



## A K – 12 SERVICE LEARNING SCHOOL

### Board Minutes

**BOARD OF TRUSTEES MEETING**  
**MAY 15, 2018 - 7:00 PM**  
**360 1<sup>ST</sup> STREET, 2<sup>ND</sup> FLOOR**  
**HOBOKEN, NJ 07030**

### Call to Order

#### Roll Call

<b><i>TRUSTEE</i></b>	<b><i>PRESENT</i></b>	<b><i>ABSENT</i></b>
Jason Altberger	✓	
John Berger		✓
Lauren Calmas	✓	
Anthony Felella	✓	
Lisa McIntyre	✓	
Jose Rivera		✓
Christine Sheedy	✓	
Mark Silberberg	✓	

Deirdra Grode, Executive Director

Morton Mark, Business Administrator/Board Secretary

Also in attendance: Chris Sell, James Gregory, Allison Addona, Megan Baird, Joanna Weintraub, Julianne O'Connell, and Elizabeth Niesz

### Reading of the Open Public Meeting Statement

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

In accordance with the requirements of the Sunshine Law, the meeting was announced on June 30, 2017 at City Hall and the City Clerk's Office on Washington Street and by advertisement in the *Hoboken Reporter* and the *Jersey Journal*.

### Summary Notes from the Meeting

Upper School teachers Matt Gregory, Megan Baird and Allison Addona presented on the upper school's Social Justice Lab. The program goals are for students to develop an understanding of social justice issues and key terms and to develop literacy in a wide array of social justice topics including racism, sexism, religious intolerance, heterosexism, environmentalism, ageism, ablesism and classism. A separation from school and real world is eliminated through these explorations and academic skill work oftentimes becomes more engaging and gains relevance. The teachers also reviewed the types of activist tools that students used to share their learning and invited the board and members of the public to attend a June share of the year's work. Questions were posed by the board around replication of the work, explorations around intersectionality, work around empathy development and service and support the board can provide. Supports mentioned included more professional development around the work, the potential for adding a civics component and possibilities of what this work could look like moving forward.



## **A K – 12 SERVICE LEARNING SCHOOL**

Morton Marks, Business Administrator, discussed the increase in cash for this period due to the receipt of the State Adjustment. Spending has been within the budget guidelines.

The board discussed the separation of the management positions of Executive Director and Principal K-8 and elimination of the Vice Principal K-8 role. Deirdra Grode expressed how such separation supported the strategic planning work and some of the challenges of holding both roles of ED and Principal of one of two divisions.

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

The Board went into closed session for discussions related to a HIB investigation and legal and finance matters.

Prior to adjourning the meeting, the board affirmed the recommended HIB case determinations.

### **Approve Minutes**

Minutes of the previous public Board meetings held May 8, 2018 are available for review and/or correction and approval.

I move that the minutes of the Hoboken Board of Trustees Meeting on May 8, 2018 be approved.

Moved by \_\_\_\_\_ Lisa McIntyre \_\_\_\_\_ Seconded by \_\_\_\_\_ Mark Silberberg \_\_\_\_\_

Action taken \_\_\_\_\_ OK \_\_\_\_\_

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

### **Public comment/questions on agenda items for the meeting**

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

### **Presentations:**

May 15- The Upper School Social Justice Lab  
June 19 – The Upper School Advisory Program



## **A K – 12 SERVICE LEARNING SCHOOL**

### **I. Policy**

Motion by: \_\_\_\_\_Christine Sheedy\_\_\_\_\_ Seconded by: \_\_\_\_\_Lisa McIntyre\_\_\_\_\_

- I. Resolved, that the Board of Trustees approves the revised Prohibiting Harassment, Intimidation and Bullying Policy. (See attached)

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

First Reading

- II. Resolved, that the Board of Trustees approves the HCS School Lunch/Food Policy which includes our school charge policy for National School Lunch Program and School Breakfast Program participation as a first reading. (See attached)

– THIS MOTION WAS TABLED. NO ACTION TAKEN AT THIS TIME.

### **II. Educational Planning**

Agenda items were not submitted for this meeting.

### **III. Personnel**

**Motion by:** \_\_\_\_\_Mark Silberberg\_\_\_\_\_ **Seconded by:** \_\_\_\_\_Anthony Felella\_\_\_\_\_

- I. Resolved, that the Board of Trustees accepts the resignation of Daniel Greif, Teacher, effective June 30, 2018.
- II. Resolved, that the Board of Trustees accepts the resignation of Kevin Bullen, Teacher, effective June 30, 2018.
- III. Resolved, that the Board of Trustees approves an organizational change creating separate K-8 Principal and Executive Director roles and eliminating the K-8 Vice Principal position.
- IV. Resolved, that the Board of Trustees approves the recommendation of the Chief School Administrator and Finance Committee for contracts for the following employees in the areas of instructional and non-instructional positions for the 2018-2019 academic year with a total compensation of \$2,238,212.29.

- Allison Addona
- Megan Baird
- Melisa Black
- Jenna Blackman



## **A K – 12 SERVICE LEARNING SCHOOL**

- Antonia Bollhardt
- Ian Costello
- Heather DeSimone
- Maria Diaz
- Scott Duff
- Kim Edgar
- Melissa Fisher
- Kevin Flynn
- Francesca Fonseca
- Sean Gavarny
- Gigi Girgis
- Benjamin Gonzalez
- James Gregory
- Cassandra Grossi
- Brittany Kulp
- Christopher Kunkel
- Marc Kutchma
- Padma Lingechetty
- Timothy Mahoney
- Morton Marks
- Jaclyn Mercandetti
- Maria Nunez
- Elizabeth Paredes
- Elizabeth Pedrick
- Matthew Persico
- Jhon Restrepo
- Tamar Reyes-Fernandez
- Courtney Salerno
- Jessica Santelli
- Ian Smit
- Beatty Stires
- Danielle Swentzel
- Jennifer Tarangelo
- Amanda Thiede
- Courtney Vollmar



## A K – 12 SERVICE LEARNING SCHOOL

### Roll Call Vote

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

V. Resolved, that the Board of Trustees approves Elizabeth Niesz as K-8 Principal.

### Roll Call Vote

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

## IV. **Finance**

**Motion by:** \_\_\_\_\_ Anthony Felella \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ Jason Altberger \_\_\_\_\_

### VI. Cash and Fund Balance

Period	Cash Bal	Fund Bal
07.31.17	720,920	812,335
08.31.17	618,023	789,589
09.30.17	776,464	1,011,054
10.31.17	661,830	887,208
11.30.17	573,885	827,490
12.31.17	925,648	1,123,982
01.31.18	950,477	1,001,185
02.28.18	1,150,895	1,240,323
03.31.18	1,060,851	1,144,997
04.30.18	1,322,775	1,419,093

VII. Resolved, that the Board of Trustees approves the Board Secretary Report as of April 30, 2018, as received in the monthly financial report as per DOE requirements.

VIII. Resolved, that the Board of Trustees approves the Treasurer's Report, as of April 30, 2018, as received in the monthly financial report as per DOE requirements.



## A K – 12 SERVICE LEARNING SCHOOL

- IX. Resolved, that the Board of Trustees approves the Budget Transfers as received in the monthly financial report as per DOE requirements.
- X. Resolved, that the Board of Trustees approves the bills as received in the monthly financial report as per DOE requirements.
- XI. Pursuant to N.J.A.C. 6A:23-2.11(c)3, the Board of Trustees acknowledges and accepts the certification from the Board Secretary that as of April 30, 2018, this board secretary report that no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23-2.11(a).
- XII. Be it resolved, that the Board of Trustees acknowledges the receipt of the Report of the Treasurer and the Report of the Board Secretary for the month ending April 30, 2018.
- XIII. Further Resolved, the Board of Trustees certifies that no budgeted line item, major account or fund has been over extended in violation of N.J.A.C 6A:23-2.11(a) and (b) and that sufficient funds are available to meet the school's financial obligations for the remainder of the year.

### Roll Call Vote

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

### V. Information Items

May 15, 2018

<i><b>Grade</b></i>	<i><b>Current</b></i>	<i><b>Grade</b></i>	<i><b>Current</b></i>	<i><b>Grade</b></i>	<i><b>Current</b></i>
<i><b>K</b></i>	22	<i><b>5</b></i>	22	<i><b>9</b></i>	25
<i><b>1</b></i>	22	<i><b>6</b></i>	22	<i><b>10</b></i>	25
<i><b>2</b></i>	22	<i><b>7</b></i>	22	<i><b>11</b></i>	24
<i><b>3</b></i>	22	<i><b>8</b></i>	22	<i><b>12</b></i>	21
<i><b>4</b></i>	22			<i><b>Total</b></i>	293

### School Calendar Reminder

- May 25 – 1:00pm Dismissal – No After School Activities.
- May 28 – School Closed for Memorial Day
- June 5 – Summer Gathering (June 6 – Summer Gathering Rain Date)
- June 7 – Hoboken Charter Upper School Class of 2018 “Senior Social Justice Night” – 6:00 p.m.



## **A K – 12 SERVICE LEARNING SCHOOL**

- June 14 – Field Day 1:00pm Dismissal for students only – No After School Activities. (June 15 – Field Day Rain Date)
- June 19 – Board Meeting at 7:00 PM at 713 Washington Street.
- June 20-22 – 1:00pm Dismissal for students only
- June 22 – Last Day of School
- June 22 – 8<sup>th</sup> Grade Commencement Ceremony at HOPES, 301 Garden Street at 2:00 p.m.
- June 22 – 12<sup>th</sup> Grade Graduation Ceremony at HOPES, 301 Garden Street at 4:00 p.m.

### **Executive Director's Report**

On April 26th, the Upper School's GenerationOn club members and HCS 8th graders received an award and individual certificates of appreciation from Open World Relief for their compassionate fundraising efforts to alleviate the suffering of Puerto Ricans after the devastation of Hurricane Maria.

On May 12<sup>th</sup>, art teachers SK Duff and Ian Costello coordinated a “Multicultural Art Afternoon” that included a K-12 student exhibition, workshops for school age children around art from Japan, China, Australia and Mexico and a collaborative group installation exercise designed to explore multiculturalism, identity and individualism.

### **Upper School Report**

Congratulations to Kaira Widodo and Elaine Condo, HCS Upper School Valedictorian and Salutatorian for the Class of 2018. Kaira and Elaine were recognized at the Hudson County Academic Recognition Dinner on May 9th.

Congratulations to the following Upper School students who received the following honors at the Hudson County Teen Arts Show in Bayonne:

- Top Honors awarded to Kiara Caban for her piece "Solitary".
- Judges Honors Awarded to: Christian Marrero for "Life/Power", Daniel Chinchilla for "Triangle Pyramid", and Alexandra Reyes for "Tri-Shapes"

On Wednesday, April 25th, five of our 11th graders participated in a student poetry slam at the Hoboken Historical Museum. They performed their social justice poems—all on the topic of immigration in America—with students from Hoboken High, The Hudson School, Elysian, and All Saints School. Congratulations to Fatma Abdelrasoul, Tais Martinez, Travon Merritt, Laisha Perez, and Chris Perez! Their poems, along with a few of our other 11th graders' poems, will be published in an anthology.

On Wednesday, April 25th 28 students attended Liberty Science Center. Liberty Science Center is an interactive science museum and learning center. Students had the opportunity to attend Jennifer Chalsty Planetarium and saw *Wonders of the Night Sky*, LSC's all-live signature show. *Wonders of the Night Sky* is an exhilarating 45-minute experience that explores our solar system and beyond.

### **Lower School/Middle School Administrative Reports**

Fourth graders Luna Cascetta and Filip Loncar placed first within the elementary school division of the New Jersey North Stock Market Game. The fourth grade class has been participating in the 2017-2018 year long competitive session since September. Luna, Filip and Ms. Tarangelo will be honored on Friday, June 1 at an awards ceremony in Jersey City and will give a speech at the event.



## **A K – 12 SERVICE LEARNING SCHOOL**

On Saturday, April 28, the Hoboken Charter School's Upper and Middle School robotics team, Roboken, hosted a booth at the Make Things Happen Festival.

On Monday, May 7, our Middle School Girls Who Code club had their end of year sharing session on Monday. Many of the projects focused on social justice themes such as: bullying, body shaming, women's rights and the environment. Parents and other students were invited to drop by and see the work that the girls have been working on all year.

Girls Who Code members attended an event at Prudential's main offices in Newark on Thursday, May 10. They heard from a panel of women who work in IT for the company and learned about various jobs that use coding. They completed a Shark Tank challenge to design a tech product to inspire other girls to learn about coding.

Several of our Lower and Middle School classes have participated in experiential field trips outside of the classroom:

- The kindergarten and first grade classes saw the production of "Rikki Tikki Tavi" at the Mile Square Theater
- The first and second grades visited Carnegie Hall
- Members of the Middle School math team participated in the MoMathalon and visited Stevens
- Members of the Girls Who Code club visited the Prudential Center in Newark

### **Board of Trustees Committee Reports**

#### **New Business**

#### **Public Comments**

#### **Looking Ahead**

- ESSA award typically comes in May/June
- IDEA award typically comes in May/June
- Recommendation and vote for food vendor in June
- ESSA application typically submitted in Summer 2018
- IDEA application typically submitted in Summer 2018
- Renewal of commercial insurance plan typically in June

#### **Executive Session**

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

⇒ Meeting went into closed session at 8:08pm via motion from Lisa McIntyre, seconded by Christine Sheedy.  
Re-opened at 10:00pm via motion from Lisa McIntyre, seconded by Christine Sheedy.

⇒ Meeting went back into closed session at 10:44pm via motion from Lisa McIntyre, seconded by Anthony Felella.  
Re-opened at 11:15pm via motion from Lisa McIntyre, seconded by Anthony Felella.

#### **VI. Adjournment of Meeting**

Whereas, the business of the regular meeting has been concluded, now, therefore be it resolved that the HCS Board of Trustees adjourned their meeting of Tuesday, May 15, 2018.





## A K – 12 SERVICE LEARNING SCHOOL

It is hereby certified that the foregoing resolution was duly adopted by the HCS Board of Trustees, by the vote below indicated at the regular meeting held on Tuesday, May 15, 2018.

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

Moved by \_\_\_\_\_ *Lisa McIntyre* \_\_\_\_\_ Seconded by \_\_\_\_\_ *Anthony Felela* \_\_\_\_\_

Action taken \_\_\_\_\_ *OK* \_\_\_\_\_

Certified by Board Secretary \_\_\_\_\_

Date \_\_\_\_\_ *5.15.18* \_\_\_\_\_ Adjournment \_\_\_\_\_ *11:49* \_\_\_\_\_



## A K – 12 SERVICE LEARNING SCHOOL

### 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.



## **A K – 12 SERVICE LEARNING SCHOOL**

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



## **A K – 12 SERVICE LEARNING SCHOOL**

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



## **A K – 12 SERVICE LEARNING SCHOOL**

- 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.



## **A K – 12 SERVICE LEARNING SCHOOL**

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;



## **A K – 12 SERVICE LEARNING SCHOOL**

- 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.

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:

- A. Chair the school safety/climate team
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school and
- C. Act as the primary school official responsible for preventing, identifying and addressing incidents of harassment, intimidation and bullying in the school.
- D. Assist the principal in appropriately applying the range of ways for responding to harassment, intimidation and bullying established by the Board of Trustees.
- E. Provide input to Board of Trustees on annual re-evaluation, reassessment, and review of policy.

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.





## **A K – 12 SERVICE LEARNING SCHOOL**

### 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





## **A K – 12 SERVICE LEARNING SCHOOL**

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



## **A K – 12 SERVICE LEARNING SCHOOL**

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



## **A K – 12 SERVICE LEARNING SCHOOL**

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.

### Legal References:

N.J.S.A. 2A:4A-60 et al Disclosure of juvenile info/penalties for disclosure

N.J.S.A. 2C:12-1 Definition of assault

N.J.S.A. 2C:33-19 Paging devices; possession by pupils N.J.S.A. 2C:39-5 Unlawful possessions of weapons

N.J.S.A. 18A:6-1 Corporal punishment of pupils

N.J.S.A. 18A:11-1 General mandatory powers & duties

N.J.S.A. 18A:36-19 Newly enrolled pupils; records & identification

N.J.S.A. 18A:25-2 Authority over pupils

N.J.S.A. 18A: 37-1 et seq. Discipline of Pupils See particularly N.J.S.A. 18A:37-15 N.J.A.C. 6A:14-2.8 Discipline/suspension/expulsion

N.J.A.C. 6A:16-1 et seq. Programs to support pupil development See particularly: N.J.A.C. 6A:16-1.4,-1.5,-4.1,-5.1,-6.1,-6.2

N.J.A.C. 6A:32-12.1 Reporting Requirements

N.J.A.C. 6A:32-12.2 School-level planning

20U.S.C.A. 1415(k) Individual with Disabilities Education Act Amendments of 1997

Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)

Hazelwood v. Kuhlmeier 484 U.S. 260 (1988)



## **A K – 12 SERVICE LEARNING SCHOOL**

Honig v. Doe, 484 U.S. 305 (1988)

See also: Commissioners' Decisions Indexed under "Pupils-Punishment of" in Index to N.J. School Law  
Decision No Child Left Behind Act of 2001. Pub.L. 107-110; 20 U.S.C.A. 6301 et.seq.

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials (1999 Rev)



## **A K – 12 SERVICE LEARNING SCHOOL**

### **HCS School Lunch/Food Policy (FIRST READING)**

Hoboken Charter School (HCS) participates in the National School Lunch Program (NSLP) and School Breakfast Program. For families wishing to apply for free or reduced-priced lunch for their children, an application is available in each building's main office and by email to Mort Marks, Business Administrator. All student eligibility is kept strictly confidential. No identification is made at the point of service and all meals choices are available to everyone. Should a family's financial circumstances change during the course of the year, they may fill out another application at any time.

Currently, the fee for reduced-price lunch is \$.40 per meal and reduced-price breakfast is \$.30 per meal. Should a family not be eligible for free or reduced-price lunch, the full price is \$2.00 for breakfast and \$3.25 for lunch.

To allow for our participation with a contracted offsite meal provider while increasing program management efficiency, we require that all meals are ordered by students' families in the preceding month of the month that they are served. For example, meals for June are pre-ordered online in May. HCS uses PaySchools/PayForIt as an online order and payment system. The parent can choose breakfast and lunch items for any or all days. There is a cutoff time for parents to order each month which is announced. If you miss the cut off, you will be unable to access the ordering system. Program guidance is issued to families annually. For additional instructions, please contact the main office for assistance. Please note that free meal qualifying students are not charged and reduced-price qualifying students have the reduced price as noted above.

In the case that a child has not ordered a meal or brought a meal from home, the school will make an effort to provide an alternative to the child and follow up with the family to ensure that the school and family are working together to provide for every student. Support to families may include support in NSLP application completion or online ordering technical support. Due to the pre-order and pre-pay process, at no point should the school have an unpaid meal charge. With prepayments, there will not be any refunds for unserved meals or milk. This is the HCS policy to ensure the efficiency of the program and compliance with USDA regulations. HCS has a serve only policy which supplies a complete meal at the time of delivery.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights



## **A K – 12 SERVICE LEARNING SCHOOL**

- 1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
  - (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

Any complaints should be addressed to the Executive Director of HCS, Deirdra Grode, and sent to Hoboken Charter School, 713 Washington Street, Hoboken, NJ 07030. You can request a USDA Discrimination Complaint Form – 148 from the office.