



A K-12
LEARNING
COMMUNITY
STRIVING FOR
A JUST WORLD

**Lower and Middle School
Policies and Guidelines
2021-2022**

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K-8 STAFF DIRECTORY

Lower School

<u>Name</u>	<u>Position</u>	<u>Email</u>
Paige Davidson	Kindergarten	pdavidson@hobokencs.net
Alyssa Roth	Kindergarten Apprentice	aroth@hobokencs.net
Brittany Kulp	First Grade	bkulp@hobokencs.net
Hennessy Mediavilla	Second Grade	hmediavilla@hobokencs.net
Jenna Wernikowski	Third Grade	jblackman@hobokencs.net
Jennifer Tarangelo	Fourth Grade	jtangelo@hobokencs.net

Middle School

<u>Name</u>	<u>Position</u>	<u>Email</u>
Padma Lingechetty	5 th Grade Homeroom; 5/6 Humanities	plingechetty@hobokencs.net
Matthew Persico	7 th Grade Homeroom; 7/8 Humanities	mpersico@hobokencs.net
Amanda Thiede	Middle School Humanities Special Education	athiede@hobokencs.net
Brett Keeler	6 th Grade Homeroom; 5-8 Science	bkeeler@hobokencs.net
Christopher Kunkel	8 th Grade Homeroom; 5-8 Math; K-12 STEM Coordinator	ckunkel@hobokencs.net

Lower & Middle School

<u>Name</u>	<u>Position</u>	<u>Email</u>
Maria Diaz	K-8 Spanish	mdiaz@hobokencs.net
Derek Koffi-Ziter	K-12 Art	dkoffi-ziter@hobokencs.net
Kevin Flynn	K-8 Physical Education & Health	kflynn@hobokencs.net
Sean Gavarny	K-8 Music	sgavarny@hobokencs.net
Courtney Salerno	K-8 Academic Support	csalerno@hobokencs.net
Madeline Courtney	K-8 Special Education	mcourtney@hobokencs.net
Giselle David	K-8 Special Education	gddavid@hobokencs.net
Anne Ajamian	K-8 Instructional Aide	aajamian@hobokencs.net
Rachel Gomez	K-8 Instructional Aide	rgomez@hobokencs.net

Schoolwide Support

<u>Name</u>	<u>Position</u>	<u>Email</u>
Heather Curtin	School Social Worker	hdesimone@hobokencs.net
Amelia Katz	Speech Therapist	akatz@hobokencs.net
Salma Malik	School Nurse	smalik@hobokencs.net

Administration & Administrative Support

<u>Name</u>	<u>Position</u>	<u>Email</u>
Deirdra Grode	K-12 Executive Director	dgrode@hobokencs.net
Elizabeth Palma	K-8 Principal	epalma@hobokencs.net
Joanna Weintraub	9-12 Principal	jweintraub@hobokencs.net
Melissa Fisher	Coordinator of Special Education	mfisher@hobokencs.net
Steve Literati	CFO; School Business Administrator	sliterati@hobokencs.net
Gigi Girgis	Bookkeeper; HR; After School Coordinator	ggirgis@hobokencs.net
Maria Nunez	K-8 Administrative Assistant	mnunez@hobokencs.net

K-8 POINTS OF CONTACT

All general questions should be directed first to the classroom teacher. If that does not provide resolution, the principal is the second contact point, followed by the Executive Director. Below is a list of contacts for specific school policies and initiatives.

After Care & Clubs	Gigi Girgis
Attendance – Notification of Absence, Lateness, Early Dismissal	Main Office (office@hobokencs.net)
Attendance – Policy	Melissa Fisher
Concerns with: a teacher, classroom conflict, grades, homework, etc.	First – Classroom Teacher Second – Lizzie Palma*
Counseling & Mental Health	Heather Curtin
Harassment, Intimidation & Bullying – Behavior that meets the statutory definition (P.L.2010, c.122)	Lizzie Palma* Heather Curtin Joanna Weintraub
High School Applications	Maria Nunez
Information Change (Change of Address, Phone, etc.)	Maria Nunez
Instant Alert System	Maria Nunez
Intervention & Referral Services	Courtney Salerno
Lottery, Enrollment & Transfer	Maria Nunez
Meal Program (Breakfast & Lunch)	Maria Nunez
Medical Forms & Student Health	Salma Malik
OnCourse Login & Support	Chris Kunkel
School Policy, Procedures, Protocol	Lizzie Palma*
Special Education (Child Study Team, 504, Home Instruction)	Melissa Fisher

***Please note that Lizzie Palma will be on leave for Fall 2021, and Melissa Fisher is assuming her responsibilities in that time as the K-8 Lead.**

MISSION STATEMENT AND CORNERSTONES

Mission

Striving for a just world through understanding, advocacy and service one learner at a time.

The Hoboken Charter School is a K-12 community of learners that seeks to develop the growth of all its members through its commitment to social justice and service-learning through learner-centered practices. Our mission, size and dedication to providing an inclusive learning community that spans thirteen years of education allow for something different- an individualized journey that leads students to know who they are and how they will change the world.

Our small size allows for deep relationships between students, faculty/staff and families. At HCS, we believe that students thrive in environments where students are known — not only by their peers, but by the entire school community. Our size allows for unique personalized learning experiences where every child's voice informs their instructional program.

This K-12 experience brings together students of all ages and abilities in a spirit of collaborative inquiry and understanding that is driven by the unique talents and abilities of all of its members. Through these collaborations, younger students gain role models and mentors while older students gain a sense of pride and accomplishment and develop leadership skills, a motivation that is very close to our commitment to service learning.

In the lower school years, students explore the fundamentals of social responsibility as they develop empathy and an understanding of identity, diversity, community, justice and service. These fundamentals are applied on a broader scale in middle school as students extend previous learning to communities beyond their own. At the upper school, students are ready to bring their voice and passion to learn, through action and experiences, how they can be advocates for change as they move into post-secondary citizenship.

The development of social and emotional competencies such as self-awareness and management, social awareness, responsible decision-making and relationship skills are key to this work across the thirteen grades. Students are fully engaged in these experiences through independent and collaborative creative problem solving resulting in deeper learning. School and classroom based policies and practices are informed by a social justice mindset.

Coursework provides the knowledge to support a deep understanding of social justice themes. Through their service experiences and learning, students develop activist tools to be effective as socially responsible citizens of the world. Opportunities for individualized learning engage students as they develop a sense of identity as a learner, person and citizen. Students have been encouraged to bring their interests and passions to their learning in a way that allows them to engage in social justice work on a personal and global level. Each student's experience here is different. At HCS, our mission, size and dedication to providing an inclusive learning community allow for something different, an individualized journey that leads students to know who they are and how they will change the world.

The four cornerstones of the Hoboken Charter School — academic, artistic, personal, and civic growth — are unified by two basic educational practices: learner-centered education and service learning. This work is done via a lens of social justice.

Key Mission Terms and Definitions

Key mission driving terms and definitions that are used universally in our community are as follows:



Social Justice Education

Social justice education engages students in exploring identity, diversity, equity and justice in their community and the world. Through this approach, students are empowered and prepared with the skills to promote equity, challenge injustice and become agents of change.

K-4 Student language: I can do my part to make this world equal and fair for everyone.



Service-Learning

Service-learning engages students in experiential learning as they tackle real-world problems through service while reinforcing academic standards, content and skills.

K-4 Student language: I can use what I'm learning in school to help others in my community and world.



Learner Centered Education

Learner-centered education engages students in active and personalized experiences where students take ownership of learning with teachers as facilitators. This approach enables students to explore academic content while gaining the skills needed to become responsible citizens, independent problem-solvers and self-directed, lifelong learners.

K-4 Student language: I can be an active learner to keep growing in the way that is best for me.



Interage Experiences /Bridge between Divisions

A K-12 experience unites students of all ages in collaborative work that is driven by the unique talents of all of its members. Younger students gain role models and mentors while older students gain a sense of pride and accomplishment, develop leadership skills and deepen their understanding.

Four Cornerstones

The four cornerstones of the Hoboken Charter School — academic, artistic, personal, and civic growth — are unified by two basic educational practices: learner-centered education and service learning. A learner-centered school is a place where teachers and students are committed to one another and share collectively in the school vision. It is a self-governing learning community where all decisions are seen in terms of the question, “What is best for learners?” Service learning provides students with a way to apply what they have learned in school in meaningful ways within their community. It also provides the community with needed services. Students feel useful and challenged, experience an increased sense of competence, hold more positive attitudes about the community, and have a greater sense of responsibility. All of this work is grounded in principles aligned with social justice education.

K-8 GENERAL INFORMATION

After School Care

After school care and clubs are available to students most days of the school year at cost to the families unless a family demonstrates qualifications for school scholarship opportunities (Please contact the building principal if you would like to apply for a scholarship for your child(ren)). Information is communicated to families about the club offerings each trimester with registration occurring around the start of each trimester. All questions regarding the After School Care Program should be directed to Gigi Girgis at ggirgis@hobokencs.net.

Change of Contact Information

It is important that we have accurate contact information for all parents/guardians. Please continue to update your contact information by emailing Maria Nunez (mnunez@hobokencs.net) with any changes. Also, changes in medical information should be reported to the Nurse Malik (smalik@hobokencs.net).

Communication Between Families and Staff

Communication between families and faculty/staff is essential for the success of our students. HCS offers two family conferences per school year with the classroom teacher(s) and students' families. Additional conferences can occur if there are concerns among faculty/staff and/or families. Additional conferences should not be impromptu meetings at dismissal or upon chance encounters at school events or outside of school; rather they must be scheduled. All faculty/staff members' emails are all located on the school website and are consistently the first letter of their first name and full last name @hobokencs.net. (For example, Maria Nunez is mnunez@hobokencs.net and Courtney Salerno is csalerno@hobokencs.net.)

Meetings with administrators must be scheduled via email. Parents should schedule initially with the child's teacher. If the parent is not satisfied after this meeting, they may reach out to the principal. They may proceed to schedule a follow-up meeting with the Executive Director in the case that an additional follow-up conversation is needed.

Please note that teachers spend most of their day leading instruction, facilitating group work, co-planning and collaborating with peer teachers, participating in professional growth experiences, analyzing data to inform future instruction, providing feedback and planning innovative and rich lessons. They are also committed to communicating with our families. Please be considerate of their time and understand that responses may take a school day or two. Oftentimes you will be able to find answers quickly in reviewing this policy book and teacher and school communications including emails and the weekly communication.

At times, we will use a list-serve to communicate with our families. This is reserved for school use only. Families will receive a weekly communication from the principal each Wednesday detailing school events and a variety of school information. Because we do not want to barrage families with emails, we will rarely send announcements regarding local programming such as local camps, dance performances, etc. unless we have been given the copies to be distributed in backpacks. However, such information may at times be included in the weekly communication. Please note that distribution of such copies, or the inclusion of such information in the weekly email, in no way means that the school has endorsed the program.

Emergency Response Plan

HCS has developed an Emergency Response Plan to effectively and safely deal with a variety of emergency situations at both the K-8 and 9-12 campuses. The main objective of the plan is to attend to the health and welfare of staff and students in the event of an emergency. HCS adheres best practices put forth by the NJ DOE Office of Emergency Management. In the event of an emergency, HCS will communicate with parents/guardians in a number of ways, including an instant alert system and email.

Throughout the course of the year, we will be conducting fire drills and emergency drills to help provide a safe environment for our students, staff, and parents/guardians in the event of an emergency. If you have any questions, please contact the principal. New Jersey State Education Law requires that one fire drill and one emergency drill occur per month throughout the school year.

Field Trip Information

School field trips are a part of HCS's programming and a key support of your child's educational, social, and cultural experiences. We hope that we can find some safe opportunities to extend learning outside the school this year. Please note that your child's participation is voluntary, and costs are borne by parents/guardians, though families can apply for scholarships based on demonstrated financial need. All field trips will be under teacher supervision, reasonable precautions will be taken for the safety and welfare of students participating, and all students will be expected to leave from school and return to school in the company of the teacher.

Lost and Found

A Lost and Found basket can be found in the stairwell of the basement. When the basket becomes full, the unclaimed items will be donated to a local charitable organization.

Lunchtime Procedures

At lunch, students in grades K-7 are provided with time to consume their food and enjoy recess. During this time, Lower School students eat while Middle School has recess and vice versa. Lunch can be brought from home and is available for purchase through the PayForIt/PaySchools online program (see "Meal Program" below for more information). Please note that HCS is a nut aware school when packing lunches. As long as the weather permits, students will go outside during recess; therefore, it is imperative that they come prepared with appropriate clothing.

Outside lunch is a privilege that is earned beginning in 7th grade. Seventh graders are able to have outside lunch on Fridays and 8th graders can have lunch outside each day, barring loss of the privilege.

Media Release

Oftentimes we celebrate the accomplishments of our students and school in local media outlets. If you are uncomfortable with your child's image and/or name appearing in a publication such as the school website, promotional brochures, celebratory announcements in the local paper or news station, the FoHCS communications and HCS social media, etc., you must submit a letter in writing to the principal expressing that you do not want your child featured in such outlets. This letter will be valid for the corresponding school year only.

Meal Program – PayForIt/PaySchools

HCS uses an online meal payment system called PayForIt/PaySchools. Families receive a link to create an account and then are able to order meals through the portal monthly. Orders are placed the month before for the next month and are done on a monthly basis (e.g. October meals are ordered in September). Information about creating an account and ordering meals will be sent out through the main office. Contact Maria Nunez (mnunez@hobokencs.net) with any questions.

School meal applications to qualify for free or reduced meals will be sent home at the beginning of the school year. Families are required to return a completed application to qualify for scholarships for field trips, aftercare, etc. For families who do not wish to participate, please submit the application stating that you do not wish to participate. Prompt return of the applications completed in entirety is necessary for qualification.

For the 2021-2022 school year, all students will be eligible to receive free breakfast and lunch regardless of income qualification.

Parental Custody

If there are issues involving custody, whether legal or personal in nature, make sure the office is provided appropriate documentation.

School-Issued Items and Accounts

The school issues items to students for school use such as locks for middle school lockers, books and other educational materials and supports. Students must handle the materials appropriately and return them in the same condition (or close to the same condition), or the family will be responsible for the replacement.

Students receive an email account through the "@hobokencs.net" domain. Use of the email account is restricted in the lower school; middle school and upper school students have email privileges for school-related communications and technology access. Student email accounts will be disabled within one week of the student's graduation or withdrawal from HCS.

SchoolMessenger Instant Alert System

HCS has transitioned to the SchoolMessenger Instant Alert System as a means to notify families of school closings, general reminders, etc. Information about signing up for SchoolMessenger will be sent out at the beginning of the school year.

Snacks and Birthday Celebrations

As we want to minimize time students are maskless in school, we have eliminated snack time this year and moved lunch earlier.

Student birthdays will be announced over the PA system each day as a way to celebrate. Each K-4 homeroom teacher will also acknowledge the child's birthday in their own way (e.g. a student wearing a special birthday crown all day, etc.). Summer birthdays will be celebrated in June following the same model. We will not allow for pizza, gift bags, desserts, etc. to be brought in or delivered to the school for birthdays.

HCS K-8 SCHOOL DAY SCHEDULES/PROCEDURES

Arrival and Dismissal

Students in grades K-8 participating in the school breakfast program can arrive as early as 8:00 a.m. to the main gate between 711 and 713 Washington Street. We will do our best to have breakfast outside in the courtyard.

Students in grades K-8 who are not eating school breakfast can arrive as early as 8:05 a.m. All students must enter their designated entrance by 8:13 a.m. and be in their homeroom seats, with all materials, ready for the day by 8:15 a.m. sharp. In order to build student independence and maximize instructional time, as well as limit the number of people in our school building, parents are asked to leave their child(ren) at the designated school entrance during arrival. Faculty and staff will be stationed throughout the building to assist students to their classrooms.

K-3 guardians (or caretakers or authorized pick-up person(s) as designated on the emergency contact form) must collect their child(ren) at the end of the school day (3:00 p.m.). Grade 4 guardians can choose if they would like to have their child dismiss independently. If a guardian chooses to have their grade 4 child(ren) self-dismiss, they must send a letter to the principal stating such. Otherwise, the grade 4 students must be picked up outside of the school building with their K-3 peers.

All middle school students dismiss independently at 3:00 p.m. daily unless they participate in scheduled HCS afterschool activities or are required to serve an afterschool detention. Please note that no student can self-dismiss during illness, emergency or appointment and that self-dismissal status is reserved for the end of the school day only.

One Thursday of the month that school is in session, HCS has 1:00 pm dismissal to allow for professional development for staff and parent/teacher conferences. These dates are noted on the school calendar sent out to families. Additionally, there are several 1:00 pm dismissal days right before holiday breaks. On these days, there is no after care available through HCS. These days are noted on the school calendar as well.

Deliveries

In order to protect and maximize our instructional time, it is important that classroom and office operations are not disrupted by deliveries from families of items forgotten at home. HCS will accept drop offs in extenuating circumstances, but will not disrupt instruction or school operations to notify students. Students will be called down to the office at the start of lunch to retrieve any items dropped off during the morning. Deliveries will not be accepted after 11:30 am at the start of lunch/recess. Items can be left in the lobby in a bin labeled with your child's name.

Early Dismissal

If a child is to be picked up early, parents/guardians must call (201-963-0222 ext. 217) or email (office@hobokencs.net) stating the date and time of departure. A parent/guardian or approved pick-up age 18 or older must sign the child out of the main office prior to leaving.

Emergency School Closings

Notice of school closing due to inclement weather or other reasons will be sent to families through our SchoolMessenger instant alert system, using the contact information provided in that system, as well as through email. The decision to close school is made as early as possible. Delayed openings will be broadcast in the same manner as school closings. Cancellation of non-school hour programs outside of regular school hours due to inclement weather or other reasons will be communicated by building administration once the decision is made by the administration. The general rule states if school has been closed, all activities are cancelled.

In the unlikely event that there is an early dismissal during the day, parents/guardians should use common sense in planning for their child's care on these days. Emergency closings will be announced via SchoolMessenger instant alert and email. On these days, after school programs will be cancelled.

ATTENDANCE

Attendance and Punctuality

Daily attendance is important to student success. Please make every attempt to schedule appointments and vacations around the school calendar to ensure your child misses as little school as possible. Please also note that students must be in school or on a school-sponsored trip and engaged in school coursework for a minimum of one hour in the morning and one hour in the afternoon to be counted toward a day of attendance. It is crucial that children attend school during testing (i.e., NJSLA ELA, Math and Science state testing) as absences result in students and teachers being pulled from necessary instructional time for make-up testing.

Late arrivals, early dismissals and absences must be communicated to the main office by email or phone. The main office email is office@hobokencs.net and the phone number is (201) 963-0222 ext. 217. Please be sure to review the HCS Attendance and Truancy Policy in this K-8 Policies and Guidelines Book. The K-8 Attendance and Truancy Policy details what is considered an excused and unexcused absence and the minimum allowable absences and latenesses before we must take the family to court for truancy, as well as consequences for excessive tardiness or lateness.

Students must be in their seats with all materials at 8:15 a.m. ready for the school day to be marked present and on time. Students will be marked late unexcused if they are not ready and in their assigned seats with all required

materials at 8:15 a.m. Any student arriving to the building after 8:13 a.m. will need to get a late pass from the main office as they will not be able to get organized for their first period class with so little time.

Illness at School

To enable the school to contact a parent/guardian in an emergency situation during school hours, each student is to have a parent/guardian complete the Returning Student Form annually and list those individuals who are allowed to pick-up their child(ren). Students who become ill in school shall report directly to the nurse. Under no circumstances shall students leave school without the permission of the school nurse or administration. All accidents and/or injuries occurring during school hours or school-sponsored activities are to be reported immediately to the school nurse or the teacher in charge of the activity. A student dismissed from school by the nurse because of illness shall be transported home by a parent/guardian or listed emergency pick-up.

More information about student illness and protocols during the COVID-19 pandemic can be found in our reentry plan on the website.

ACADEMICS

Child Study Team & Special Education

The Hoboken Charter School provides a range of services and programming for students with special needs.

- Child Study Services - Child study services are provided by the Supervisor of Special Education, school social worker, school psychologist and learning disabilities teacher consultant. The child study team members provide a variety of services including specialized assistance to classroom teachers regarding techniques, materials and programs, consultation with parents and teachers, counseling, and testing. In addition, Child Study Team specialists have the responsibility for the determination of special education eligibility and the development and monitoring of Individualized Education Programs (IEP).
- Speech and Language Services - Speech and language services are provided by a certified therapist that splits her time between each of the Hoboken Charter campuses. Services include consultation with parents and teachers, specialized assessments, programming and therapy designed to remediate the handicapping condition that adversely affects the child's educational performance.

If you believe your child may need an evaluation, contact the Supervisor of Special Education, Melissa Fisher (mfisher@hobokencs.net).

Google Classroom

HCS utilizes Google Classroom as an online platform for student assignments. Beginning in Middle School, teachers use Google Classroom to assign homework and classwork. Students should use Google Classroom as a means to keep track of their ongoing assignments and due dates.

Extracurricular Participation

Students participating in extracurricular programs (i.e., basketball, clubs, theatrical productions, etc.) must maintain satisfactory performance in their schoolwork. Starting in grade five, middle school students must maintain an average of 70% or higher in every class. Teachers have grades available on the first and fifteenth of every month (or the following school day if the first or fifteenth falls on a vacation or weekend). Eligibility corresponds with this timeline. For example, if a student learns that he/she has a 68% in math on the first of a month, the teacher is not required to tabulate grades again until the fifteenth resulting in two weeks of inability to participate in the program for that time period. Please note that if a family pays for an afterschool program but the child has lost the privilege due to his/her grades, the family will not receive reimbursement for the missed sessions.

If a student misses a school day, they are ineligible to participate in extracurricular programming that same day.

Intervention & Referral Services (I&RS)

The Intervention and Referral Services (I&RS) process is designed to assist students who are experiencing learning, behavior, health, or social-emotional difficulties and to assist staff in addressing the student's learning, behavior, health, or social-emotional needs. The I&RS process for general education students is intended as a primary way in which general education teachers or specialists can assist a student who is at risk for educational difficulties within the general education environment. I&RS programs exist primarily to focus on particular student needs using available resources within the general education environment. The end result of I&RS activities should be student improvement through direct assistance to the student or support to staff who play a role in the student's school day.

The Hoboken Charter School has adopted an appropriate multidisciplinary team approach for planning and delivering the services necessary to help students meet academic, behavioral, health, or social-emotional needs. This team will be designated the I&RS Team. In many instances, the action plan developed by the I&RS Team will include the use of the Multi-Tiered System of Supports, or MTSS model.

The primary purposes of the I&RS team are to identify students in need and then plan and provide appropriate intervention(s) for those students within the general education community; to identify the responsibilities of building staff who participate in the planning and provision of intervention and referral services; to actively involve parents/guardians in the development and implementation of the I&RS plans; to review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; to provide professional development to general education staff members who either refer students to the I&RS or who assist in providing the intervention and referral services; and, finally, to coordinate the services of community-based social and health agencies.

Students who may benefit from additional supports in the general education setting may be referred to I&RS by teachers, administrators, related service providers or parents/guardians. Please reach out to the building principal for more information.

OnCourse Connect

Hoboken Charter School uses OnCourse Connect as its student information system. All parents and guardians will have access to the system. In the Lower and Middle Schools, families will be able to check student attendance throughout the school year. For the Lower School, at the end of each trimester, families will be able to access student report cards through OnCourse for a two week window, announced by administration via email. Beginning in Middle School, student grades are updated on a biweekly basis and students have access to OnCourse as well.

All families are encouraged to check OnCourse regularly to track student attendance in accordance with the HCS attendance policy.

Report Cards & Grading

All K-8 students receive report cards on a trimester basis, accessible through OnCourse (see above). Lower School students receive a standards-based report card with the following rubrics:

Reporting Key for Academic Development

- 4 - Exceeding Learning Standards: Student performance demonstrates an understanding of the knowledge and skills beyond expectations and consistently shows evidence of higher level thinking.
- 3 - Meeting Learning Standards: Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.
- 2 - Approaching Learning Standards: Student performance demonstrates a partial understanding of knowledge and skills expected at this grade level.

- 1 - Not Meeting Learning Standards: Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.
- NT - Not Taught: This standard has not been taught at this time.
- NM - Not Measured: This standard has been introduced but has not been assessed at this time.

Reporting Key for Learning Behaviors

- 4 - Consistently meets expectations
- 3 - Generally meets expectations
- 2 - Progressing towards meeting expectations
- 1 - Not meeting expectations

For Middle School students, students receive academic grades on a 100 point scale, with corresponding letter grades for all courses. All Middle School students will receive a conduct grade from each class, separate from their academic grades. Conduct grades will be assigned by teachers on a 4-point scale as follows:

- 4 – Excellent
- 3 – Satisfactory
- 2 – Inconsistent
- 1 – Unsatisfactory

Core subjects (ELA, Math, Science and Humanities), specials (Art, Music, PE, Health and Spanish) and electives (Artsbridge, Enrichment and Mission Labs) will enter conduct grades on the 1st and 15th of the month (or the following school day if it falls on a non-school day). Middle School students are eligible for trimester and end of the year awards. For Trimesters 1 and 2, students can apply for a Cornerstone Award. For the end of the year/Trimester 3, students can apply for a Presidential Award. More information is shared with Middle School students and families in the fall.

Trimester Schedule

<u>Trimester</u>	<u>End of Trimester</u>	<u>Report Cards Available through OnCourse</u>
1	Tuesday, December 7, 2021	Friday, December 10, 2021
2	Thursday, March 17, 2022	Monday, March 21, 2022
3	Monday, June 20, 2022	Friday, June 17, 2022

Please note that these dates are tentative. HCS trimesters are 60 days and are subject to change should school be closed for inclement weather.

State Testing Dates (NJSLA ELA, Math and Science Testing)

NJSLA ELA & Math Testing Dates (Grades 3-8)

ELA & Math Assessment	Timeline
ELA	May 2 – May 6, 2022
Math	May 9 – May 13, 2022
Make-Ups	May 16 – May 20, 2022

NJSLA Science Testing (Grades 5 & 8)

Science Assessment	Timeline
Grades 5 & 8 Science	May 17 – May 18, 2022
Make-Ups	May 19 – May 20, 2022

MEDICAL INFORMATION

School Nurse Information

Healthy children learn better. Each child has unique physical, emotional, and academic needs. The school nurse advocates for student health needs by utilizing knowledge from medical, educational, and psychological disciplines. Cooperation and communication between the school and home is essential to the physical health and well-being of all students. Please contact Nurse Malik (smalik@hobokencs.net) with any questions.

Immunizations

All students must adhere to the immunization requirements of the New Jersey State Department of Health.

Physical Examinations

Each student must be examined upon entry into the school district. This examination must be done no more than 365 days prior to entry and must state what, if any, modifications are required for full participation in the school program. Parents/Guardians are also notified of obtaining subsequent examinations annually. Additionally, physicals are required for participation in school sports (e.g. basketball) and forms will be sent from the school nurse with those requirements. Vision, hearing, blood pressure, height, weight, and scoliosis screenings are conducted as required by the state code. A referral will be sent home to parents/guardians, when indicated.

Sick Policy

A primary responsibility of a school is to provide a safe and healthy environment. However, such a goal can only be reached if a spirit of understanding and cooperation exist between home and school. Parents are urged to keep their child home from school when he/she shows signs or symptoms of contagious illnesses during the night before and/or morning of school. It is critical that parents/guardians familiarize themselves with and follow the reentry plan expectations and all expectations around COVID.

A child should not return to school until he/she has been free of fever without fever-reducing medication and has not vomited for twenty-four (24) hours.

If the school nurse observes any of these signs or symptoms while the child is in school, parents will be notified and the child will be excused from school. Telephone numbers written on the Emergency Contact Form will be used to contact parents. If the parents are unavailable, the designated alternate emergency number will be called.

Contagious diseases that require exclusion from school are: COVID-19, measles, mumps, rubella, flu, chicken pox, small pox, impetigo, ringworm of the scalp, salmonella, fever, typhoid, untreated staph or strep infections, conjunctivitis and meningococcal meningitis.

Medication in School

Pupils requiring medication at school must submit written statement from the family physician to the school nurse directly that identifies the type, dosage, and purpose of the medication. A written statement from a parent/guardian giving permission to give the medication prescribed by the family physician is also required. The nurse must have the original bottle with the pharmacist's label, giving the prescription number, child's name, dose to be given, and doctor's name. Medications are to be brought to directly to the school nurse.

Self-administration of medication is against N.J. State Law except as permitted in accordance with N.J.S.A. 18A:40-12.3. A pupil is permitted to self-administer medication only for asthma or other potentially life-threatening illnesses. Permission for self-administration of medication may be granted under the following conditions:

1. The pupil's parent/guardian must provide HCS written authorization for the self-administration of medication. The request must be a signed, written statement by the pupil's parents/ guardians.

2. A signed, written certification from the physician must be provided to the Board stating that the pupil is capable of, and has been instructed in, the proper method of self-administration of medication.
3. The physician statement must include: the pupil's name, the name of the medication, the purpose of its administration to the pupil for whom the medication is intended, the proper timing and dosage of the medication, any possible side effects of the medication, the date when the medication will be discontinued, a statement that the pupil is physically fit to attend school and is free of contagious disease, and a statement that the pupil would not be able to attend school if the medication is not administered during school hours.

These requirements apply to over-the-counter medications as well as prescription medications. Cough drops, provided by the parent/guardian, may be used in school when accompanied by written authorization from the parent/guardian. Students are not permitted to carry or take any medication without supervision.

Excuses from Physical Education

A student requesting to be excused from physical activity in Physical Education (PE) class for a day must bring a note from his/her parent/guardian to the school nurse upon arriving at school in the morning. Students who are to be excused from PE for more than two classes must bring a statement from their physician. Students with long-term excuses from PE may resume classes only with the school nurse's approval based upon the physician's written authorization. In addition, students excused from physical activity will be given an alternative assignment and will remain indoors during recess, unless a note from a parent/guardian is received stating that the child may go outside. However, the students will refrain from activity while outdoors.

Long-Term Illness/Home Instruction

Any student who has a serious illness, is absent for two weeks, and anticipates the absence from school to continue for an extended period of time, is entitled to home instruction. Parents/Guardians are asked to contact the Melissa Fisher (mfisher@hobokencs.net), should this be necessary.

CODE OF STUDENT CONDUCT (CSC)

The Hoboken Charter School is only as strong as the character of its individual citizens. The Board of Trustees earnestly solicits the cooperation of every student, every parent and the community at large in its effort to develop positive character and to maintain order and safety in the Hoboken Charter School. Students are expected to treat others with respect, behave in a responsible manner and demonstrate high standards of integrity.

The Hoboken Charter School Code of Student Conduct is grounded in the belief that every member of the school must listen, be reflective and accept individual responsibility for his or her own words and actions. The following are essential elements of the school's CSC:

- A sustained commitment to supporting the learning and teaching process
- Responsibility for oneself and one's actions
- An insistence on a fundamental respect for others
- Responsibility to help others in need
- Commitment to the following values: honesty, trustworthiness, loyalty, kindness and courtesy
- Respect for diversity including the physically and mentally challenged, people of different races, cultures, genders, religions and belief systems and sexual orientation
- An understanding of each person's right to be treated with respect, kindness, dignity and fairness
- Respect for property and the belongings of others and of the school
- An absolute ban on violence
- Individual responsibility for intervention when a student observes a violation of the CSC

STANDARDS OF DISCIPLINARY CONDUCT AND INTERVENTION MEASURES

The Code of Student Conduct provides comprehensive guidelines for determining unacceptable behaviors. In providing a range of permissible disciplinary measures, the Code ensures both consistency and equitable treatment for all students, including students with disabilities, and enables teachers and administrators to exercise discretion and educational judgment.

It is important that there be maximum consultation and cooperation between the school and the home. Students, parents and school staff have a role in making the schools safer and must cooperate with one another. In order to ensure that parents become active and involved partners and that they instill a sense of responsibility in their children, they must be familiar with the Code of Student Conduct. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. As role models, parents and school staff should exhibit behavior that they would like to see emulated.

The standards set forth in the Code of Student Conduct apply to behavior of all students in school during school hours, before and after school, while on school property, while traveling on vehicles funded by the Board of Trustees, at all school-sponsored events and on other-than-school property when such behavior can be demonstrated to endanger the health, safety, morals or welfare of the school community.

INFRACTIONS AND ASSIGNED LEVELS OF SEVERITY

The enumerated infractions are not all inclusive. Students who engage in misconduct that is not listed are subject to appropriate disciplinary measures by the teacher, administrator or Board based on violation of school rules. To ensure that students and families are aware of standards of behavior, classroom rules/norms and school policies should be in writing and distributed to students and families and reviewed with students throughout the school year. **Please be aware that specific policies around dress code; usage of Internet, electronics and recreational equipment; attendance**

and truancy; substance possession or abuse; and harassment, intimidation and bullying are delineated in the K-8 Policies and Guidelines booklet.

NOTE: All infractions given a minimum rating of 3 or higher must be reported to parents. When a student is believed to have committed a crime, the police must be summoned and parents must be contacted.

DISCIPLINARY AND INTERVENTION MEASURES

Each infraction carries one or more levels of severity. Each level of severity contains minimum and maximum disciplinary actions that can be imposed. A non-exhaustive list of other measures, e. g., counseling, which may be used when appropriate in conjunction with the disciplinary measures, is also set forth in the enclosed table.

A student's age, maturity, previous disciplinary record (including the number and severity of infractions) and the circumstances surrounding the incident should be considered when deciding the appropriate disciplinary and intervention measures.

All entries in student records must be made in accordance with State Education Law. All suspensions and removals from classroom must be effectuated substantively and procedurally in accordance with appropriate Board of Trustees Bylaws and critical policies, State Education Law, and Federal Law.

Infraction	Level of Severity
1 Failing to adhere to class norms/rules and school policies established by the staff	1 to 4
2 Repeating violations of class norms/rules and school policies established by the staff	1 to 4
3 Behaving in a manner which disrupts the educative process (e. g., making excessive noise in a classroom)	1 to 4
4 Cutting class	1 to 4
5 Leaving class or school premises without permission of supervising school personnel and/or not being in assigned place on school premises	1 to 4
6 Being late to class	1 to 3
7 Posting or distributing material on school premises in violation of Board policy and/or school rules (This infraction applies to oral, written and electronic communications.)	1 to 3
8 Gambling	1 to 4
9 Engaging in scholastic dishonesty which includes but is not limited to: 1. Cheating a) copying from another's test paper; or a) using material during a test which is not authorized by the person giving the test; or b) collaborating with another student during the test without authorization; or c) knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; or d) submitting for another student or permitting another student to substitute for one's self to take a test; or e) bribing another person to obtain a test that is to be administered; or f) securing copies of the test or answers to the test in advance of the test; or	1 to 4 (Academic sanctions related to the infraction may also be imposed.)

	1. Plagiarizing appropriating another's work and using it as one's own for credit without the required citation and attribution; or Colluding 2. engaging in fraudulent collaboration with another person in preparing written work for credit	
10	Fighting/ engaging in physically aggressive behavior	1 to 5
11*	Using profane or obscene language or gestures	1 to 4
12	Lying or giving false information to school personnel	1 to 4
13.	Using cell phones, iPods, PDA's, and other "SMART technologies" out of compliance with the school electronics policy during the school day	1 to 4 (See the K-8 or 9-12 electronics policy for further detail and corresponding consequences depending on student's grade.)
14	Causing harm to another student	1 to 5
15*	Using slurs based upon race, ethnicity, national origin, religion, gender, sexual orientation or disability	2 to 5
16*	1. Engaging in sexual harassment (e. g., sexually suggestive comments, innuendoes or propositions, inappropriate physical contact of a sexual nature such as touching, patting, pinching, etc.) 2. Making inappropriate or offensive comments or engaging in inappropriate or unwanted physical contact	2 to 6 (for grades 4-12) 2 to 5 (for grades K-3)
17	Defying the lawful authority of school personnel; insubordination or insolence	1 to 5
18*	Posting or distributing obscene, libelous or defamatory material or literature or material containing a threat of violence, injury or harm	1 to 6
19	Engaging in or causing disruptive behavior on school bus or bus used	1 to 5
20*	Engaging in or causing behavior off the school premises which can be demonstrated to affect negatively the educative process or which presents a danger to the health, safety, morals or welfare of the school community. A nexus between the act and the school community must be demonstrated.	1 to 6 (for grades K-4) 1 to 7 (for grades 5-12)
21	Bringing unauthorized visitors to school in violation	3 to 5
22	Tampering with, changing or altering a record or document of a school by any method, including but not limited to computer access or other electronic means	3 to 5
23	Falsely activating a fire alarm, bomb threat or other disaster alarm	4 to 5
24	Engaging in theft or knowing unauthorized possession of property belonging to another	3 to 6
25	Possessing or using controlled substances without appropriate authorization	4 to 6 (for grades K-4) 4 to 7 (for grades 5-12)
26*	Engaging in intimidation, coercion or extortion or threatening violence, injury or harm to another or others	3 to 6 (for grades K-4) 4 to 7 (for grades 5-12)
27	Engaging for the fourth time in a trimester in substantially disruptive behavior or behavior which substantially interferes with the teacher's authority over the classroom which previously had resulted in three classroom removals by a teacher during the trimester	4 to 5

28	Engaging in harassment, intimidation and/or bullying (See the school HIB policy which outlines protocol for acts that meet the statutory definition of Harassment, Intimidation and Bullying as per the Anti-Bullying Bill of Rights.)	3 to 6 (for grades K-4) 4 to 7 (for grades 5-12)
29	Engaging in retaliatory behavior	3 to 6 (for grades K-4) 4 to 7 (for grades 5-12)
30	Engaging in dating violence as defined in the HCS Dating Violence Policy	3 to 6 (for grades K-4) 3 to 7 (for grades 5-12)
31	Engaging in vandalism or other intentional damage to school property or property belonging to the school, staff or other students	4 to 6
32	Threatening, while on school property, to use any instrument that appears capable of causing physical injury or death	5 to 6 (for grades K-4) 5 to 7 (for grades 5-12)
33	Engaging in physical sexual aggression	5 to 6 (for grades K-4) 5 to 7 (for grades 5-12)
34	Possessing any weapon as defined in Category II	5 to 6 (for grades K-4) 5 to 7** (for grades 5-12)
35	Engaging in behavior which creates a substantial risk of or results in injury (e. g., committing arson or causing a riot)	5 to 6 (for grades K-4) 5 to 7 (for grades 5-12)
36	Possessing or using tobacco or illegal drugs, devices (e.g. vapes) or alcohol	5 to 6 (for grades K-4) 5 to 7 (for grades 5-12)
37	Using any weapon as defined in Category II to attempt to inflict injury upon school personnel, students, or others	6 (for grades K-4) 6 to 7 (for grades 5-12)
38	Possessing any weapon, other than a firearm, as defined in Category I	6 (for grades K-4) 6 to 7 (for grades 5-12)
39	Using force against or inflicting or attempting to inflict serious injury against school personnel	6 (for grades K-4) 6 to 7 (for grades 5-12)
40	Using extreme force against or inflicting or attempting to inflict serious injury upon students or others	6 (for grades K-4) 6 to 7 (for grades 5-12)
41	Selling or distributing illegal drugs, controlled substances or devices (e.g. vapes)	6 (for grades K-4) 6 to 7 (for grades 5-12)
42	Using any weapon, other than a firearm, as defined in Category I or Category II to inflict injury or Category I to attempt to inflict injury upon school personnel, students or others	6 to 7 (for grades K-4) 7*** (for students who have not turned 17 prior to the beginning of the school year) 8 (for general education students who turned 17 prior to the beginning of the school year)
43	Possessing or using a firearm	7*** (for students who have not turned 17 prior to the beginning of the school year) 8*** (for general education students who turned 17 prior

* This infraction applies to oral, written and electronic communications.

** The maximum permissible action for this infraction is extended suspension for one year and recommendation of transfer to an alternative educational setting.

*** This disciplinary measure may be modified on a case-by-case basis.

Note: Please see the list of Category I and II weapons. Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g. a nail file, the principal must consider whether there are mitigating factors present.

LEVEL OF SEVERITY	MINIMUM ACTION	MAXIMUM ACTION	Other Measures <i>Available at all severity levels</i>
1	Student/ teacher conference	Reprimand by school staff (e. g., teacher, advisor)	<ul style="list-style-type: none"> Intervention by mental health staff Individual/ group counseling Conflict resolution Peer mediation Referral to appropriate community agencies Restitution Initiating criminal action
2	Reprimand by school staff (e. g., teacher, advisor)	<ul style="list-style-type: none"> Parent conference Detention (1 missed detention=2 detentions and 2 missed detentions = in-school disciplinary action/classroom exclusion.) Reprimand by appropriate supervisor (e. g., principal) 	
3	<ul style="list-style-type: none"> Parent conference Detention (1 missed detention=2 detentions and 2 missed detentions = in-school disciplinary action/classroom exclusion.) Reprimand by appropriate supervisor (e. g., principal) 	<ul style="list-style-type: none"> In-school disciplinary action (e. g., mandated service, exclusion from extracurricular activities, classroom exclusion) Guidance conference with student and parent 	

4	<ul style="list-style-type: none"> In-school disciplinary action (e. g., mandated service, exclusion from extracurricular activities, classroom exclusion) Guidance conference with student and parent 	Administrator's suspension up to 10 school days	
5	Administrator's suspension up to 10 school days	<ul style="list-style-type: none"> Board's suspension which may result in continued suspension for a fixed period of 11 to 30 days Possible recommendation of transfer to an alternative educational setting 	
6	<ul style="list-style-type: none"> Board's suspension which may result in continued suspension for a fixed period of 11 to 30 days Possible recommendation of transfer to an alternative educational setting 	<ul style="list-style-type: none"> Board's suspension which may result in extended suspension for one calendar year with opportunity to petition for early reinstatement Recommendation of transfer to an alternative educational setting 	
7*	<ul style="list-style-type: none"> Board's suspension which may result in extended suspension for one calendar year with opportunity to petition for early reinstatement Recommendation of transfer to an alternative educational setting 	Expulsion from the Hoboken Charter School	
8*	Expulsion from the Hoboken Charter School		

* This disposition may be modified on a case-by-case basis for infractions that carry a Level of Severity of 7 or 8 only.

For the purposes of Infractions #32, 33 and 37, the following categories of weapons apply:

Prohibited Weapons – Category I	Prohibited Weapons – Category II
<ul style="list-style-type: none"> Firearms 	<ul style="list-style-type: none"> Acid or deadly or dangerous chemicals; Imitation gun; Loaded or blank cartridges and other ammunition;

<ul style="list-style-type: none"> Knives or instruments that can be used to inflict harm (i.e., razors, box cutters, metal knuckles, etc.) 	<ul style="list-style-type: none"> Any deadly, dangerous or sharp pointed instrument that is used or through words is intended for use as a weapon (such as scissors, nail file, broken glass, chains and wire laser beam pointers)
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Revised and Approved by the Hoboken Charter School Board of Trustees: October 12, 2011 and August 21, 2018.

HOBOKEN CHARTER SCHOOL POLICY PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING

The Hoboken Charter School prohibits acts of harassment, intimidation or bullying. A safe and civil environment is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate in a safe 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.

Definitions:

The Anti-Bullying Bill of Rights defines harassment, intimidation and bullying (HIB) as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that:

- Is reasonably perceived as being motivated either by an 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, 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 his person or damage to his property; or
 - Has the effect of insulting or demeaning any student or group of students; or
 - Creates 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. (N.J.S.A. 18A:37-14)

This unwanted aggressive behavior may involve a real or perceived power imbalance.

Policy Adoption and Distribution

A policy on harassment, intimidation and bullying shall be adopted through a process that includes representation based on broad community involvement (e.g. the use of a process that includes representation of parents/guardians and other community representatives, school employees, volunteers, students and administrators for the purpose of providing input regarding the development and content of policy that is based on accepted core ethical values.

The policy shall be posted on the HCS website. The policy shall be reviewed annually and shall be distributed annually to all school employees, contracted service providers who have contact with pupils, school volunteers and parents who have children enrolled in HCS along with a statement explaining that the policy applies to all acts of harassment, intimidation and bullying that occur on school property at school sponsored functions or on a school bus and as appropriate, acts that occur off school grounds.

Notice of the HCS policy shall appear in the Policies and Guidelines handbook and all other publications of the school district's comprehensive rules, procedures and standards of conduct. Provisions shall be made for informing parents/guardians whose primary language is other than English.

Expected Behavior

Consistent with their levels of development, maturity and demonstrated capabilities, pupils are expected to conduct themselves with a proper to the rights and welfare of the other pupils and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment, consistent with the student code of conduct and in a manner that creates a supportive learning environment for themselves and others. HCS believes the best discipline is self-imposed, and it is the responsibility of school district staff to use disciplinary situations as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who

interact with pupils shall apply the best practices designed to prevent discipline problems and to encourage pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the administration in conjunction with school staff, volunteers, and appropriate community organizations and approved by the Board of Trustees. These guidelines will be developed based on accepted core ethical values from broad community involvement with input from parent(s) or legal guardians(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the age level of the pupils and mission and physical facilities of the individual schools in the district. This policy requires all pupils in the district to adhere to these rules and guidelines and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules and guidelines.

Pupils are required to conform to reasonable standards of socially acceptable behavior, respect the person, property and rights of others, obey constituted authority, and respond to school district teaching, support and administrative staff. All relevant personal factors and environmental factors shall be considered in determining the appropriate remedial measures. Administration will develop and provide a school based program for an appropriate recognition of positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

Administration will provide annually to pupils and their parent(s) or legal guardian(s) the rules of the district regarding pupil conduct, pupils' due process and other rights. This policy will appear in all publications of the school district's comprehensive rules, procedures, and standards of conduct for schools within the district, including pupil handbooks. Provisions will be made for informing parent(s) or legal guardian(s) whose primary language is other than English.

Incident Reporting Procedure

The principal or the ABS/ABC is responsible for receiving complaints alleging violations of this policy. All school employees, Board of Trustees members, contract service provider with contact with pupils, pupil or volunteer who has who witnessed or has reliable information about an act of harassment intimidation or bullying shall immediately report the incident to the principal, ABS/ABC or to any school administrator who shall immediately institute the district's procedures concerning bullying. All acts of harassment, intimidation, or bullying shall be reported verbally and in writing to the principal/ABS/ABC on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident. A school administrator who receives such a report, or should have known of such an incident, and fails to take sufficient action to minimize or eliminate the harassment, intimidation or bullying may be subject to disciplinary action.

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. While submission of the report form is not required, the reporting party is encouraged to use the report form available from the principal of each building or available at the school district office. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

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

The principal, in consultation with the ABS, is allowed to make an initial determination as to whether the reported incident is an act of HIB and meets the definition of harassment, intimidation and bullying listed above. In making this determination, the principal must assume the allegations are true. Should the incident meet the definition, the principal and/or the principal's designee are responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Investigation

The Hoboken Board of Trustees procedure requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation or bullying. The investigation shall be initiated by the ABS/ABC within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel to assist in the investigation.

The principal/ABS/ABC shall inform the parents or guardians of all pupils involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services. The principal/ABS/ABC will take into account the circumstances of the incident when communicating with parents in order to protect students' privacy as it relates to distinguishing characteristics (i.e. sexual orientation, gender identity/expression, etc.).

The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. The school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information received after the report has been submitted to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The results of the investigation shall be reported to the principal/executive director as applicable within two school days of the complete investigation. The principal shall assure the code of pupil conduct has been implemented and shall:

- A. Provide intervention services;
- B. Establish training programs to reduce harassment, intimidation, or bullying and enhance school climate
- C. Impose decline or
- D. Take or recommend other appropriate action.

The results of the investigation shall be reported to the Board of Trustees no later than the Board meeting following the completion of the investigation, along with information on any consequences imposed under the code of pupil conduct, intervention services provided, counseling ordered, training established, or other action taken or recommended by the administration.

Parents/guardians of the pupils who are parties to the investigation shall be entitled to receive information about the investigation in accordance with federal and state law and regulation. This information shall be provided in writing within five school days after the results of the investigation after the results of the investigation are reported to the Board, in accordance with federal and state law and regulation. The information shall include:

- A. The nature of the investigation
- B. Whether the district found evidence of harassment, intimidation, or bullying, or
- C. Whether discipline was imposed or services provided to address the incident.

A parent or guardian may request a hearing before the Board of Trustees within 60 calendar days after receiving written notice of the outcome of the investigation. The hearing shall be held within 10 days of the request. The Board shall meet in executive session for the hearing to protect the confidentiality of the pupils. At the hearing, the Board of Trustees may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents prior to rendering a decision.

At the next regularly scheduled Board of Trustees meeting following its receipt of the report, the Board shall issue a decision, in writing, to affirm, reject, or modify the Director's decision. The Board's decision may be appealed to the Commissioner of Education, no later than the 90 days after the issuance of the Board's decision; and a parent, pupil, guardian, or organization may file a complaint with the Division of Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group.

The ABS/ABC shall establish record-keeping practices that document the incidents reported and the resolution of those incidents and that create a defensible record which demonstrates the district's efforts of reduce harassment, intimidation, or bullying.

Response to Incident of Harassment, Intimidation or Bullying

Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that require a response either at the classroom, school building, school district level, or by law enforcement officials. The range of ways to respond to an incident shall be defined by the principal in conjunction with the school anti-bullying specialist, but shall include an appropriate combination of counseling support services, intervention services, and other programs, as defined by the commissioner. Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation, or bullying range from positive behavior interventions up to and including suspension or expulsion, as permitted under New Jersey statute and code.

Consequences and remedial measures for a pupil who commits an act of harassment, intimidation or bullying shall be varied, graded and consistent with the Board of Trustees approved code of pupil conduct and statute. Consequences and remedial measures shall be designed to:

- Correct the behavior problem;
- Prevent another reoccurrence of the problem;
- Protect and provide support for the pupil; and
- Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

The following factors will be considered in determining the appropriate response to pupils who commit one or more acts of harassment, intimidation, or bullying:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm;
3. The surrounding circumstances;
4. The nature of the behavior(s);
5. Past incidences or continuing patterns of behavior;
6. The relationships between the parties involved; and
7. The context in which the alleged incidents occurred.

For every incident of HIB, the school officials must respond appropriately to the individual or individuals who committed the act. The range of responses to confirmed harassment, intimidation and bullying acts should include individual, classroom, school or district responses, as appropriate to the findings from each incident.

- A. Individual responses may include positive behavioral interventions (e.g. peer mentoring short-term counseling, life skills group) and punitive actions (e.g. detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action). With regard to conduct that may constitute good cause for suspension or expulsion, school officials will refer to Harassment, Intimidation and Bullying added to the statute (N.J.S.A. 18A:37-2)
- B. Classroom responses may include class discussions about an incident of HIB, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management.
- C. School responses may include theme days, learning station programs, parent programs and information disseminated to pupils and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
- D. District wide responses may include community involvement in policy review and development, professional development programs, adoption of curricula and school wide programs, coordination with community based

organization (e.g. mental health, health services, health facilities, law enforcement officials, faith-based organizations) and disseminating information on the core ethical values adopted by the district Board of Trustees code of pupil conduct.

In all instances, the district shall respond in a manner that provides relief to target of harassment, intimidation and bullying and does not stigmatize targets or further their sense or persecution. In providing support for the targets of harassment, intimidation and bullying the district may provide:

- Counseling;
- Teacher aides;
- Hallway and playground monitors;
- Schedule changes;
- Before and after school supervision;
- School transportation supervision;
- School transfers;
- Therapy

The district prohibits active and passive support of harassment, intimidation or bullying. Pupils are encouraged to:

- A. Walk away from acts of harassment, intimidation and bullying;
- B. Constructively attempt to stop acts of harassment, intimidation and bullying;
- C. Provide support to pupils who have been subjected to harassment, intimidation and bullying;
- D. Report acts of harassment, intimidation and bullying to the designated school staff

This policy and the code of pupil conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation or bullying occurring off school grounds and is deemed to meet the statutory definition. The responses to harassment, intimidation, or bullying that occurs off school grounds shall be consistent with the Board of Trustees code of pupil conduct and other provisions of the Board's policy on harassment, intimidation, or bullying.

Anti-Bullying Personnel

Existing personnel and resources shall be used to fill these positions whenever possible.

The principal shall appoint an anti-bullying coordinator who shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of pupils;
 - B. Collaborate with district school anti-bullying specialist, the Board of Trustees, and the harassment, intimidation and bullying to prevent, identify, and respond to Principals/Directors to prevent the harassment, intimidation, and bullying of pupils in the district;
 - C. Provide data, collaboration with the principal to the department of education regarding harassment, intimidation, and bullying of pupils;
 - D. Meet at least twice annually with the individual school's anti-bullying specialists and
 - E. Execute such other duties related to school harassment, intimidation, and bullying as requested by principal.
- F. The principal shall appoint a school anti-bullying specialist from currently employed school personnel as charter school staff is not as expansive as larger public schools. The school anti-bullying specialist shall:
- G. Chair the school safety/climate team
 - H. Lead the investigation of incidents of harassment, intimidation, and bullying in the school and
 - I. Act as the primary school official responsible for preventing, identifying and addressing incidents of harassment, intimidation and bullying in the school.

- J. Assist the principal in appropriately applying the range of ways for responding to harassment, intimidation and bullying established by the Board of Trustees.
- K. Provide input to Board of Trustees on annual re-evaluation, reassessment, and review of policy.
- L. The name, school phone number, school address and school email address of the anti-bullying coordinator shall be listed on the HCS website. The same will be provided for the anti-bullying specialist. The information regarding HCS anti-bullying coordinator and anti-bullying specialist shall be maintained on the department of education's website.

School Safety/Climate Team

The district shall form a school safety/climate team in each school to develop, foster, and maintain a positive climate by focusing on the ongoing, systematic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. A school safety/climate team shall meet at least twice a year and shall consist of the principal/designee who, if possible, shall be a senior administrator in the school and the following principal appointees:

- A. Teachers in the school;
- B. School anti-bullying specialist/school anti-bullying coordinator;
- C. Parents of a pupil in the school; and
- D. Other members to be determined by the Principals/Directors.

The school anti-bullying specialist shall serve as the chair of the school safety/climate team. The school safety/climate team shall:

- A. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- B. Review and strengthen school climate and the policies of the school in order to prevent and/or address harassment, intimidation, or bullying of pupils;
- C. Educate the community, including pupils, teachers, administrative staff and parents to prevent and/or address harassment, intimidation, or bullying of pupils;
- D. Participate in the required training and other training which the principal or the anti-bullying coordinator may request;
- E. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, and bullying of pupils; and
- F. Execute such other duties related to harassment, intimidation, and bullying as requested by the principals/Director or the anti-bullying coordinator.

The members of the school safety/climate team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches.

A parent who is a member of the school safety team shall not participate in any activities of the team which may compromise the confidentiality of the student. Note: The term parent is pursuant to N.J.A.C. 6A:16-1.3.

Reprisal or Retaliation Prohibited

The district Board of Education prohibits a Board of Trustees member, school employee, contracted service provider who has contact with pupils, school volunteer or pupil from engaging in reprisal, retaliation or false accusation against a target, witness, one with reliable information or any other person who has reliable information about an act of harassment, intimidation or bullying or who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. Reference: New laws related to Harassment, Intimidation and Bullying N.J.A.C. 6A:16-7-1 regarding code of student conduct.

Acts of reprisal or retaliation can have a chilling effect on a school environment and can create an atmosphere where alleged violations of this policy are not reported. It is important to establish and maintain the norm that all suspected acts

of reprisal or retaliation are taken seriously and appropriate responses are made, in accordance with the totality of the circumstances. Inconsistent applications of appropriate responses to acts of reprisal or retaliation can contribute to the culture of violence that this policy is intended to prevent.

Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another person as a means of harassment, intimidation and bullying range from positive behavioral intervention up to and including suspension or expulsion, as permitted under New Jersey statute and code.

Consequences and appropriate remedial action for a school employee, found to have falsely accused another person as a means of harassment, intimidation or bullying shall be disciplined in accordance with district policies and procedures.

Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another person as a means of harassment, intimidation or bullying shall be determined by the principal or his/her designee, after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Training for Staff, Students and other Stakeholders

Staff members are encouraged to become trained in skills and strategies for developing pupil self-discipline and to apply best practices for positive behavioral interventions. Therefore, this policy will serve as an opportunity to prepare staff to prevent and effectively intervene with instances of harassment, intimidation and bullying, as well as to use the policy as a prevention tool by explaining to pupils the district's expectations for their behavior, consistent with the provisions of the district's policy. For pupils to demonstrate preferred behaviors, it is important that they have a clear understanding of the district's expectations under the policy, the reasons for and benefits of the policy, as well as the consequences for violations of the policy.

It is mainly through explanation and dialogue with pupils, parents and staff that the district can clearly distinguish, for example, "friendly teasing" and "rough and tumble play" from harassment, intimidation and bullying. It is also through dialogue and discussion that the district can help pupils and staff discern between "telling" or responsible "reporting" (which is intended to keep someone from getting hurt) of acts of harassment, intimidation and bullying from "ratting" or "tattling". The employees are encouraged to use experiential learning techniques, such as role playing situations and other demonstration and modeling strategies in its formation activities for pupils and staff.

The HCS principals/executive director/ABS/ABC shall provide annual training on the school's harassment, intimidation or bullying policies to school employees, contracted service providers and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in the statutes and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation or bullying.

Training will include:

- A. Programs that reflect the most current in harassment, intimidation and bullying in schools.
- B. Information on the relationship between the risk of suicide and incidents of harassment, intimidation and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide

The administration shall develop an annual process to discuss the school district's policy on harassment, intimidation and bullying with pupils. Pursuant to statute:

- A. Information regarding the district's harassment, intimidation and bullying policy shall be incorporated into a school's employee training program.

- B. The district shall provide training on the school district's harassment, intimidation, and bullying policies to school employees and volunteers who have significant contact with pupils and develop a process for discussing the school district's harassment, intimidation and bullying policies with pupils.
- C. The school district may apply to the commissioner of education for additional costs due to the implementation of the relevant statutes.

School Reports on Harassment, Intimidation and Bullying

At a public Board of Trustees meeting once each month, the ABS shall report on acts of harassment, intimidation and bullying that occurred during the reporting period. The report shall include:

- A. The number of reports of harassment, intimidation or bullying.
- B. The status of all investigation
- C. The nature of the bullying based on one of the protected categories.
- D. The names of the investigators, the type and nature of any discipline imposed on any pupil engaged in harassment, intimidation, or bullying, and
- E. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

The information shall also be reported once during each reporting period to the department of education. The report must include data broken down by the enumerated categories and data broken down by each school in the district, in addition to district-wide data. It shall be a violation to improperly release any confidential information not authorized federal or state law for public release.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with the Anti-Bullying Bill of Rights. The district shall receive a grade determined by averaging the grades of all the schools in the district. The grade received by a school and the district shall be posted on the homepage of the school's website. The grade for the district and each school of the district shall be posted on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of the grade by the school and district.

Verification of the reports on violence and vandalism, and harassment, intimidation, or bullying shall be part of the State's monitoring of the district, and the State Board of Education shall adopt regulations that impose a penalty on a school employee who knowingly falsifies the report. The Board of Education shall provide ongoing staff training, in cooperation with the department of education, in fulfilling the reporting requirements.

The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

The state issue report card shall include data identifying the number and nature of all reports of harassment, intimidation and bullying.

Bullying Prevention Programs

Hoboken Charter School is committed to implement the new law; schools and school districts must annually establish, implement, document and assess these approaches.

- The approaches must be designed to create school-wide conditions to prevent and address harassment, intimidation and bullying.
- Throughout the school year HCS will provide on going age-appropriate instruction on preventing harassment, intimidation and bullying in accordance with the core curriculum content standards.

- The HCS staff in conjunction with the anti-bullying coordinator, anti-bullying specialist and school safety/climate team will develop and consistently implement a process for discussing the Hoboken Charter School's Harassment, Intimidation and Bullying Policy with students.

HCS will also observe the "Week of Respect." The week beginning with the first Monday in October of each year is designated as a "Week of Respect" and requires districts to observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation or bullying.

Students with Disabilities

Students with disabilities are subject to the same disciplinary procedures as their non-disabled peers and may be disciplined in accordance with their IEP. However, before disciplining a student with disabilities, it must be determined that:

- The student's behavior is not primarily caused by his/her educational disability;
- The program that is being provided meets the student's needs.

Staff shall comply with state and federal law and the regulations of the N.J.A.C. in dealing with discipline and/or suspension of all pupils with disabilities. Staff shall consider, when considering remedial actions, the nature of the student's disability.

Implementation

The Director shall ensure that the rules for this policy are applied consistently, and that all disciplinary sanctions are carried out with necessary due process.

STUDENT ATTENDANCE POLICY

Until further notification the following attendance policy will be enforced in response to safety and health measures associated with Covid-19.

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 participate in 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 will be considered an excused absence with notification provided by a parent and a doctor's note or covid-test result. Doctors notes are not required and students are instructed to stay home when presenting with symptoms that could be related to Covid-19. The school nurse will share return dates as per our updated sick policy during the Covid-19 pandemic. Days the school is mandating the symptomatic child to stay home as per policy will also be excused. Students will have the option of participating remotely to be counted as present when required by the sick policy to stay home.
- 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 due to potential COVID-19 exposure 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

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 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.

Students who reach 10 absences will be referred to the school social worker to provide assistance in supporting the continuity of learning to the fullest extent possible.

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.

HCS STUDENT DRESS CODE

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

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:
 - 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.

LOWER AND MIDDLE SCHOOL POLICY REGARDING PORTABLE ELECTRONICS AND RESTRICTED RECREATIONAL EQUIPMENT

Portable electronics are not to be used in the school building because they prove to be distracting to the educational process, unless directed by a teacher for educational purposes.

Before entering the building, students must turn off all portable electronic devices including but not restricted to Apple Watches, GizmoWatches, cell phones and game systems. The school is not responsible for any lost or stolen electronics, so it is recommended that students leave them at home altogether. Please take note that electronics cannot be used in the classrooms, hallways, stairwells, bathrooms or during lunch or recess unless directed by a teacher for educational purposes. An exception is made for 7th and 8th grade students during outside lunch. Electronics can be used after school only once the child has left the building.

Any portable electronic device used or audibly detected without the consent of school personnel or being used for reasons other than those authorized by school personnel for educational purposes will be confiscated by the staff member present.

- First offense: The staff member will hold onto the item until the end of the school day and contact the parent/guardian of the student. The student will be given the device at the end of the day upon the student's request.
- Second offense: The staff member will bring the electronic device to the principal who will contact the parent/guardian of the student and return the device only once the parent/guardian arrives to pick up the device in person.
- Third offense: The staff member will bring the electronic device to the principal who will contact the parent/guardian of the student and hold onto it until the end of the trimester. Please note that if the device is not picked up by the end of the academic year, it will be donated to a charitable organization.

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.

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.

K-8 STUDENT SEARCH POLICY

Searches Based on Individualized Suspicion

The School recognizes its duty to maintain student discipline and a safe school environment. To that end, the School reserves the right to conduct a search of a particular student and that student's belongings. Such a search shall be conducted only in the event that the School has reasonable suspicion for believing that the search will result in evidence that the student has violated the law or the school's rules. Moreover, the scope of any such search shall be reasonably limited to the circumstances giving rise to that suspicion.

Generalized or Suspicionless Searches/Inspections

Lockers are Hoboken Charter School property, and students in grades 5-8 are required to use locks issued by Hoboken Charter School to which the School retains a master key and the combinations. Lockers and the items within are subject to announced and unannounced "blanket" searches/inspections.

Suspicionless searches/inspections are designed to prevent students from bringing prohibited items on school grounds or engaging in inappropriate actions. These searches/inspections discourage inappropriate conduct by enhancing the risk that those who violate the law or school rules will be detected and will thereupon be subject to appropriate discipline or even criminal prosecution. Searches/inspections can also be used to encourage students to take home soiled clothing or to discard food products that might attract vermin.

If it is not feasible to inspect every locker, the School may inspect lockers at random through a neutral plan – for example, the lockers of a single grade or every other locker. The principal shall designate personnel to conduct any such search/inspection.

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In the event of either a search based on individualized suspicion or a general search/inspection, if such a search uncovers evidence indicating that a law or school rule has been broken, the School may notify the police and/or impose the consequences provided under the K-8 Code of Student Conduct. If a student refuses to cooperate in a search, the School may contact the student's parent/guardian to advise of the student's refusal to cooperate, notify the police and impose a punishment up to and including a ten-day suspension.

LICE AND NIT POLICY AND INFORMATION REGARDING PREVENTION AND REMOVAL

The presence of lice is a common occurrence in schools. It is important that schools and families reinforce prevention and appropriate ways to handle situations when they arise and remain calm. Lice do not pose a health hazard and are not a sign of poor hygiene. If parents respond with hysteria, children will follow suit. If a stigma is perpetuated, families will less likely inform us that their child has lice or nits which does not allow for us to take all precautionary steps to eliminate each case with urgency.

According to the MA Department of Public Health, "Lice are tiny, wingless insects that...cannot jump or fly..." Lice are spread through direct person-to-person contact or through items commonly shared that touch hair such as combs, hats, bedding, etc.

Prevention is essential. We take precautionary measures at school and hope that you will do so at home in addition to reinforcing what we teach at school regarding lice and nit prevention.

Lice Prevention at Home

1. Check your child's head frequently and please report to the school nurse if your child has lice or its eggs, nits. Pay special attention to areas around ears and nape of neck. Lice are about the size of a sesame seed and are grayish/brown. Lice eggs are white, yellow, brown or tan in hue and are about the size of a poppy seed.
2. Be aware of persistent head scratching by family members.
3. Remind your child to not share hats, caps or helmets. Children should not be sharing baseball and softball helmets unless your child is wearing a cap.
4. Remind your child not to borrow combs, brushes, barrettes, hair ribbons or other personal items of the sort.

Lice Prevention at School

1. We reinforce that students should not share hats, hair brushes, etc. and that they should keep their backpacks, coats and hats in their lockers rather than piling them up.
2. Our custodian vacuums the building and washes the classrooms daily.
3. Our nurse does a prevention workshop annually with each K-4 class.
4. When a case is found in a class, we notify the families in the class that a case was found so families can be extra vigilant around checking their child's head at home.
5. When a case is found in a class, the school nurse checks the students in the class to ensure that no other case exists.
6. The school nurse may conduct periodic checks on the hair of students as an additional precautionary measure.

Protocol When a Case is Found

The child is sent home to receive a treatment and begin the *essential* combing process. The three step process to lice and nit removal is detailed below.

- Treatment with a pediculicidal or lice shampoo or crème rinse.
- Nit or lice eggs removal
- Environmental clean-up

Treatment begins with shampooing your child's hair with a product designed to kill the lice and nits. Most of the products are over the counter remedies. The common products used are Nix, RID, Lice MD. Use the shampoo according to the instructions provided. No lice treatment can guarantee 100 % success with a single application. To eliminate lice and help prevent reinfestation another application should be done 7 to 10 days later. ***Follow the directions on the box closely and read precautionary statements. Certain people should contact a health provider before using (i.e., women who are nursing).***

Manual removal of nits and lice is necessary and is the most effective way to eliminate the infestation. You should section the hair and check under a bright light or sunlight. The nits need to be removed using a fine tooth metal lice comb. This process is time consuming and is the most important step in preventing the reinfestation of lice.

Environmental Clean-up

- Clean your house and car thoroughly. Vacuum any area that may have had recent contact with infected individuals to remove lice and hair, including rugs, upholstered furniture and mattresses.
- Wash all clothes and linens that may have been infested in hot water and dry on high heat, if possible.
- Place anything that cannot be washed (hats, backpacks, etc.) in the dryer for 30 minutes on high heat.
- If an item cannot be washed, or put in a dryer (stuffed animals), place in a sealed plastic bag for 14 days.
- Clean all combs and hairbrushes in ammonia or alcohol for 15 minutes or replace. You can also soak them in hot (128.3 degrees F) water for five minutes or wash with a lice-killing shampoo.
- Discard all hair ties and ribbons.

For the child to be readmitted to school, the child must first check in with the school nurse. There the nurse will check for nits. If there are live nits or enough nits that it is too time-consuming to check each, the child will be sent back home for the parents to continue the manual removal.

DRUGS, ALCOHOL, STEROIDS AND TOBACCO

SUBSTANCE ABUSE

Drugs, Alcohol, Tobacco, and Steroids

It is the responsibility of the board of trustees to safeguard the health, character, citizenship, and personality development of the students in its schools. The board of trustees recognizes that the misuse of drugs, alcohol, steroids, and tobacco threatens the positive development of students and the welfare of the entire school community. We, therefore, must maintain that the use of drugs and the unlawful possession and use of alcohol is wrong and harmful. The board of trustees is committed to the prevention of drug, alcohol, tobacco and steroid abuse and the rehabilitation of identified abusers.

The board of trustees recognizes that tobacco is highly addictive and that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. The board believes that the use of tobacco products on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, faculty/staff and visitors. The board acknowledges that adult employees and visitors serve as role models for students. The board recognizes that it has an obligation to promote positive role models in schools and to promote a healthy learning and working environment, free from unwanted smoke and tobacco use for the students, employees, and visitors on the school campus. Finally, the board recognizes that it has a legal authority and obligation pursuant to P.L. 2005, Chapter 383 New Jersey Smoke-Free Air Act as well as the federal Pro-Children's Act, Title X of Public Law 103-227 and the No Child Left Behind Act, Part C, Environmental Smoke, Section 4303.

Students

For the purpose of this policy, "drug" includes all controlled dangerous substances set forth in N.J.S.A. 24:211 etseq. and all chemicals that release toxic vapors set forth in N.J.S.A. 2C:35-10.4 etseq.

The board of trustees prohibits the use, possession and/or distribution of any drug, alcohol, or steroids on school premises, and at any event away from the school provided by the board. Compliance with a drugfree standard of conduct at all school functions is mandatory for all students. Students suspected of being under the influence of drugs, alcohol, or steroids will be identified, evaluated, and reported in accordance with the law. Assessment will be provided by the school nurse. A student who uses, possesses, or distributes drugs, alcohol, or steroids on school premises or while attending a schoolsponsored activity will be subject to discipline that may include suspension or expulsion and may be reported to appropriate law enforcement personnel. Students suspected of involvement with alcohol, drugs or steroids away from school premises will be advised of appropriate treatment and remediation (N.J.S.A. 18A:40A-10). Treatment services for students who are affected by alcohol or other drug use will be provided by Giant Steps. Treatment will not be at the board's expense.

Enforcement of Drugfree School Zones

The board of trustees recognizes its responsibility to ensure continuing cooperation between school staff and law enforcement authorities in all matters relating to the use, possession, and distribution of controlled dangerous substances and drug paraphernalia on school property. The board further recognizes its responsibility to cooperate with law enforcement authorities in planning and conducting law enforcement activities and operations on school property. The board shall, therefore, establish a formal Memorandum of Agreement with the appropriate law enforcement authorities and set forth the following policies and procedures after consultation with the county prosecutor and approval by the Executive County Superintendent of schools. The Memorandum of Agreement shall be consistent with the *Uniform State Memorandum of Agreement between Education and Law Enforcement Officials*.

Law Enforcement Liaison

In order to ensure that such cooperation continues, the board directs the lead person to designate a school liaison(s) to law enforcement agencies and to prescribe the roles and responsibilities of the school liaison(s).

Undercover Operations

The board hereby recognizes that the lead person may request that law enforcement authorities conduct an undercover operation in the school if he/she has reason to believe that drug use and/or drug trafficking is occurring in the school and that a less intrusive means of law enforcement intervention would be ineffective. The board hereby authorizes the lead person to request such intervention under these circumstances. The board recognizes that the lead person is not permitted to ask the board's approval for his/her action and is not permitted to discuss any aspect of the undercover operation until authorized to do so by law enforcement authorities.

The board recognizes that law enforcement authorities may contact the lead person to request that an undercover operation be established in a school. The board recognizes that the lead person is prohibited from discussing the request with the board. The board hereby authorizes the lead person to act upon any such request in the manner that he/she determines is in conformity with the law and the Attorney General's Executive Directive 19881 and that is in the best interests of the students and the school.

The board directs the lead person and school principal to cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The lead person, principal or any other school staff or board member who may have been informed about the undercover operation is required to immediately communicate information to the county prosecutor or designee if the integrity of the undercover school operation has been compromised in any way.

At the completion of an undercover operation in a school, and with the consent of the appropriate law enforcement authority, the lead person shall report to the board regarding the nature of the operation, the result of the operation, and any serious problems encountered during the operation.

Summoning Law Enforcement Authorities onto School Property for the Purpose of Conducting Investigations, Searches, Seizures, and Arrests

Any school employee who has reason to believe a student(s) or a staff member(s) is using or distributing controlled dangerous substances, including anabolic steroids, or drug paraphernalia on school premises shall bring that information to the school principal who, in turn, shall report same to the lead person. The lead person shall immediately report that information to the appropriate law enforcement agency. If, after consultation with the law enforcement official, it is determined that further investigation is necessary, the lead person will cooperate with the law enforcement authorities in accordance with the law and administrative code. He/she will provide the officials with a room in an area away from the general student population in which to conduct their law enforcement duties. If law enforcement officials do not choose to investigate the incident, the lead person may continue the investigation to determine if any school rules have been broken and whether any school discipline is appropriate.

If an arrest is necessary, and no exigent circumstances exist, the lead person and staff will cooperate with the law enforcement officials and provide them access to the office of a school administrator or some other area away from the general student population. Every effort shall be made to enable law enforcement personnel to carry out the arrest in a manner that is least disruptive to the educational environment. The lead person or the principal shall immediately notify the student's parent/guardian whenever a student is arrested for violating any laws prohibiting the possession, use, sale, or distribution of any controlled substance or drug paraphernalia.

Whenever the police have been summoned to a school building by the lead person, the lead person shall report the reason the police were summoned and any pertinent information to the board at its next regular meeting. If confidentiality is required, the report shall be made in executive session.

Student Searches and Securing Physical Evidence

The principal or his/her designee may conduct a search of a student's person or belongings if the search is necessary to maintain discipline and order in the school, and the school official has a reasonable suspicion that the student is

concealing contraband. All searches and seizures conducted by designated school staff shall comply with the standards prescribed by the United States Supreme Court in State in re T.L.O., 94 N.J. 331 (1983), reversed on other grounds, New Jersey v. T.L.O., 569 U.S. 325 (1985), State v. Best 403 N.J Super 428 and the New Jersey School Search Policy Manual.

If, as a result of the search, a controlled dangerous substance or drug paraphernalia is found, or if a controlled dangerous substance or drug paraphernalia is by any means found on school property, the individual discovering the item or substance shall immediately notify the building principal; the principal shall immediately notify the lead person who shall immediately, in turn, notify the appropriate law enforcement agency. The principal shall ensure that the controlled or dangerous substance and/or drug paraphernalia is labeled and secured in a locked cabinet or desk until law enforcement officials pick it up. The principal shall then contact the student's parents/guardians to inform them of the occurrence.

Whenever law enforcement officials have been called into the school, and a search of a student's person or belongings is necessary, or an interrogation is to be conducted, the lead person shall request that the law enforcement officials conduct the search, seizure, or interrogation.

Police Presence at Extracurricular Activities

The lead person is hereby authorized to contact the appropriate law enforcement agency and arrange for the presence of an officer(s) in the event of an emergency or when the lead person believes that uniformed police presence is necessary to deter illegal drug use or trafficking or to maintain order or crowd or traffic control at a school function.

Resolving Disputes Concerning Law Enforcement Activities

The board authorizes the lead person to contact the chief executive officer of the law enforcement agency involved with any dispute or objection to any proposed or ongoing law enforcement operation or activity on school property. If for any reason the dispute or objection is not satisfactorily resolved with the chief executive officer of the agency, the lead person shall work in conjunction with the county prosecutor and, where appropriate, the division of criminal justice to take appropriate steps to resolve the matter. Any dispute that cannot be resolved at the county level shall be reported to the board and shall be resolved by the attorney general whose decision will be binding.

Confidentiality of Student Involvement in Intervention and Treatment Programs

Nothing in this policy shall be construed in any way to authorize or require the transmittal of any information or records that are in the possession of a substanceabuse counseling or treatment program. All information concerning a student's or staff member's involvement in a school intervention or treatment program shall be kept strictly confidential. See 42 CFR 2 and N.J.A.C. 6A:16-6.5.

Tobacco

Tobacco use is associated with conditions such as heart disease, emphysema, asthma, high blood pressure, diabetes, and many other chronic diseases. The most effective strategy for discouraging tobacco use by young people is a wellness strategy that supports prevention, intervention, and cessation.

A. Tobacco Use and Possession

- a. No student, faculty/staff member or school visitor is permitted to use any tobacco product:
 - i. In any building, facility, or vehicle owned, leased, rented or chartered by the school;
 - ii. On any school grounds and property—including athletic fields and parking lots—owned, leased, rented, utilized (e.g., adjacent parking lots) or chartered by the board of trustees;
 - iii. At any school-sponsored or school-related event on-campus or off-campus (e.g., field trips, proms, sporting events off campus, etc).
- b. In addition, school employees, school volunteers, contractors or other persons performing services on

behalf of the school district (e.g., bus drivers) also are prohibited from using tobacco products at any time while on duty in accordance with their contracts or in the presence of students, either on or off school grounds.

- c. Further, no student is permitted to possess a tobacco product while in any school building, while on school grounds or property or at any school-sponsored or school-related event, or at any other time that students are under the authority of school personnel.

B. Definition of Tobacco Products and Tobacco Use

For the purposes of this policy, “tobacco product” is defined to include but not limited to cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products (excluding quit products). “Tobacco use” includes smoking, chewing, dipping, or any other use of tobacco products.

C. Compliance for Students

In recognition that tobacco use is a public health issue and that tobacco is a gateway drug and highly addictive, the board of trustees recognizes that intervention rather than punishment is the most effective way to address violations of this policy. Students who violate the school district’s tobacco-use policy will be referred to the guidance counselor, a school nurse, or other health or counseling services for all offenses for health information, counseling, and referral.

Parents/guardians will be notified of all violations and actions taken by the school. Consequences will be aligned with the Hoboken Charter School Code of Student Conduct.

D. Compliance for Faculty, Staff, and Visitors

Faculty or staff who violate the school’s tobacco-use policy will be provided with information on appropriate health organizations (e.g., American Lung Association, American Cancer Society, etc.) as well as support systems, programs or services (e.g., NJDHSS Quitline 1866 NJSTOPS (657-8677) and njquitline.org) to encourage them to abstain from the use of tobacco products. Employees who violate the policy may be subject to consequences in accordance with school policy and their contract. Visitors using tobacco products will be informed about the policy and asked to refrain while on school property. Visitors who continue to violate the policy will then be asked to leave the premises. Law enforcement officers may be contacted to escort the person off the premises or cite the person for trespassing if the person refuses to leave the school property.

E. Opportunities for Cessation

The administration will consult with the county health department and other appropriate health organizations (e.g., American Lung Association, American Cancer Society, etc.) to provide students and employees with information and access to support systems, programs and services (e.g., NJDHSS Quitline 1866 NJSTOPS (657-8677) and njquitline.org) to encourage them to abstain from the use of tobacco products.

F. Prevention Education

Opportunities for students to gain a greater understanding of the health hazards of tobacco use and the impact of tobacco use as it relates to providing a safe, orderly, clean and inviting school environment will be implemented in the school program via the health curriculum.

G. Procedures for Implementation

The administration will develop a plan for communicating the policy that may include information in student and employee handbooks and appropriate signage in buildings and around campus. A process that identifies intervention and referrals for students, faculty/staff and visitors who violate the policy will be created and communicated to all students, faculty/staff and parents.

Ongoing Implementation of this Policy

A. Prevention Education for Students

The board will enforce the laws of New Jersey requiring a program of drug, alcohol, steroid, and tobacco education. Drug, alcohol, steroid, and tobacco education shall be integrated with the health curriculum starting in grade seven and continuing through grade 12.

B. Faculty Education and Inservice Training

All school personnel shall be alert to signs of alcohol, drug, steroid, and tobacco use by students and shall respond to those signs in accordance with procedures established by the lead person of schools. The board of trustees will provide inservice training to assist teaching staff members in identifying the student who uses drugs, alcohol, steroids, and/or tobacco and in helping students with drug-, alcohol-, steroid-, and tobacco-related problems in a program of rehabilitation. The lead person will ensure that all school employees receive annual inservice training to make them aware of their responsibilities in accordance with board policies and N.J.A.C. 6A:16-3.1.

C. Annual Review and Distribution of Policy

The board will review annually the effectiveness of these policies and the Memorandum of Agreement entered into with the appropriate law enforcement agency. As part of this review, the board will consult with the executive county lead person, local community members, and the county prosecutor's office.

In accordance with N.J.S.A. 18A:40A-10, copies of the policy statement shall be distributed to students and their parents/guardians at the beginning of each school year.

D. Administrative Regulations

The lead person may develop administrative regulations for:

- A comprehensive program of drug, alcohol, steroid, and tobacco education;
- The identification and remediation of students involved with drugs, alcohol, steroids, and tobacco;
- The examination and treatment of students suspected of being under the influence of drugs, alcohol, steroids, or tobacco to determine the extent of the student's use or dependency;
- The treatment of students who use, possess or distribute drugs, alcohol, steroids, and tobacco in violation of law or this policy through referral to an appropriate drug/alcohol/tobacco abuse program as recommended by the department of health; and
- The readmission to school and treatment of students who have been convicted of drug, alcohol, steroid, or tobacco offenses.

E. Reporting and Liability

The lead person will annually submit a report utilizing the Electronic Violence and Vandalism Reporting system (EVVRS) accurately reporting on each incident of violence, vandalism and alcohol and other drug abuse within the school. Any allegations of falsification of data will be reviewed by the board of trustees using the requirements and procedures set

forth in N.J.A.C. 6A:16-5.3(g). Board action shall be based on a consideration of the nature of the conduct, the circumstances under which it occurred, and the employee's prior employment record.

At an annual hearing the lead person shall report to the board all acts of violence and vandalism and incidents of alcohol and other drug abuse that occurred during the previous school year.

Any staff member who reports a student to the principal or his/her designee in compliance with the provisions of this policy shall not be liable in civil damages as a result of making such a report as provided for under N.J.S.A. 18A:40A1 et seq.

F. Confidentiality Requirements

All policies and procedures must comply with the confidentiality requirements established in federal regulation found at 42 CFR Part II.

G. Parental Compliance

Substance abuse in the school is considered a health risk. It is the expressed position of the district that when school rules have been violated, and when a student's health is at risk, we must notify the student's parents/guardians and attempt to involve the family in the rehabilitation plan subject to the confidentiality restrictions of 42 CFR Part II.

Adopted by the Hoboken Charter School Board of Trustees on August 20, 2014.

SUBSTANCE ABUSE

Definitions:

1. "Controlled Dangerous Substance (CDS)" shall refer to:
 - A. Alcoholic beverages.
 - B. Any chemical or chemical compound that causes:
 - Conditions of intoxication;
 - Inebriation, stupefaction;
 - Dulling of the brain or nervous system.
 - C. Glue containing a solvent which may release toxic fumes or vapor.
2. "Substance Abuse" shall mean:
Consumption or use of any substance taken for purposes other than the treatment of sickness or injury.
3. "Drug Paraphernalia" shall refer to: hypodermic needles and syringes (used for the purpose of injecting illegal drugs) medical dropper (used as a makeshift hypodermic), kits, scales, balances, dilutants, adulterants, sifters, blenders, grinders, spoons, capsules, balloons, bottle caps, envelopes, gummed cigarette paper, roach clips, ceramic pipes, and chillers.

This list is not all inclusive.

Smoking of any kind is prohibited according to law.

Use of anabolic steroids is prohibited according to law.

Reporting Procedures:

1. Principal/designee

Whenever the Principal/designee is informed that a pupil is suspected of being impaired, he/she shall:

- A. Notify the school nurse, if she has not been notified already, who will complete the Nurse's Examination for Student Referral for Suspicion of Substance Use.

- B. Notify the pupil's parents/guardians that they need to bring their child for testing immediately and if it appears that they will not be able to get the child to be tested within a two hour window, the school will have the child transported without the parent/guardian. In the case of an emergency, the child will be taken immediately to the hospital.
 - C. Notify the Chief School Administrator if results of pupil assessment reveal further physical examination is warranted.
 - D. Complete "Violence, Vandalism and Substance Incident Report" for an incident of CDS use.
 - E. Forward aforementioned report (Violence, Vandalism and Substance Incident Report) to Chief School Administrator.
- 2. School nurse
 - A. Complete the Nurse's Examination for Referral for Suspicion of Drug Use form.
 - 3. Report findings of nursing assessment to Principal/designee.
 - 4. Staff member

Whenever it shall appear to any staff member/school personnel that a pupil is suspected of being under the influence of a CDS, he/she shall:

 - A. Fill out a Reasonable Suspicion for Student Drug or Alcohol Use form reporting only what they have observed.
 - B. Give form to nurse.
 - C. Escort the pupil to school nurse. In absence of nurse, child will be brought to principal/designee.

Assessment and Examination Procedures:

- 1. School nurse*
 - A. A nursing assessment is to be done on a pupil suspected of being under the influence of a CDS upon the staff member's request.
 - B. Nursing assessment is to be done to see if pupil has a medical problem prior to a further physical examination by a physician.
 - C. Results of nursing assessment are to be placed on a Nurse's Examination for Referral for Suspicion of Drug Use form.
- 2. Emergency situation
 - A. Pupil to be transported to nearest hospital by ambulance accompanied by a staff member designated by Principal/designee and parent/guardian, if available
 - B. Staff member or parent/guardian should take the following forms:
 - Nurse's Examination for Student Referral for Suspicion of Drug Use
 - Statement for Medical Clearance
 - Parental Acknowledgement for Drug Testing and
 - Physician's Statement for Student Medical Clearance and give to emergency room physician
 - C. Paperwork may be forwarded to the hospital after the student has been transported, if time doesn't allow for all forms mentioned above to be collected prior to the student's departure. Student's immediate care is the foremost concern.
- 3. Non-emergency cases, parent/guardian available
 - A. Pupil to be taken to a physician to determine if he/she is under the influence of a CDS.
 - B. Physician's Statement for Student Medical Clearance and Parental Acknowledgement for Drug Testing forms are to be given to parent/guardian to be returned within 24 hours after being completed by a physician and parent.

4. Non-emergency, parent/guardian not available
 - A. Pupil to be taken to the emergency room of the nearest hospital for examination.
 - B. Pupil to be accompanied by a staff member designated by Principal/designee.
 - C. Physician's Statement for Student Medical Clearance after Drug Testing and Parental Acknowledgement for Drug Testing forms to be given to staff member and given to emergency room physician.
 - D. School personnel are to accompany pupil and are not to sign authorization papers or consent forms on any pupil.
 - E. Child Protection and Permanency (CP&P) may be contacted if a parent/ guardian is not available.
 - F. In the case that a nurse is not immediately available, the Principal/designee shall send the student to emergency care for assessment.
5. Physician
 - A. Physician is to perform a physical examination on the pupil suspected of being under the influence of a CDS.
 - B. Results of that examination are to be put on a Physician's Statement for Student Medical Clearance after form.
 - C. Physician's Statement for Return to School after Drug Testing form to be returned to Principal/designee within 24 hours of the examination.
 - D. If the medical report indicates that the pupil is not able to function in school, the pupil shall remain at home under the care of the parent/guardian.
 - E. The pupil shall not resume attendance at school until he/she submits a written report from a physician to the Principal/designee certifying that he/she is physically and mentally cleared to return.
 - F. The report shall be prepared by a personal physician or the physician who examined the pupil under B1 of the policy.

1st Offense:

1. Parent/Guardian conference with Principal/designee.
2. Possible short or long term suspension.
3. Law enforcement officials notified and action taken as stipulated in drug enforcement agreement.
4. Confirmed appointment prevention/intervention program.**
5. Re-entry conference with parent/guardian and administrator. Additional relevant support staff may also be present.
6. Possible expulsion hearing before the Hoboken Charter School Board of Trustees.

2nd Offense:

1. Parent/Guardian conference with Principal/designee.
2. Possible short or long term suspension.
3. Law enforcement officials notified and action taken as stipulated in drug enforcement agreement.
4. Confirmed written documentation of student's participation in a treatment program required for re-entry.**
5. Re-entry conference with parent/guardian and administrator. Additional relevant support staff may also be present.
6. Possible expulsion hearing before the Hoboken Charter School Board of Trustees.

3rd Offense:

1. Parent/Guardian conference with Principal/designee.
2. Possible short or long term suspension.

3. Law enforcement officials notified and action taken as stipulated in drug enforcement agreement.
4. Confirmed written documentation of student's participation in a treatment program required for re-entry.**
5. Conference with parent/guardian and administrator and additional relevant support staff as well as a review team who will determine:
6. What further action, if any, should be taken.
7. The possibility of an expulsion hearing before the Hoboken Charter School Board of Trustees.
8. Child study team informed

**Students and parents/guardians shall be informed that the HCS Board of Trustees policy requires that the student and parents/guardians participate in the program. Additionally, the student and parents/guardians shall be informed that the case shall be referred to the Child Protection and Permanency (CP&P) and the local police should they refuse to participate.

Disciplinary Action for Classified Students:

In addition to the violations previously outlined, the following procedures must be complied with when disciplining a classified student:

- If suspension exceeds 10 school days accumulated in a school year
- Before expulsion proceeding, the student shall be re-evaluated by the Child Study Team according to law.
- The Principal/designee must forward written notification and a description of the offense to the parent/guardian; and
- Send a copy to the Child Study Team.

Limitations of Responsibility:

1. The identity of a student(s) shall be disclosed to law enforcement authorities if:
 - a. CDS or drug paraphernalia was turned over in the course of or as a result of diagnosis or treatment.
 - b. The student(s) voluntarily and on his/her own initiative turned over the CDS or drug paraphernalia to a school employee.
 - c. There is reason to believe that the student(s) was involved with the CDS or drug paraphernalia for the purpose of personal use, not distribution activities.
 - d. The student(s) agrees to participate in an appropriate treatment or counseling program for a specified period of time.
2. A student shall not be deemed to have voluntarily and on his/her own initiative turned over the CDS or drug paraphernalia where:
 - a. The act or turning over the CDS or drug paraphernalia was in response to a demand or questioning initiated by Principal or staff member.
3. Any staff member who reports a student(s) for suspected CDS use shall not be liable in civil damages as a result of making such a report as specified by: N.J.S.A. 2A:62A-4 and as provided for under N.J.S.A. 18A:40-42.
4. The Principal/designee must:
 - a. Complete the Violence, Vandalism and Substance Incident Report.
 - b. Forward the report to the Chief School Administrator.

Returning to School:

A. Suspension

1. Any student(s) returning to school after suspension for CDS possession, distribution and/or sale must:

- A. Have written documentation from a physician giving permission to re-enter school as per the Physician's Statement for Return Medical Clearance.
 - B. Be cleared for re-entry by school nurse
- B. Treatment program/referral program
 - 1. Any student(s) returning to school from treatment or referral program must:
 - A. Have written documentation from treatment or referral program giving permission to re-enter school.
 - B. Be cleared for re-entry by school nurse.

Referral/Support Services:

Any student(s) who has been referred to a treatment program for CDS abuse will:

- A. Be provided with agency referral sources for on-going therapy and treatment as stipulated in referral and treatment agreements.
- B. Be provided, through the Coordinator of Special Education/ Special Services, with home instruction, when necessary.
- C. Be referred to the Child Study Team for evaluation if marked deterioration is noted.

The HCS Board of Trustees shall establish a team of staff to annually review the effectiveness of its alcohol and drug policies and procedures. The policies and procedures will also be annually reviewed at a public meeting. In addition, the CDS Policies and Procedures will be distributed to every pupil and parent/guardian at the beginning of each school year.

HELMET LAW

"State law requires a bicycle rider under 17 years to wear a helmet."

Title 39:4-10.1

In New Jersey, anyone under 17 years of age that rides a bicycle or is a passenger on a bicycle, or is towed as a passenger by a bicycle **must** wear a safety helmet.

On August 1, 1998 this helmet law was extended to include roller and inline skates and skateboards. Roller skates mean a pair of devices worn on the feet with a set of wheels attached, regardless of the number or placement of those wheels and used to glide or propel the user over the ground.

The definition of bicycle with reference to the helmet legislation is a vehicle with two wheels propelled solely by human power and having pedals, handle bars and a saddle-like seat. The term shall include a bicycle for two or more persons having seats and corresponding pedals arranged in tandem.

All helmets must be properly fastened and fitted. Bicycle helmets must meet the federal standards developed by the Consumer Product Safety Commission (CPSC) effective March 10, 1999 that ensure the best head protection and strong chin straps to keep the helmet in place during a fall or collision. Also acceptable are helmets meeting the Snell Memorial Foundation's 1990 Standard for Protection Headgear.

Initial violators of the helmet law will receive warnings. For minors, the parent or legal guardian may be fined a maximum of \$25 for the 1st offense and a maximum of \$100 for subsequent offenses, if lack of parental supervision contributed to the offense.

HOBOKEN CHARTER SCHOOL NUTRITION AND WELLNESS POLICY

The Hoboken Charter School Board of Trustees recognizes that child and adolescent obesity has reached epidemic levels in the United States and that poor diet combined with the lack of physical activity negatively impacts students' health and their ability and motivation to learn. The Board is committed to:

- Providing students with healthy and nutritious foods;
- Encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains;
- Supporting healthy eating through nutrition education;
- Encouraging students to select and consume all components of the school meal;
- Providing students with the opportunity to engage in regular physical activity.

Hoboken Charter School, in accordance with federal and state requirements, is committed to promoting nutrition and physical activity that fosters lifelong habits of healthy living. Students will be encouraged and given ample opportunity to eat fruits, vegetables, water, low-fat milk and whole grains. HCS ensures that all students in grades K-12 participate in physical education classes to promote familiarity with athletics and a commitment to healthy physical activity. Students in the lower and middle school have time built into their weekly schedule for regular recess, providing additional opportunity for physical activity. Health is taught at all grade levels from K-12. In health class, students learn about numerous aspects of healthy living and reflect upon their own life choices. It is expected that what they learn in these classes informs their choices outside of the class. HCS is committed to providing a consistent, healthy message to students throughout the school environment. Successful implementation requires involvement from students, parents, school staff, and the community to make nutrition and fitness fun and exciting.

Schools can play a major role in helping students become fit, healthy and ready to learn. One way to accomplish this is for foods offered in schools to support lessons learned in the classroom regarding nutrition and physical activity. What better venue than schools-which have a great impact on children- to support the message that proper nutrition and physical activity are a key part of a healthy lifestyle.

Celebrating the school lunch program and after-school events offer opportunities for schools to reinforce the message that making healthy food choices and being physically active means a healthier body and a sharper mind. With that in mind, Hoboken Charter School shall reduce the purchase of any products containing trans fats. All reimbursable meals shall meet federal nutrient standards as required by the U.S. Department of Agriculture Child Nutrition Program regulations. The following items may not be served, sold or given out as free promotion anywhere on school property at any time at school:

- Foods of minimal nutritional value (FMNV) as defined by U.S. Department of Agriculture regulations;
- All food and beverage items listing sugar, in any form, as the first ingredient;
- All forms of candy.

Likewise, the following list contains healthy items that guardians can consider when packing snack choices for students:

- Fresh fruit
- Veggies (possibly with hummus or a dip)
- String cheese or cheese cubes
- Yogurt
- Bottled water
- Whole grain granola bars
- Pre-shelled seeds like sunflower and pumpkin
- Popcorn
- Applesauce
- Rice cakes

Please be aware that we are a nut-aware school. To that end, we ask that students and families not bring to school any food item that contains nuts. The school will also make every effort to ensure that food provided through the lunch program and other vendors is nut free.

Additionally, all snack and beverage items sold or served anywhere on school property during the school day, including items sold in fundraisers, shall meet the following standards:

1. Based on manufacturers nutritional data or nutrient facts labels:
 - a. No more than 8 grams of total fat per serving, with the exception of seeds.
 - b. No more than 2 grams of saturated fat per serving.
2. All beverages offered shall be milk, water or 100% fruit or vegetable juice and shall not exceed 12 ounces, with the following exceptions:
 - a. Water
 - b. Milk containing 1% or less fat
3. Whole milk shall not exceed 8 ounces.

Food and beverages served during special school celebrations or during curriculum related activities shall be exempt from this policy with the exception of foods of minimal nutritional value as defined by USDA regulations.

Adequate time shall be allowed for student meal service and consumption, and a pleasant eating environment should be provided. This school district's curriculum shall incorporate nutrition education and physical activity consistent with the New Jersey Department of Education Core Curriculum Content Standards. The HCS Board is committed to promoting the Nutrition Policy with all food service personnel, teachers, nurses, coaches and other school administrative staff so they have the skills they need to implement this policy and promote healthy eating practices. The Board will work toward expanding awareness about this policy among students, parents, teachers and the community at large.

Exceptions can be made to the policy for students with specific medical needs as per student IEP and 504 Plans.

HOBOKEN CHARTER SCHOOL'S TECHNOLOGY AND COMMUNICATIONS SYSTEMS POLICY

General Policy

Hoboken Charter School's Communications Systems (internal mail, telephones, cellular systems, electronic mail, voice mail, computers and software including access to the Internet) are intended for school business use and the school permits only limited personal use. Limited appropriate personal use means use which does not interfere with the employee's ability to perform his/her job. Limited appropriate personal use shall not include the access or transmission of any obscene, offensive or inappropriate material. The purpose of access to or use of the internet through the School connections or equipment is school-business related; therefore, anyone who utilizes these connections must foster that purpose by using internet resources only for educational purposes and in an appropriate and legal manner. All persons accessing or using the internet through Hoboken Charter School connections or equipment, whether from a school location or from a remote location using school hardware, software and/or accounts, are prohibited from using such connections or equipment for other than educational purposes and are specifically prohibited from:

- Using the Internet for commercial purposes, advertising or similar objectives
- Utilizing copyrighted materials without permission
- Lobbying for political purposes or soliciting votes
- Accessing pornographic or obscene materials
- Sending or receiving messages that are racist, sexist, inflammatory, hateful or obscene
- Vandalizing data, software or equipment
- Sending, receiving or accessing another person's messages without authorization

Personal emails and communications should be sent via non-school issued accounts.

All communications and information transmitted by, received from, or stored in any of the Communications Systems are School records and the property of HCS. Employees have no right of personal privacy in any matter stored in, created, received or sent via any of School's Communications Systems.

Furthermore, HCS reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received or sent via the School's Communications Systems, for any reason and without the permission of the employee.

Hoboken Charter School's Harassment, Intimation and Bullying policy applies fully to the use of the Communications Systems, and any violation of this policy is grounds for disciplinary action up to and including termination. Therefore, no messages should be created, sent or received if they contain intimidating, hostile or offensive material concerning race, color, gender identity or expression, religion, sex, age, national origin, disability or any other characteristic protected by law, or if the communication would otherwise violate the School's policies. Further, employees are prohibited from using any of the Communications Systems to solicit for religious or political purposes, commercial enterprise, outside organizations, or other non-job-related purposes.

If an employee chooses to use a personal computer for school business, they must create two accounts- a home account and a school account. This can be accomplished by having multiple browser profiles. On a school account, there can only be school-authorized programs and software. All school electronics rules and expectations as outlined throughout this Technology and Communications Systems Policy and the Remote Teaching Policy apply to school accounts. Additionally, school business is to occur exclusively on school accounts.

Computer Security

HCS provides employees with access to various computer systems to facilitate work.

Upon hire, a user profile and password will be assigned to each employee in order for the employee to gain access to HCS systems. The assigned profile and password, and all system transactions associated with the profile, are the direct responsibility of the employee for whom the profile was created. Unauthorized use of any profile is strictly prohibited and must be reported to the building principal immediately. Failure to do so, or allowing an employee to use a profile assigned to another employee to gain access to the system, and data contained therein, is grounds for system privilege revocation or further disciplinary action.

It is the responsibility of employees to take precautions to safeguard their profile and password. Passwords should not be accessible by others. Employees are discouraged against creating or using passwords that are trivial or easy to decipher, or that include commonalities such as phone extensions, birth dates, initials, months or personal names. Employees are required, and will be prompted by the system, to change their profile passwords, and the password should not match prior passwords. Two-step authentication must be used where available. Upon an employee's resignation or termination, the profile will be deactivated.

When leaving an assigned work environment, it is the responsibility of the employee to ensure they have taken all necessary precautions to prevent unauthorized access to computer systems as a result of unattended active sessions. Such precautions include terminating sessions prior to leaving the work area and logging off. Turning off a monitor or dimming the screen with the main CPU still active is not considered to be an adequate safeguard. Furthermore, employees are responsible for and encouraged to take similar precautions with printed data. Printed data left unattended at a workstation or on a printer can result in loss, theft of information, and general misuse for which the employee may be liable.

When using technology for instruction, employees may share a screen. In doing so, it is imperative that employees close all sensitive documents or tabs and check browser bookmarks and other open applications to ensure no sensitive information is visible. They must be conscious of everything visible on camera- themselves, what is behind them, what is on their screen, etc.

Additionally, if an employee believes that there has been any unauthorized use of their systems either onsite by other employees or students or off site by a malicious attack, they must immediately notify their building principal.

Violations of these policies and/or procedures may result in disciplinary action up to and including termination of employment.

Software Piracy

HCS does not tolerate the pirating of software. Employees are prohibited from making, using, selling or distributing unauthorized copies of software programs. Every software item on every employee's computer must be appropriately licensed.

Electronic Communication by School Staff

"Electronic communications," for the purpose of this policy, means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular phone, computer, computer network, personal data assistant, or pager. Electronic communications include, but are not limited to, e-mails, instant messages, and communications made by means of an Internet website, including social media and social networking websites. The lead person/principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process.

The annual orientation and reminder will give special emphasis to improper fraternization with students using electronic communications:

- A. School employees may not initiate, accept or follow current students as “friends” on networking sites without written approval of the school principal;
- B. School employees are strongly discouraged from initiating, accepting or following parents of enrolled students as “friends” on networking sites;
- C. School employees should be cognizant of social media posts and adjust privacy settings to ensure their public image is professional;
- D. All electronic contacts with students should be through any school issued system or account;
- E. All electronic contacts by coaches and extracurricular advisors with team members and members of extracurricular activities shall, as a general rule, be sent to all team members and activity participants;
- F. School employees may not knowingly engage in online gaming with students unless has been approved by the building principal in advance.
- G. School employees will not give out their private cell phone or home phone numbers to students without prior approval of the principal;
- H. Electronic communications that are inappropriate and therefore prohibited include but are not limited to:
 - Items with sexual content;
 - Items exhibiting or advocating use of drugs, alcohol or other illegal activities;
 - Items that pertain to students, including confidential information;
 - Any content that significantly affects the employee’s ability to perform his/her job or disrupts the educational environment;
 - Any content that would violate school policies and procedures;
- I. Examples of inappropriate behavior from other districts and schools may be covered and discussed, including behavior to avoid and the need for staff to use common sense in avoiding inappropriate and unprofessional behavior;
- J. Staff shall have no expectation of privacy when using school technology, the school network, school subscription services and/or public social media venues;
- K. The administration may monitor for improper staff electronic communications on school computers, other school issued technology, and the school computer network;
- L. Staff shall be informed of the consequences that may result from inappropriate electronic communications up to and including dismissal from employment.

The lead person or designees may periodically conduct internet searches to see if staff members have posted inappropriate materials on-line. When inappropriate use of computers and internet websites is discovered, the school principals and lead person will seek to preserve the problematic or offensive material and will seek to maintain storage and chain of custody of the evidence. The lead person/principal shall promptly bring that alleged misconduct to the attention of the board president.

Cell Phones

As a general rule, school staff shall not contact students’ cell phones unless approved by the building principal as other forms of communication are not possible for the circumstance.

Text Messages

Any text messages by staff members, coaches and volunteers shall, as a general rule, be sent to the entire class, team, club or organization, ideally through a school-authorized group messaging app and include the building principal in the thread, and not to any student individually. Exceptions may include situations involving confidential medical issues, emergencies or individual issues not involving the entire group. Staff shall not send messages containing material that:

- A. May be perceived as profane, obscene, racist, sexist or promote illicit, illegal or unethical activity;
- B. Violates the school’s affirmative action policies;
- C. Is personal in nature and not related to the business of the school;
- D. Can be interpreted as provocative, flirtatious or sexual in nature;
- E. Is confidential information and not authorized for distribution;
- F. Violates board policy around Harassment, Intimidation and Bullying.

Electronic Communication

School personnel shall adhere to the following guidelines when sending or receiving messages via school owned or issued devices and the school network:

- All messages shall pertain to legitimate school business;
- Personnel shall not reveal school issued passwords to others. If a staff member believes that a password has been lost or stolen, or that email has been accessed by someone without authorization, he/she must contact the supervisor for technology or the principal;
- School administrators shall have access to the employee's accounts;
- Electronic messages on school owned or issued electronic devices and the school network shall be retained for the period of time specified by the Destruction of Public Records Law and board policy 3570 Records (retained three (3) years for external correspondence and one (1) year for internal correspondence);
- Federal copyright laws shall be observed;

Staff shall not send messages that contain material that:

- May be perceived as profane, obscene, racist, sexist or promote illicit, illegal or unethical activity;
- Violates the school's affirmative action policies;
- Is personal in nature and not related to the business of the school;
- Can be interpreted as provocative, flirtatious or sexual in nature;
- Is confidential and not authorized for distribution;
- Violates board policy around Harassment, Intimidation and Bullying.

Personnel shall become familiar with the school's policies and regulation on staff and student access to networked information resources and acceptable use of technology (Internet Safety and Technology) before initiating email use;

Employees learning of any misuse of the email systems shall notify the supervisor for technology, principal or lead person immediately.

Online Education

An online classroom is still a classroom. Though courses and/or assigned programs of home instruction may be online, appropriate classroom behavior is still mandatory. Respect for the participants is essential for learning and student achievement.

Staff communications with students during online education will be limited to legitimate school business as set forth under cell phones, text messages and electronic communication, above. Professional standards and etiquette shall be observed at all times.

Implementation

This policy shall be made available electronically or otherwise disseminated to all staff members, annually or as needed.

HOBOKEN CHARTER SCHOOL DATING VIOLENCE PREVENTION AND AWARENESS POLICY

The Hoboken Charter School Board of Trustees has determined that a safe and civil environment in school is necessary to learn. Acts or incidents of dating violence whether they be verbal, sexual, physical or emotional will not be tolerated and will be dealt with according to the Hoboken Charter School K-8 Code of Student Conduct.

All acts or incidents of dating violence shall be reported to the school's principal or the principal's designee. School staff should take all reasonable measures to prevent acts or incidents of teen dating violence. Reports should be made verbally as soon as possible but no later than the end of the student's school day. A written report regarding the act or incident of dating violence should be submitted to the principal or the principal's designee by the reporting staff member no later than one day after the act or incident occurs. Staff is required to report all acts or incidents of dating violence. "Dating violence" means a pattern of behavior where one person threatens to use, or actually uses physical, sexual, verbal, or emotional abuse to control a dating partner.

Acts or incidents could include:

- Witnessed or reliable information concerning acts or incidents that are characterized by physical, emotional, verbal or sexual abuse.
- Digital or electronic acts or incidents of dating violence.
- Patterns of behavior which are threatening or controlling.

Protocol for Staff Members

Any school staff member who witnesses or learns of an act or incident of dating violence is required to take the following steps:

- Separate the victim from the alleged aggressor.
- Speak with the victim and the alleged aggressor separately.
- Speak with witnesses or bystanders separately.
- Inform principal or principal's designee of the act or incident.
- Prepare incident report of incident for principal or the principal's designee.
- Monitor the interactions of the victim and the alleged aggressor. Student safety should be the priority.

Protocol for Administrators

Any school administrator who witnesses or learns of an act of dating violence is required to take the following steps:

- Separate the victim from the alleged aggressor.
- Meet separately with the victim and the alleged aggressor.
- Take written statements from the victim and alleged aggressor.
- Review the victim's and alleged aggressor's written statements to ascertain an understanding of the act or incident. Questions may be asked of either individual for clarification.
- Further investigate the incident by speaking with bystanders/witnesses of the act or incident. All statements should be documented.
- The school administrator should make the determination to involve the School Resource Officer or Police Department.
- If after an assessment by a school social worker, counselor or psychologist a determination is made that the victim or alleged aggressor's mental health has been placed at risk, appropriate referrals should be made.
- Contact should be made with the parents/guardians of both the victim and the alleged aggressor. A recommendation of a meeting should be made to discuss the act or incident with the principal, or his or her designee.
- Schools must notify both parties in writing of the outcome of the investigation into the act or incident of dating violence.

Protocol for Working with the Victim of an Act or Incident of Dating Violence

Administrators shall consider adopting the following methods for dealing with victims of dating violence.

- Student safety should be the first priority. Interaction between the victim and the alleged aggressor should be avoided. The burden of any schedule changes (classroom, bus etc.) should be taken on by the alleged aggressor.
- Schedule a conference with the victim and their parents/guardians.
- Identify any means or actions that should be taken to increase the victim's safety and ability to learn in a safe and civil school environment.
- Alert the victim and their parents/guardians of school and community based resources that may be appropriate, including their right to file charges, if the act or incident violated the law.
- Monitor the victim's safety as needed. Assist the victim with any plans needed for the school day and after school hours. (e.g. hallway safety, coordination with parents/guardians for transportation to and from school). An individualized safety plan may be developed if deemed necessary.
- Discuss a school approved Stay-Away Agreement between the victim and the alleged aggressor.
- Encourage the victim to self report any and all further acts and incidents of dating violence that occur at-school in writing to the principal, or his or her designee.
- Document all meetings and action plans that are discussed

Protocol for Working with the Alleged Aggressor of an Act or Incident of Dating Violence

Administrators shall consider adopting the following methods for dealing with the alleged aggressor in an act or incidents of dating violence.

- Schedule a conference with the alleged aggressor and their parents/guardians.
- Give the alleged aggressor the opportunity to respond in a written statement to the allegations of an act or incident of dating violence at school.
- Alert the alleged aggressor and their parents/guardians to both school and community based support and counseling resources that are available.
- Identify and implement counseling, intervention and disciplinary methods that are consistent with school policy for acts or incidents of this nature.
- Review the seriousness of any type of retaliation (verbal, emotional, physical, sexual, electronic/digital) towards the victim who reported the act or incident of dating violence. Address that consequences would be issued consistent with the school's student code of conduct and procedures for any type of retaliation or intimidation towards the victim.
- Document all meetings and action plans that are discussed.

Protocol for the Documentation and Reporting of an Act or Incident of Dating Violence

Staff will report any acts of dating violence they witness or receive reliable information regarding by the informing the principal or the principal's designee both verbally and in writing. Students can report verbally and/or in writing.

- Dating violence statements and investigations should be kept in files separate from student academic and discipline records. This is recommended to prevent the inadvertent disclosure of confidential information.
- Every act or incident of dating violence at school that is reported should be documented in an appropriate manner. This should include statements, planning actions, disciplinary measures as well as counseling and other support resources that are offered and prescribed to the victim or alleged aggressor.

Discipline Procedures Specific to At-School Incidents of Dating Violence

The HCS Board of Trustees shall require its school administrators to implement discipline and remedial procedures to address acts or incidents of dating violence at school. These policies and procedures should be consistent with the HCS K-8 Code of Student Conduct. The policies and procedures specific to acts or incidents of dating violence at school should be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses should be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

The consequences and remedial measures listed below are examples and may be expanded upon:

Consequences¹:

- Admonishment
- Temporary removal from the classroom
- Classroom or administrative detention
- In-school suspension
- Out-of-school suspension
- Reports to law enforcement
- Expulsion

*Retaliation towards the victim of any act or incident of dating violence should be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

Remediation/Intervention²:

- Parent conferences
- Student counseling (all students involved in the act or incident)
- Peer support group
- Corrective instruction or other relevant learning or service experiences
- Supportive student intervention (IR&S)
- Behavioral management plan
- Alternative placements

Warning Signs of Dating Violence

A pattern of behaviors may be an important sign that a student is involved in an unhealthy or abusive dating relationship.

Examples of Warning Signs³ and Statistics:

- Name calling and put downs- Does one student in the relationship use name-calling or putdowns to belittle or intimidate the other student?
- Extreme jealousy- Does one student in the relationship appear jealous when the other talks with peers?
- Making excuses- Does one student in the relationship make excuses for the other?
- Canceling or changing plans- Does one student cancel plans often and at the last minute? Do the reasons make sense or sound untrue?
- Monitoring- Does one student call, text, or check up on the other student constantly? Does one student demand to know the other's whereabouts or plans?
- Uncontrolled anger- Have you seen one of the students in the relationship lose his or her temper or throw and break things in anger?
- Isolation- Has one student in the relationship given up spending time with family and friends? Has the student stopped participating in activities that were once very important to him/her?
- Dramatic changes- Has the appearance changed of the student in the relationship? Has the student lost or gained weight? Does the student seem depressed?
- Injuries- Does the student in the relationship have unexplained injuries? Does the student give explanations that seem untrue?
- Quick progression- Did the student's relationship get serious very quickly?

Education Specific to Dating Violence

Education about dating violence that is age appropriate has been integrated into the HCS Scope and Sequence health education curriculum for grade 8. The dating violence education shall include but not be limited to information on the definition of dating violence, recognizing dating violence warning signs and the characteristics of healthy relationships. In

addition, NJCCCS 2.4.8.A.6, 2.4.12.A.4 and 2.4.12.A.4 will be explored. Upon written request to the school principal, a parent or legal guardian of a student less than 18 years of age, shall be permitted within a reasonable period of time after the request is made, to examine the dating violence education instruction materials developed by the school district.

**Please note that with this policy “at school” means in a classroom, or anywhere on school property, school bus or school related vehicle, at an official bus stop, or at any school sponsored activity or event whether or not it is on school grounds and “dating partner” means any person involved in an intimate association with another individual that is primarily characterized by the expectation of affectionate involvement, whether casual, serious, or long-term.

Information on Safe, Appropriate School, Family, Peer, and Community Resources Available to Address Dating Violence

New Jersey Domestic Violence Programs by County

<http://www.state.nj.us/dca/divisions/dov/resources/countyresourcesdv.html>

New Jersey Coalition for Battered Women

Programs and counseling for Domestic and Dating Violence.

24 Hour Helpline: (800) 572-SAFE

<http://www.njcbw.org/>

Alternatives to Domestic Violence

24 Hour Helpline- (201)336-7575.

<http://www.co.bergen.nj.us/adv/teendating.htm>

The Rachel Coalition

Responding to domestic violence

24 Hour Helpline: (973)740-1233

<https://www.rachelcoalition.org/>

The United States Department of Health and Human Services

Teen Violence Prevention Programs

http://www.childwelfare.gov/systemwide/domviolence/prevention/teen_dating.cfm

Centers for Disease Control and Prevention

Violence Prevention

<http://www.cdc.gov/violenceprevention/>

The United States Department of Justice

Dating Violence

<http://www.ovw.usdoj.gov/datingviolence.html>

Love is Respect

Dating resources for parents, teens and educators.

<http://www.loveisrespect.org>

Start Strong Teens

Building Healthy Teen Relationships

<http://www.startstrongteens.org/>

Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

Adapted from *The Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying On School Property, At School Sponsored Functions And on School Buses*, New Jersey Department of Education, April 2011.

Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

HOBOKEN CHARTER SCHOOL'S K-8 CONCUSSION PROTOCOL FOR THE PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

In compliance with the state of New Jersey requirements stated in N.J.S.A 18A: 40-41.4 in regards to the care and treatment of a student who is suspected of sustaining a sports-related concussion or head injury, the Hoboken Charter School has adopted the policy detailed below. This policy will be reviewed and revised annually to ensure that it reflects the most current information available on the risks, prevention and treatment of sports related concussions and head related injuries.

The school's Physician, Licensed Athletic Trainer, Coaches and School Nurse will complete a Interscholastic Head Injury Training Program as per N.J.S.A 18A: 40-41.2.

Concussion Protocol

Prevention:

- 1 Pre-season baseline testing
- 2 Review of educational information for student-athletes on prevention of concussions
- 3 Reinforcement of the importance of early identification and treatment of concussions to improve recovery.
 - a. Student-athletes who are exhibiting the signs or symptoms of a sports-related concussion or other head injuries during practice or competition shall be immediately removed from play and may not return to play that day.

Possible Signs of Concussion:

(Could be observed by coaches, school nurse, etc.)

- 1 Appears dazed, stunned or disoriented
- 2 Forgets plays or demonstrates short term memory difficulty
- 3 Exhibits difficulties with balance or coordination
- 4 Answers questions slowly or inaccurately
- 5 Loses consciousness

Possible Symptoms of Concussion

(Reported by the student athlete to coach, school nurse, etc.)

1. Headache
2. Balance problems or dizziness
3. Double vision or changes in vision
4. Sensitivity to light or sound/noise
5. Feeling of sluggishness or foggiess
6. Difficulty with concentration and short term memory
7. Sleep disturbance
8. Irritability

Student-athletes must be evaluated by a physician or licensed health care provider trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injuries. To return to practice and competition, the student-athlete must follow the protocol below:

- Immediate removal from competition or practice. 911 should be called if there is a deterioration of symptoms, loss of consciousness or direct neck pain associated with the injury.

- When available, the student-athlete should be evaluated by the school's licensed healthcare provider who is trained in the evaluation and management of concussions.
- School personnel (school nurse, coach, building administrator, etc.) should make contact with the student-athlete's parent/guardian and inform him/her of the suspected sports-related concussion or head injury.
- School personnel (school nurse, coach, building administrator, etc.) shall provide the student-athlete with district board of education approved suggestions for management/ medical checklist to provide their parent/guardian and physician or other licensed healthcare professional trained in the evaluation and management of sports related concussions and other head injuries.
- The student-athlete must receive written clearance from a physician trained in the evaluation and management of concussions that states the student-athlete is asymptomatic at rest and may begin the local districts' graduated return-to-play protocol. Medical clearance that is inconsistent with the school policy may not be accepted and such matters will be referred to the school physician.

Graduated Return to Competition and Practice Protocol

- Complete physical, cognitive, emotional and social rest is advised while the student-athlete is experiencing symptoms and signs of a sports-related concussion or other head injury. (Minimize mental exertion, limiting over stimulation, multi-tasking, etc.)
- After written medical clearance is given by a physician trained in the evaluation and management of concussions stating that the student-athlete is asymptomatic at rest, the student-athlete may begin a graduated individualized return-to-play protocol supervised by a licensed athletic trainer, school/team physician or in cases where the aforementioned are not available a physician or licensed health care provider trained in the evaluation and management of sports-related concussions. The following steps should be followed:
 - Completion of a full day of normal cognitive activities (school day, studying for tests, watching practice, interacting with peers) without re-emergence of any signs or symptoms.
 - If no return of symptoms, next day advance to: light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity < 70% maximum percentage heart rate: no resistance training. The objective of this step is increased heart rate. If no return of symptoms, next day advance to:
 - Sport-specific exercise including skating and/or running; no head impact activities. The objective of this step is to add movement and continue to increase heart rate. If no return of symptoms, next day advance to:
 - Non-contact training drills (e.g., passing drills). The student-athlete may initiate progressive resistance training. If no return of symptoms, next day advance to:
 - Following medical clearance (consultation between school health care personnel, i.e., Licensed Athletic Trainer, School/Team Physician, School Nurse and student-athlete's physician), participation in normal training activities. The objective of this step is to restore confidence and to assess functional skills by the coaching staff. If no return of symptoms, next day advance to:
 - Return to play involving normal exertion or game activity.

In the absence of daily testing by knowledgeable school district staff (i.e. Licensed Athletic Trainer, School/Team Physician) to clear a student-athlete to begin the graduated return-to-play protocol, a student-athlete should observe a 7 day rest/recovery period before commencing the protocol. Younger students (K-8) should observe the 7 day rest/recovery period (after they are symptom free at rest) prior to initiating the graduated-return-to play protocol. A physician trained in the evaluation and management of concussion as well as the parents/guardians of the student-

athlete shall monitor the student-athlete in the absence of knowledgeable school district staff (i.e., Athletic Trainer, School/Team Physician). School Nurses may serve as an advocate for student-athletes in communicating signs and symptoms to physicians and parents/guardians.

- Utilization of available tools such as symptom checklists, baseline and balance testing are suggested.
- If the student athlete exhibits a re-emergence of any concussion signs or symptoms once they return to physical activity, he/she will be removed from further exertion activities and returned to his/her school/team physician or primary care physician.
- If concussion symptoms reoccur during the graduated return-to-play protocol, the student-athlete will return to the previous level of activity that caused no symptoms.

Temporary Accommodations for Student-Athletes with Sports-Related Head Injuries

- Rest is the best “medicine” for healing concussions or other head injuries. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration and speed of processing significantly impacts learning. Further, exposing the concussed student-athlete to the stimulating school environment may delay the resolution of symptoms needed for recovery.
- Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
- Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting – even watching movies if a student is sensitive to light/sound – can slow a student's recovery. In accordance with the Center for Disease Control's toolkit on managing concussions, boards of education may look to address the student's cognitive needs in the following ways.
- Students who return to school after a concussion may need to:
 - Take rest breaks as needed.
 - Spend fewer hours at school.
 - Be given more time to take tests or complete assignments. (All courses should be considered.)
 - Receive help with schoolwork.
 - Reduce time spent on the computer, reading and writing.
 - Be granted early dismissal to avoid crowded hallways.

Implementation of the Interscholastic Sports-Related Concussions and Head Injuries Policy

The school district/charter is required to monitor its employees in the completion of an Interscholastic Head Injury Training program such as the National Federation of State Upper Schools Association's online, “Concussion in Sports” or a comparable program which meets the mandated criteria and includes but is not limited to:

1. The recognition of the symptoms of head and neck injuries, concussions and injuries related to second-impact syndrome.
2. Includes the appropriate criteria to delay the return to sports practice or competition of a student athlete who has sustained a concussion or other head injury.

*Additional head injury training programs that meet the mandated criteria may be completed by professionals of different levels of medical knowledge and training. Guidance for these additional training programs will be provided to each school district, charter, and nonpublic school by NJDOE.

The school district, charter or nonpublic school that participates in an interscholastic sports program shall distribute the educational fact sheet annually to the parents or guardians of student-athletes and shall obtain a signed acknowledgement of the receipt of the fact sheet by the student-athlete and his parent or guardian.

Each school district, charter, and non-public school shall develop a written policy concerning the prevention and treatment of sports-related concussions and other head injuries among student-athletes. The policy shall include, but need not be limited to, the procedure followed when it is suspected that student-athlete has sustained a concussion or other head injury. Each school district shall implement the policy by the 2011-2012 school year.

Each school whose students participate in an interscholastic sports program and are suspected of sustaining a concussion or other head injury in practice or competition shall be immediately removed from the sports competition or practice. Student-athletes who are removed from competition or practice shall not participate in further sports activity until they are evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receive written clearance from a physician trained in the evaluation and management of concussions to return to completion or practice.

Resources on Interscholastic Sports Related Concussions and Head Injuries

Internet Resources

Centers for Disease Control and Prevention – Concussion Toolkit

http://www.cdc.gov/concussion/HeadsUp/physicians_tool_kit.html

<http://www.cdc.gov/concussion/headsup/pdf/ACE-a.pdf>

http://www.cdc.gov/concussion/headsup/pdf/ACE_care_plan_school_version_a.pdf

http://www.cdc.gov/concussion/headsup/pdf/Concussion_in_Sports_palm_card-a.pdf

National Federation of State Upper Schools Association- Online “Concussion in Sports” training program. www.nfhs.org

Brain Injury Association of New Jersey www.BIANJ.org www.sportsconcussion.com

Athletic Trainers Society of New Jersey www.atsnj.org

National Collegiate Athletic Association www.NCAA.org/health-safety

New Jersey Interscholastic Athletic Association www.njsiaa.org

Articles

“Consensus Statement on Concussion in Sport: 3rd International Conference on Concussion in Sport held in Zurich, November 2008”. Clinical Journal of Sports Medicine, Volume 19, May 2009, pp.185-200

Clinical Report: Sport-related Concussion in Children and Adolescents” Halstead ME, Walter, KD and the Council on Sports Medicine and Fitness Pediatrics Volume 126, September 2010, pp.597-615.



A Fact Sheet for **ATHLETES**

WHAT IS A CONCUSSION?

A concussion is a brain injury that:

- Is caused by a bump or blow to the head
- Can change the way your brain normally works
- Can occur during practices or games in any sport
- Can happen even if you haven't been knocked out
- Can be serious even if you've just been "dinged"

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light
- Bothered by noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems
- Confusion
- Does not "feel right"

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

- **Tell your coaches and your parents.** Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach if one of your teammates might have a concussion.

- **Get a medical check up.** A doctor or health care professional can tell you if you have a concussion and when you are OK to return to play.

- **Give yourself time to get better.** If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Second or later concussions can cause damage to your brain. It is important to rest until you get approval from a doctor or health care professional to return to play.

HOW CAN I PREVENT A CONCUSSION?

Every sport is different, but there are steps you can take to protect yourself.

- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Use the proper sports equipment, including personal protective equipment (such as helmets, padding, shin guards, and eye and mouth guards). In order for equipment to protect you, it must be:

- The right equipment for the game, position, or activity
- Worn correctly and fit well
- Used every time you play

It's better to miss one game than the whole season.

For more information and to order additional materials free-of-charge, visit:
www.cdc.gov/ConcussionInYouthSports

For more detailed information on concussion and traumatic brain injury, visit:
www.cdc.gov/Injury



A Fact Sheet for PARENTS

WHAT IS A CONCUSSION?

A concussion is a brain injury. Concussions are caused by a bump or blow to the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious.

You can’t see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

If your child has experienced a bump or blow to the head during a game or practice, look for any of the following signs and symptoms of a concussion:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can’t recall events prior to hit or fall
- Can’t recall events after hit or fall

Symptoms Reported by Athlete

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not “feel right”

HOW CAN YOU HELP YOUR CHILD PREVENT A CONCUSSION?

Every sport is different, but there are steps your children can take to protect themselves from concussion.

- Ensure that they follow their coach’s rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure they wear the right protective equipment for their activity (such as helmets, padding, shin guards, and eye and mouth guards). Protective equipment should fit properly, be well maintained, and be worn consistently and correctly.
- Learn the signs and symptoms of a concussion.

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD HAS A CONCUSSION?

1. **Seek medical attention right away.** A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to sports.
2. **Keep your child out of play.** Concussions take time to heal. Don’t let your child return to play until a health care professional says it’s OK. Children who return to play too soon—while the brain is still healing—risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.
3. **Tell your child’s coach about any recent concussion.** Coaches should know if your child had a recent concussion in ANY sport. Your child’s coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

It’s better to miss one game than the whole season.

OVERNIGHT TRIP POLICY AND CONTRACT FOR HOBOKEN CHARTER SCHOOL

School trips are a privilege and all students are expected to behave in a manner that best represents the school and the student. A school administrator will be called immediately in cases of inappropriate behavior. Abuses of this policy may result in the student being sent home at the parent's/guardian's expense and/or ineligibility for future school trips.

Prior to departure, sponsors will provide the appropriate administrator with an expected itinerary, a student list, hotel information (name, address, phone numbers) and all sponsors' cell phone numbers. Sponsors shall procure hotel/motel arrangements where room doors open to the interior of the facility.

In order that everyone may receive maximum benefits from participation on school trips, school policies for behavior at school will be enforced at all times during trips. In other words, if it is not allowed at school, it is not allowed on a school trip. Those policies are outlined in the Hoboken Charter School Code of Student Conduct. Additional rules as detailed below apply to overnight trips.

1. Adult supervision is provided on all school trips. An adult corresponding with the gender of student participants will be present on trips. Students traveling to an event with a school group must return in the same manner with the following exception: students may return with their own parent or guardian if a note has been approved by an administrator and a trip sponsor prior to leaving for the trip.
2. Students shall be prompt and prepared for leaving. They shall remain on/in assigned vehicles and shall not make switches without permission.
3. School officials will not be responsible for personal items. Unnecessary items of value should be left at home. All luggage and personal belongings may be searched prior to being loaded for the trip and at any time during the trip if the administrator/sponsor has reasonable suspicion that the item warrants searching. Student may be searched by an administrator and a sponsor or by two sponsors if an administrator is not available. An adult of the same gender will search the student. The gender of the witness does not matter.
4. Students shall not deface public property. The individual will pay for any damages to property or furnishings.
5. Students shall keep the sponsor informed of their activities and whereabouts.
6. Sponsors shall assign rooms and be able to secure a key to each room, if needed.
7. At hotel check-in, movie and game privileges shall be turned off in student rooms. They may be re-instated only by sponsor approval and only after students have made payment for movies, etc.
8. Students shall spend the night or nights at assigned hotels in assigned rooms, and students will not leave the hotel without sponsor permission.
9. Students shall be in their assigned rooms and quiet at the curfew set by the sponsor. At curfew, students may be asked to turn off cell phones and may be asked to turn them over to the sponsor for the night.
10. Students shall not use hotel telephones without sponsor approval. At check-in, long distance capabilities and room-to-room calling capabilities shall be turned off in student rooms.
11. Students shall not be permitted at any time (day or night) in sleeping rooms with the opposite sex unless a sponsor is present.

12. Students shall be prohibited from having or using alcoholic beverages or drugs in any form. As stated in school policy, all school grounds and activities are to be tobacco-free, alcohol-free and weapon-free.
13. Students shall promptly attend all sessions and activities for which they are assigned during the trip.
14. Students shall neither open windows nor hang/throw objects/place anything including any part of their body out of hotel windows.
15. At all times, students shall be quiet and considerate of other guests in hotels or at gatherings.
16. At all times, students shall wear appropriate attire as defined by the school dress code or as deemed by the sponsor to be appropriate for the activity.
17. School buses are to be clean and free of trash at the end of all trips.
18. At the end of all trips, students shall arrange to be picked up at school promptly at the designated time. Students who are self-dismissed for the school day will be for the return from school trips as well once they arrive back to the site of arrival after the trip.
19. Organizations may supplement these rules specific to their program's needs.
20. The school chaperone will ensure there is no mini bar in rooms when making reservations and will double check upon arrival to the hotel.

Student Contract

I have read, and I understand the behavior rules and regulations of HCS as detailed in this policy and in the HCS Code of Student Conduct. I agree to comply with all rules and regulations. I understand any violation may result in being sent home immediately at my parent/guardian's expense.

Student Signature

Date

Parent Contract

I have read, and I understand and support the rules and regulations of HCS as detailed in this policy and in the HCS Code of Student Conduct. I represent that my child or ward has read the rules and regulations and has agreed to comply with them. We understand any violation may result in the student being sent home immediately at my expense. We grant permission for the below-named student to participate in this trip. We also authorize Hoboken Charter School representatives to seek emergency medical attention for the student if the need arises. The attached emergency medical release must be completed by the parent/guardian and submitted to the HCS sponsor before the school trip. It is understood that the signature on this contract and this waiver of one parent or guardian implies the consent of the other.

Parent/Guardian Signature

Date

Parent/Guardian Signature (optional)

Date

Emergency Medical Release

THIS FORM MUST BE RETURNED TO THE TRIP CHAPERONE BEFORE THE TRIP

Participant's Name _____ Birth Date _____

Street Address _____ City _____

State _____ Zip _____

EMERGENCY INFORMATION

Father's/Guardian's Name _____ Home Phone (____) _____

Work (____) _____ Cell Phone (____) _____

Mother's/Guardian's Name _____ Home Phone (____) _____

Work (____) _____ Cell Phone (____) _____

In an emergency when parent/guardian cannot be reached, please contact the following:

Name _____ Home Phone (____) _____

Work (____) _____

Name _____ Home Phone (____) _____

Work (____) _____

Allergies _____ Last Tetanus _____

Other medical conditions:

Medication being used (include dosage/frequency)

Present state of health _____

Family Physician _____ Phone (____) _____

Insurance Company Name _____

Policy Holder's Name _____

Policy Number _____

USE OF PHYSICAL RESTRAINT – POLICY

The Hoboken Charter School strives to provide a safe, caring atmosphere that supports all learners in the least restrictive environment. On occasion, during an emergency, a situation may arise making it necessary to temporarily restrain a pupil. An emergency is defined as a situation where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions have proved ineffective.

In accordance with N.J.S.A 18A:6-1, no person employed or engaged in school or educational instruction, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a student attending such school or institution. However, any such person may, within the scope of his/ her employment, use and apply such amounts of force as is reasonable and necessary: to quell a disturbance, threatening physical injury to others; to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil; and for the purpose of self-defense. Such acts shall not be construed to constitute corporal punishment within the meaning and intent of N.J.S.A 18A:6-1.

Personal Restraint Guidelines:

Personal restraint may be used when non-physical interventions have been attempted without success or when it is apparent that they would not be effective. It may be used only in the event of an emergency as defined above, and must be limited to the use of such reasonable force as may be necessary under the circumstances

Unless specifically indicated in an agreed-upon behavior intervention plan, personal restraint may not be used for refusal to comply with a school rule or staff directive or verbal threats which do not constitute a threat of imminent, serious physical harm.

A school staff member who uses personal restraint on a student must use the safest method available which is most appropriate to the situation at hand and the method for which that staff member has been trained. Staff shall review and consider any known medical or psychological limitations and/or behavior intervention plans regarding the use of personal restraint upon an individual student.

An attempt, when reasonably practical, must be made by person administering restraint to obtain a witness to the incident/ restraint for the safety of the student and staff. The witness should be separate from the restraint and will assist in documentation of the restraint.

No personal restraint may be used which prevents a student from speaking or breathing, and the personal restraint must be used in such a way as to prevent or minimize physical harm. If at any time during the restraint, the student demonstrates significant physical distress, the restraint shall immediately be removed to the extent necessary to relieve such distress.

A personal restraint must be discontinued as soon as possible when it has been determined that a student no longer poses a risk of harm to self or others and is capable of returning to the normal routine. In the event of an extended restraint, multiple attempts should be made to discontinue the restraint.

Following the use of a restraint, staff and administration involved will meet with the student to address the behavior that prompted the restraint; review the incident as a team, determine whether follow-up is needed for students who may have witnessed the incident; and determine whether additional training is needed for the staff.

Staff Training:

All administrators, faculty and other program staff will receive annual training regarding this policy, which will include an overview of the use of interventions to de-escalate problem behavior in order to avoid the use of restraints; the types of

restraints and related safety issues for each; employing physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans for individual students; and the staff member(s) who have received in-depth training by the trainer with whom they may consult as needed.

Staff will be knowledgeable regarding (1) restraint procedures and effective alternatives; (2) emergency and crisis procedures; (3) strategies to guide and prompt staff members engaged in restraint procedures; and (4) procedures and processes for working as a team to implement, monitor, and debrief uses of restraint.

Additional in-depth training for designated staff members will include:

- A. Appropriate procedures for preventing the need for personal restraint, de-escalation of problem behaviors, relationship building, and the use of alternatives to restraint;
- B. Description and identification of dangerous behaviors by a student, which may indicate the need for personal restraint and methods for evaluating the risk of harm in individual situations to determine whether restraint is warranted;
- C. Simulated experiences in administering and receiving personal restraint, instruction regarding the effects upon the person restrained, including the monitoring of physical signs of distress, and obtaining medical assistance;
- D. Instruction regarding documentation and requirements and the investigation of injuries and of complaints; and
- E. Demonstrations by participants showing that they are proficient in administering physical restraint.

In the event that personnel are called upon to use restraint in an emergency and who have not received prior training, the individual(s) must follow the direction of a certificated staff member who has been trained in restraint techniques.

Documentation and notification on use of restraint:

Each incident involving the use of restraint will be documented in writing for the main purposes of preventing the future need for the use of restraint and creating a record for consideration when developing a plan to address the student's needs and staff training needs.

Staff involved in the use of a restraint will complete an Incident Report that will include the following information:

- 1. Start and end times of the restraint
- 2. Location of the incident
- 3. Persons involved in the restraint
- 4. The time and date the parents were notified
- 5. Possible events that triggered the behavior that led to the restraint
- 6. Prevention, redirection, or pre-correction strategies that were used during the incident
- 7. A description of the restraint strategies that were used during the incident
- 8. A description of any injuries or physical damage that occurred during the incident
- 9. How the child was monitored during and after the incident
- 10. The debriefing that occurred with the staff following the incident
- 11. The extent to which staff adhered to the procedural implementation guidelines
- 12. Follow-up that will occur to review or develop a behavior management plan for the student

Parents will be notified as soon as possible following each instance in which a restraint is used with their child. Parents will be informed of the policy on restraint in the school setting in the school policy handbook.

Approved by the Board of Trustees March 13, 2013

PUPIL SUICIDE PREVENTION

The HCS Board of Trustees recognizes that depression and self-destruction are problems of increasing severity among children and adolescents. A pupil under severe stress cannot benefit fully from the educational program and may pose a threat to himself or herself or others.

The Board directs all school personnel to be alert to the pupil who exhibits behavioral warning signs of potential self-destruction (depression, changes in weight, appetite or behavior, changes in school performance, loss of energy, giving away cherished possessions, showing feelings of helplessness/hopelessness, abusing substances, withdrawing from others, being preoccupied with death) or who threatens or attempts suicide. Any such signs or the report of such signs from another pupil or staff member should be taken with the utmost seriousness and reported immediately to the building principal (or designee if building principal is unavailable), who shall notify the pupil's parent(s) or legal guardian(s) and other professional staff members in accordance with administrative regulations.

A potentially suicidal pupil shall be referred to the social worker for appropriate evaluation and/or recommendation for independent medical or psychiatric services conducted by a licensed mental health professional. If a determination is made that the student should receive psychiatric assessment, the student must be released directly to the parent and the parent will be required to come to school immediately. If the parent/guardian does not come to the school within a reasonable timeframe, mobile crisis will be called to assess the student and determine if the student should be brought to the emergency room. In a medical emergency, the police will be called. The licensed mental health professional must designate in writing that the student is not a danger of harming himself/herself or others before the student may return to school. If such evaluation is mandated and conducted by a licensed mental health professional designated by the school, the expense of the initial evaluation shall be covered by HCS. If the parents choose their own licensed mental health professional, they must assume the expense of this evaluation.

Refusal or failure by the parent or guardian to comply with the school's recommendations to seek an evaluation and/or intervention shall be deemed a violation of child neglect (N.J.S.A. 9:6-1 et. seq.) laws. The principal or his/her designee shall notify the New Jersey Division of Child Protection and Permanency (formerly DYFS) of the parent's refusal to comply.

In accordance with the provisions of N.J.S.A. 18A:6-111 and 18A:6-112, as part of the required professional development for teachers as outlined in N.J.A.C. 6A:9C-3.1 et seq., every teaching staff member must complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in pupils who are members of communities identified as having members at high risk of suicide.

The Chief School Administrator shall prepare and disseminate regulations for the guidance of staff members in recognizing the pupil who contemplates suicide, in responding to threatened or attempted suicide, and in preventing contagion when a pupil commits suicide.

N.J.S.A. 18A:6-111; 18A:6-112
N.J.A.C. 6A:9C-3.1 et seq.

Adopted: March 27, 2015

Student Promotion and Grade Level Placement Policy

Hoboken Charter School makes every effort to ensure that every student is ready to succeed. Therefore, we do not promote students to the next grade if they have not demonstrated course knowledge by the end of the academic year as per year-end transcript grades and credit accrual. Transcript verification of passed coursework is required documentation for new enrollment and for promotion of current students. 8th grade diplomas are also required documentation for students entering our 9th grade.

For students entering 1st through 9th grades, the student must show that he/she has passed all coursework from the previous grade. If any coursework was failed for the year (a cumulative course average), a new student must re-apply for the grade they have just completed, and they will be placed on the waitlist according to their lottery priority category. A currently enrolled HCS student has an opportunity to make up no more than 2 courses via a summer school program approved by the school with the grades being received by the school no later than three weeks' prior to start the of the new school year. Such coursework may be at cost to the family. If all courses are not passed by this date, the student may be required to repeat the grade. If the student has failed 3 or more courses, they will automatically be retained regardless of summer school completion.

For students hoping to enroll or be promoted within our 10th through 12th grades, transcript verification must be presented demonstrating that the student has passed the following courses and have accrued the following credits:

- Entering 10th grade- a minimum of 30 high school credits have been accrued and student has passed at least one full year of high school English and physical education.
- Entering 11th grade- a minimum of 65 high school credits have been accrued and student has passed at least one full year of high school math, science and social studies as well as two full years of English and physical education.
- Entering 12th grade- a minimum of 95 high school credits have been accrued and student has passed at least two full years of high school math, science and social studies as well as three full years of English and physical education.
- For all students entering 10th through 12th grades, a transcript review will be conducted to ensure that the student will be able to meet all other credit requirements by the end of 12th grade. Such requirements include world language, health, electives, arts coursework, economics, HCS mission-specific coursework and minimum types of courses in the core subjects of English, math, social studies and science. At the discretion of the administration, conditional promotions may be utilized when appropriate.

If a student applicant does not have such proof of coursework completion, the student must re-apply for the grade they have just been in and they will be placed on the HCS waitlist according to their lottery priority category. For current HCS students who do not meet the above criteria, they may be retained unless they complete school-approved summer school coursework with passing grades demonstrated at least three weeks prior to the start of school.

HOBOKEN CHARTER SCHOOL GENDER IDENTITY AND EXPRESSION POLICY

Based on guidance from the NYC Department of Education found at:
(<http://schools.nyc.gov/RulesPolicies/TransgenderStudentGuidelines/default.htm>)

The Hoboken Charter School board of trustees believes that a school culture that supports student achievement, respects the values of all students and fosters understanding of gender identity and expression within the school community is a safe learning environment. New Jersey law and district policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, gender identity or gender expression. Therefore in keeping with these mandates, the board is committed to creating a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

The board believes that fostering this understanding successfully requires cooperation and good communication between the parents/guardians, school administration, school staff and the school community. The chief school administrator shall ensure that students with gender identity or expression concerns and their parents/guardians shall be given the opportunity to discuss these issues and participate in the educational planning and programming for their student. The chief school administrator may consult the experiences and expertise of qualified school staff as well as external resources where appropriate.

If so motivated, students and parents/guardians of students are encouraged to contact the school district and schedule a meeting with the chief school administrator to proactively plan for a safe learning environment that is both respectful and supportive of our expanding view of gender identity and its expression and that is free of discrimination and harassment. Upon request, the chief school administrator shall schedule a meeting with the parent/guardian and the student for the purpose of evaluating the needs of the student and planning any accommodations that may be considered to facilitate a respectful and comfortable school program that supports the student's achievement.

Definitions:

- A. "Gender Identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity.
- B. "Transgender" is a term which describes people whose gender identity or gender expression is different from their assigned gender at birth.
- C. "Gender expression" refers to the way a person expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, activities, voice or mannerisms.
- D. "Gender fluid" is a gender identity which refers to a gender which varies over time. A gender fluid person may at any time identify as male, female, neutrois or any other non-binary identity, or some combination of identities. Their gender can also vary at random or vary in response to different circumstances
- E. "Gender non-conforming" refers to gender-related identity and/or gender expression which does not conform to the social expectations or norms for a person of that gender assigned at birth.
- F. "Transition" refers to the process in which a person goes from living and identifying as one gender to living and identifying as another.

Harassment, Intimidation and Bullying

The board shall make every effort to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, family status or other distinguishing characteristic.

Complaints alleging discrimination shall be reported to the school affirmative action officer according to board policies.

Any student experiencing or observing harassment, intimidation and bullying is encouraged to report the incident to a member of school staff. Any staff member observing or receiving a report of harassment, intimidation or bullying shall report the incident to the principal or his/her designee the same day the incident is observed or the report received according to board policy. All reported incidents of discrimination, harassment, intimidation, and bullying shall be promptly investigated and resolved according to law and board policy.

Confidentiality and Privacy

School personnel may not disclose information that may reveal a student's transgender or gender non-conforming status, except as allowed by law. Under the Family Education Rights Privacy Act (FERPA), only those school employees with a legitimate educational need may have access to a student's records or the information contained within those records. Disclosing confidential student information to other employees, students, parents, or other third parties may violate privacy laws, including but not limited to FERPA. Transgender students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others.

Students who do not want their parents/guardians to know about their transgender status shall be addressed on a case-by-case basis. In some cases, notifying parents/guardians carries risks for the student, such as being kicked out of the home. Prior to notification of any parent or guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the parents/guardians will be involved in the process and must consider the health, well-being, and safety of the transitioning student. The school social worker and/or counselor shall balance the rights of the student needing support and the requirement that parents/guardians be kept informed about their child. In accordance with law, parents/guardians and/or the appropriate local officials shall be informed when there is any suspicion of injury or harm to the student or other students.

Coordination of School Accommodations

In planning appropriate accommodations for a student who is transitioning, the chief school administrator, parents/guardians and the student and other qualified staff or consultants as necessary shall meet to discuss actions that the district and school personnel may take to create safe learning environment, including:

A. Names/Pronouns

School staff shall be directed to address the student by the name and pronoun corresponding to their gender identity that is consistently asserted at school. Students are not required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. To the extent possible and consistent with these guidelines, school personnel shall make efforts to maintain the confidentiality of the student's transgender status.

School documentation such as student IDs shall be issued in the name that reflects a student's gender identity that is consistently asserted at school.

B. Sports and Physical Education

Transgender students shall be provided the same opportunities to participate in physical education as are all other students. Generally, students may be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school. Participation in competitive interscholastic athletic activities will be resolved on a case-by-case basis and according to the standards established by the New Jersey State Interscholastic Athletic Association (NJSIAA).

C. Restroom and Locker Room Accessibility

The district aims to support transgender students while also ensuring the safety and comfort of all students. The chief school administrator together with the parents/guardians, student and other qualified staff or consultants shall evaluate

options for the use of restrooms and locker rooms by the transgender students and consider the following factors, including, but not limited to:

1. The transgender student's preference;
2. Protecting student privacy;
3. Maximizing social integration of the transgender student;
4. Minimizing stigmatization of the student;
5. Ensuring equal opportunity to participate;
6. The student's age; and
7. Protecting the safety of the students involved.

Generally students may have access to the restroom or locker room that corresponds to the gender identity or expression that they consistently assert at school. and no student shall be forced to accept an accommodation with which he/she disagrees. Upon meeting with the chief school administrator, together with the parents/guardians, student and other qualified staff or consultants, a transgender or transitioning student who expresses a need or desire for increased privacy may be provided with reasonable alternative arrangements for access to a private restroom or locker room to the extent possible. Reasonable alternative arrangements may include the use of a private area, staff bathroom or a separate changing schedule, or use of a single stall restroom. Any alternative arrangement shall be provided to the extent possible in a way that protects the student's ability to keep his or her transgender status confidential.

A transgender student should not be required to use a locker room or restroom that conflicts with the student's gender identity or expression consistently asserted at school.

D. Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities, students may be permitted to participate in accordance with the gender identity or expression consistently asserted at school.

Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors set forth above.

E. Dress Code

Students have the right to dress in accordance with their gender identity or expression that is consistently asserted at school, within the constraints of the school policy for student dress. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

F. Privacy

The chief school administrator and/or his or her designees are expected to work closely with the student and his or her parents/guardians in formulating an appropriate plan regarding the confidentiality of the student's transgender or transitioning status that works for both the student and the school. Privacy considerations may also vary with the age of the student.

Where the transgender or transitioning student feels more supported and safe when other students are aware that they are transgender or transitioning, school staff shall be given guidance and training appropriate for facilitating a respectful school climate. School personnel may be directed to work closely with the student, parents/guardians, other family members and other staff members on a plan to inform and educate the student's peers. It may also be appropriate to engage external resources to assist with educational efforts.

Resources for Transgender or Transitioning Students

If a school staff member observes that a gender identity issue is creating challenges for a student at school or if a student indicates an intention to transition, the staff member shall alert the school social worker and/or counselor and encourage the student to meet with the school social worker and/or counselor if appropriate. School staff shall make every effort to support the student and encourage the support and respect of student peers and staff during school.

When a student indicates an intention to transition, the school social worker and/or counselor, as appropriate, shall offer assistance and provide the student, and/or their parents/guardians as appropriate, with information, resources and referral services regarding the issues associated with gender identity and expression and/or formal gender transition. The school social worker and/or counselor shall also provide information regarding gender transition planning at school. The social worker and/or counselor shall coordinate the measures planned and taken at school for supporting the student and creating a sensitive supportive environment at school. These measures may include:

- A. Making resources available to parents/guardians who have additional questions or concerns;
- B. Developing age-appropriate lessons for students about gender diversity and acceptance; and
- C. Staff training surrounding vigilance to prevent possible harassment, intimidation and bullying issues that may arise for transgender or transitioning students.

Reports of harassment, intimidation and bullying shall be promptly investigated and resolved according to board policy.

Official Records

To the extent that the school is not legally required to use a student's legal name or gender on school records and other documents, the school shall use the name and gender preferred by the student.

Each school is required to maintain a permanent student record of each student, which includes the legal name of the student as well as the student's biological gender. In addition, schools are required to use a student's legal name and gender on standardized tests and reports to the State Education Department.

A student's permanent student record may be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law. The following documentation may be provided:

- A. A court order or birth certificate demonstrating the student's new name.
- B. For a legal change of gender, the student must provide a birth certificate indicating the student's legal gender or a valid passport indicating the student's legal gender.

The following organizations provide support to transgender individuals:

- GLSEN (The Gay, Lesbian, Straight Education Network) model policy. GLSEN is a prominent organization supporting GLBT youth. They have resources about creating safe and supportive environments for students.
- The Trevor Project is the leading national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning youth.

Resources For Parents, Educators, And Service Providers:

Founded in 1972 with the simple act of a mother publicly supporting her gay son, PFLAG is the nation's largest family and ally organization. PFLAG Resources include:

- Welcoming our Trans Families and Friends – Download this free guide (PDF) to get the basics on what being transgender means, how to talk about it, and how to find the resources that can support you.
- Find a PFLAG Chapter – There are more than 350 chapters of Parents, Families and Friends of Lesbians and Gays (PFLAG) across the U.S. Find one near you right now.

Partner Organizations Resources

- National Center for Transgender Equality – Knowing and using correct language can be very important to transgender and gender non-conforming people, just like everyone else. Here is a handy terminology guide regarding gender identity.
- American Psychological Association – This downloadable pamphlet from the APA answers questions about transgender people, gender identity and gender expression.

Parent and Educator Resources

- Gender Spectrum – Raising children who don't fit neatly into male or female boxes brings a wealth of questions and uncertainties. Here you will find information and support to assist you in your search for answers.
- Trans Youth Equality Foundation – The Trans Youth Equality Foundation is based in Maine, but offers education, advocacy and support for transgender and gender non-conforming children and youth and their families everywhere by sharing information about the unique needs of this community and partnering with families, educators and service providers to help foster a healthy, caring, and safe environment for all transgender children.
- Families in TRANSition: A Resource Guide for Parents of Trans Youth – Families in TRANSition: A Resource Guide for Parents of Trans Youth is the first comprehensive Canadian publication (created by Central Toronto Youth Services) to address the needs of parents and families supporting their trans children. It summarizes the experiences, strategies, and successes of a working group of community consultants – researchers, counselors, parents, advocates as well as trans youth themselves.
- Matt Kailey, author of My Child is Transgender: 10 Tips for Parents of Adult Trans Children – This gentle and easy-to-use FAQ gives people an accessible set of guidelines that can be used in everyday life.
- Working with Transgender Youth (Lambda Legal & Child Welfare League of America) – Like all young people in care, transgender youth are entitled to bias-free attention to their unique needs and to be safe in their placements and services. This guide, created by Lambda Legal and the Child Welfare League of America, provides child welfare professionals who work with transgender young people with education about transgender issues and tools to help prepare them to work sensitively with these clients.
- Trans Youth Family Allies (TYFA) – TYFA works to empower children and families by partnering with educators, service providers and communities, to develop supportive environments in which gender may be expressed and respected. They envision a society free of suicide and violence in which all children are respected and celebrated.