance and legal matters
- Executive matters

⇒ Meeting went into closed session at 9:17pm via motion from Christine Sheedy, seconded by John Berger.
Re-opened at 10:27pm via motion from Christine Sheedy, seconded by John Berger.

Adjournment of Meeting

Whereas, the business of the regular meeting has been concluded, now, therefore be it resolved that the HCS Board of Trustees adjourned their meeting of Monday, September 17, 2018.

It is hereby certified that the foregoing resolution was duly adopted by the HCS Board of Trustees, by the vote below indicated at the regular meeting held on Monday, September 17, 2018.

Moved by Christine Sheedy Seconded by John Berger

Action taken OK

Certified by Board Secretary _____

Date 8.21.18 Adjournment 9:38pm

<i>TRUSTEE</i>	<i>YES</i>	<i>NO</i>	<i>ABSTAIN</i>	<i>ABSENT</i>
Jason Altberger	X			
John Berger	X			
Lauren Calmas	X			
Anthony Felella	X			
Lisa McIntyre	X			
Jose Rivera	X			
Christine Sheedy	X			
Mark Silberberg	X			

HCS STUDENT DRESS CODE



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Dress Code Philosophy

Hoboken Charter School's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without unnecessary discipline or body shaming or the fear of such.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code



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Hoboken Charter School expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the HCS's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). HCS is responsible for seeing that student attire does not interfere with the health or safety of any student that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

Section 1: Basic Principle – Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric.

However, cleavage should not have coverage requirements. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

Section 2: Students Must Wear*, while following the basic principle of Section 1 above :

- A **shirt** (with fabric in the front, back, and on the sides under the arms), **AND**
- **Pants/jeans or the equivalent** (for example, a skirt, sweatpants, leggings, a dress or shorts), **AND**
- **Shoes**

**Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).*

Section 3: Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Apparel or accessories reflective of affiliation with or membership in a group that engages in or promotes violence, hate, etc.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 3 above. Students in violation of Section 1 and/or 3 will be provided two (2) options to be dressed more to code during the school day:



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- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- If necessary, students’ parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school’s dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed in school. “Shaming” includes, but is not limited to:
 - kneeling or bending over to check attire fit;
 - measuring straps or skirt length;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others
 - accusing students of “distracting” other students with their clothing.

These dress code guidelines shall apply to regular school days, as well as any school-related events and activities. Students who feel they have been subject to discriminatory enforcement of the dress code should contact the building principal.

UPPER SCHOOL POLICY REGARDING PORTABLE ELECTRONICS AND RESTRICTED RECREATIONAL EQUIPMENT

Hoboken Charter Upper School uses instructional technology as one way of supporting our mission to teach the skills, knowledge and behaviors students will need as responsible citizens in the global community. Students learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In an effort to be proactive with today’s growing social and interactive technology trends, it is our hope that this new policy will increase awareness and training while putting into practice social and professional etiquette relating to electronic devices.

Students may use their cell phones or portable electronics during class time for instructional purposes with the teacher’s explicit permission, during lunch, and between classes. Phones must be silent and out of sight during instructional time. Each teacher has the discretion to allow and regulate the use of cell phones in the classroom and on specific projects. Teachers do not have the discretion to allow students to use phones for non-instructional purposes during instructional time.

Cell phones and portable electronics may not be turned on or used during school fire drills or other emergency preparedness exercises, or when serving time in detention or in-school-suspension.

Cell phones may not be used in locker rooms or bathrooms.

Approved cell phones must ALWAYS be in silent mode while on school campus, unless otherwise allowed by a teacher. Students are not authorized to use headphones without explicit teacher permission, even in between classes.



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In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices. The use of a cell phone is not a right but a privilege. When abused, privileges will be withdrawn.

Measures will be instituted in a progressive fashion. Such measures may include, but are not limited to:

- warnings
- confiscation of item and return at end of school day
- confiscation of item and return following parent conference
- confiscation of item and return following student entering into behavioral contract
- revocation of privilege to bring item to school.

If a student refuses to hand over his/her device to the staff member, the teacher will notify the principal who will confiscate the electronic device from the student. Disciplinary action will follow.

Students who are in possession of cell phones must adhere to all Board Policies, particularly the Student Code of Conduct, HIB Policy, and the Internet Usage Policy.

Recreational equipment including skateboards, scooters and bicycles cannot be brought into the school or school-sponsored functions. If a child rides a bike, skateboard, scooter, or the like, to school or a school sponsored function, he/she must lock it up at the bike stands outside the school building. Please note that the school will not be responsible for any stolen recreational equipment.

ATTENDANCE AND TRUANCY POLICY



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The Hoboken Charter School Board of Trustees recognizes its responsibility to provide a thorough and efficient education for every student in keeping with the prevailing laws of the State of New Jersey. In order for administrators and teachers to successfully fulfill their responsibilities to students, it is essential that all students accept their responsibility to attend school as scheduled, and that parents/guardians support and reinforce their child's regular attendance. In order to conform to state regulations and provide for legitimate student absences from school, the Board of Trustees has defined excused vs. unexcused absences from school. This is not a permissive policy establishing or licensing a limit of days that may be missed with no harm. Absences will be excused with a parent/guardian written statement and official documentation as follows:

- Personal illness
- Medical appointments that cannot be scheduled during non-school hours
- Court appearance
- Death in the immediate family (maximum five days)
- Death in the non-immediate family (maximum one day)
- Take Your Child To Work Day
- New Jersey state approved religious holidays pursuant to N.J.S.A. 18A:36-14
- College/High School visitations (maximum three days)
- Quarantines or uncoverable and/or weeping skin lesions
- Suspension from school (Please Note: Suspended students are forbidden to participate in extracurricular activities including athletic activities, dances, plays, clubs, etc. as spectators or participants).
- Other school mandated exclusions
- Participation in observance of Veterans Day

Parent/guardian notes and official documentation must be received in the main office within 24 hours of the student's return to school. Though a student may be absent with parental approval for reasons other than those listed above, the absence will be defined as unexcused to conform to state regulations requiring school districts to define excused and unexcused absences. A student must be in attendance for at minimum one hour in the morning and one hour in the afternoon to be considered present for the school day. It is also recognized that parents/guardians may not always take their child to the doctor every time he/she is sick, thus unexcused absences will be used when it is necessary to miss school and documentation cannot be provided. A parent or guardian taking a student out of school for vacations during the normal course of the school year is an illegal absence pursuant to New Jersey Statutes Annotated (NJSA) 18A:36- 16 and New Jersey Administrative Code (NJAC) 6:20-1.3. One serious impact of unauthorized absence is in the area of homework. Many parents request that the teacher give homework assignments prior to vacation, but for the teacher to do so puts the teacher and the school in a position of condoning the leave from school. Therefore, if a student chooses to be absent from school, any work that is missed must be completed by the student after he/she returns to school.

CREDIT RECOVERY

Student absences in the Upper School are recorded on a course by course basis. A student may be denied course credit when he/she has more than eighteen (18) unexcused absences in a full year course. A student who is in danger of losing course credit due to exceeding the attendance policy may remain in the class to receive a grade of incomplete. If the student does not remain in the class, the student will not be allowed to make up the course in summer school. A student arriving in any class after the first ten (10) minutes of the class period will be recorded as absent for that class. If the reason for arriving late is a result of any of the reasons defined as excused (see excused absences) the absence will be recorded as an excused absence providing that the student



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presents the appropriate documentation. Credit Recovery for students who have exceeded the established limits of the adopted attendance policy in core or elective courses will be required to participate in an approved course recovery program at the expense of the individual student.

ATTENDANCE PROCEDURES: PARENT and STUDENT RESPONSIBILITIES

1. Parents/Guardians are required to notify the main office of the school by phone or email (see contact information below) by 8:00 am if the student is going to be absent or tardy from school.
2. Any student arriving to school after the start of homeroom is required to get a late pass from the main office before entering the classroom.
3. Upon returning to school, students must submit documentation within 24 hours for the eligible absence to be counted as excused.
4. Upon returning to school, students must arrange with their teachers to make up any assignments or assessments missed during the absence from school. Work must be made up within a time equal to the time absent. Responsibility for making up work and scheduling any necessary assistance from the teacher(s) rests with the student.

Lower/Middle School: Phone: 201-963-0222 x 210 office@hobokencs.net	Upper School: Phone: 201-963-0222 x 225 abollhardt@hobokencs.net
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ATTENDANCE: PARENTAL NOTIFICATION AND RESPONSIVE ACTION PLAN(S)

1. Attendance notification letters will be mailed home on a quarterly basis in October, February, April and June to students accumulating five or more absences. Parents are encouraged to closely monitor student attendance through the OnCourse Connect Portal.
2. When a student has accumulated ten unexcused absences, the administrator in charge of attendance will conduct an investigation into the reasons for the unexcused absences, and a meeting will be scheduled for parents/guardians to meet with the administrator to review expectations and consequences regarding truancy, student conduct, promotion, retention and award of credit and to develop an action plan to assist the student in maintaining regular school attendance. Action plans may include:
 - Referral to the Intervention and Referral services team (I&RS), pursuant to N.J.A.C. 6A:16-8;
 - Testing, assessments, or evaluations of the student's academic, behavioral, and health needs;
 - Consideration of an alternate placement;
 - Referral to a community-based social and health care provider agency or other community resources;
 - Referral to the court program designated by the New Jersey Administrative Office of the Courts;
 - Referral to the Division of Youth and Family Services in accordance with the provisions of the N.J.S.A.9:6 et. Seq. and N.J.A.C.6A:16-11, if a potentially missing or child abuse situation is detected, and/or;
 - Team identified course of action to support consistent student attendance.
3. When a student has accumulated eighteen (18) unexcused absences, the parent/guardian will receive a notification letter indicating the number of absences. At this time, the case will be reported to the municipal truancy court and the parent will be issued a summons to appear before the truancy judge with their child.

TARDINESS TO SCHOOL



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Students who are late to school will report directly to the Main Office for a late pass. Failure to do so will result in disciplinary action. Chronic tardiness from lunch will result in loss of open lunch privileges. Continued tardiness to school will result in the following consequences:

Tardies Accumulated	Upper School	Lower School
Every 2	Lunch detention	
10	Afternoon detention	1 morning detention
15	Parent/Student conference with action plan to include subsequent consequences and conferences	2 morning detentions
		4 morning detentions and parent conference with action plan to include subsequent consequences

Upper School lunch detentions will be held at the Multi Service Center from 11:45- 12:10. Upper School Afternoon detentions will be held from 3:00- 3:45 on Thursday afternoon.

Failure to attend an assigned detention will result in loss of lunch privileges for the following day and next school week. Additional consequences will be administered at the discretion of teaching faculty to students who arrive late to individual classes.