



A K – 12 SERVICE LEARNING SCHOOL

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

Call to Order

Roll Call

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

Deirdra Grode, Executive Director

Morton Mark, Business Administrator/Board Secretary

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 29, 2018 at City Hall and the City Clerk's Office on Washington Street and by advertisement in the *Hoboken Reporter* and the *Jersey Journal*.

Date	Location
July 17, 2018	713 Washington Street
August 21, 2018	360 First Street
September 18, 2018	713 Washington Street
October 16, 2018	360 First Street
November 20, 2018	713 Washington Street
December 18, 2018	360 First Street
January 22, 2019 (4th Tuesday)	713 Washington Street
February 26, 2019 (4th Tuesday)	360 First Street
March 19, 2019	713 Washington Street
March 26, 2019 (additional meeting)	360 First Street
April 16, 2019	713 Washington Street
May 21, 2019	360 First Street
June 18, 2019	713 Washington Street



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Approve Minutes

Minutes of the previous public Board meetings held June 19, 2018 are available for review and/or correction and approval.

I move that the minutes of the Hoboken Board of Trustees Meeting on June 19, 2018 be approved.

Moved by _____ Seconded by _____

Action taken _____

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.

1. Policy

Motion by: _____ Seconded by: _____

- I. Resolved, that the Board of Trustees approves the HCS School Lunch/Food Policy which includes the school charge policy for National School Lunch Program and School Breakfast Program participation. (See enclosed.)
- II. Resolved, that the Board of Trustees approves the HCS Breakfast Offer versus Serve policy for National School Breakfast Program participation. (See enclosed.)
- III. Resolved, that the Board of Trustees approves the HCS Lunch Offer versus Serve policy for National School Lunch Program participation. (See enclosed.)
- IV. Resolved, that the Board of Trustees approves the HCS School Leader/Principal Evaluation System for annual renewal. (See enclosed.)
- V. Resolved, that the Board of Trustees approves the HCS Chief School Administrator Evaluation System for annual renewal. (See enclosed.)
- VI. Resolved, that the Board of Trustees approves the Tenured and Non-tenured Teaching Staff Members Evaluation System for annual renewal. (See enclosed.)
- VII. Resolved, that the Board of Trustees will conduct a first reading of the renewal of the HCS Code of Student Conduct with revisions. (See enclosed.)



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Roll Call Vote

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

2. Educational Planning

Motion by: _____ Seconded by: _____

- I. Resolved, that the Board of Trustees approves the 2017-2018 Annual Report for submission to the NJDOE.
- II. Resolved, that the Board of Trustees approves the agreement with Swing Education Services to access substitute teacher services at a 25% fee based on the school's substitute teacher rate provided.
- III. Resolved, that the Board of Trustees approves the Harassment, Intimidation and Bullying Self-Assessment score as determined by the School Safety and Climate Team.

Roll Call Vote

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

3. Motions Related to Personnel

Motion by: _____ Seconded by: _____

- I. I move that the Board of Trustees approves the submission of a NJDOE waiver application (N.J.A.C.6H-9-6 5C) to the County Office for the hiring of school staff and/or substitutes while formal criminal history is processed.
 - Travis Novack
 - Chloe Sosa-Jarrett



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- Kiersten Franz
- II. I move that the Board of Trustees approves the following personnel for the daily assignments as school staff and/or substitutes pending completion of a county sub license and/or criminal background check.
- Travis Novack
 - Chloe Sosa-Jarrett
 - Kiersten Franz
- I. Resolved, that the Board of Trustees approves the contract for Chloe Sosa-Jarrett as Teacher.
- II. Resolved, that the Board of Trustees approves the contract for Travis Novack as Teacher.
- III. Resolved, that the Board of Trustees approves the contract for Kiersten Franz as Teacher.
- IV. Resolved, that the Board of Trustees approves the appointment of Lizzie Niesz as School Safety Specialist.
- V. Resolved, that the Board of Trustees approves the appointment of Heather DeSimone as Homeless Liaison.
- VI. Resolved, that the Board of Trustees approves the appointment of Joanna Weintraub and Lizzie Niesz as Affirmative Action Officers.
- VII. Resolved, that the Board of Trustees approves the appointment of Lizzie Niesz and Joanna Weintraub as Title IX Officers.
- VIII. Resolved, that the Board of Trustees approves the appointment of Lizzie Niesz and Joanna Weintraub as School Anti-Bullying Specialists (ABS).
- IX. Resolved, that the Board of Trustees approves the appointment of Heather DeSimone as Anti-Bullying Coordinator (ABC).

Roll Call Vote

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



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4. Finance

Motion by: _____ **Seconded by:** _____

I. 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
05.31.18	1,325,525	1,158,106
06.30.18	1,274,279	1,044,469

- II. Resolved, that the Board of Trustees approves a contract with PromptMD Urgent Care Center for school physician services.
- III. Resolved, that the Board of Trustees approves a contract with Hoboken University Medical Center for school physician services.
- IV. Resolved, that the Board of Trustees approves the Board Secretary Report as of June 30, 2018, as received in the monthly financial report as per DOE requirements.
- V. Resolved, that the Board of Trustees approves the Treasurer's Report, as of June 30, 2018, as received in the monthly financial report as per DOE requirements.
- VI. Resolved, that the Board of Trustees approves the Budget Transfers as received in the monthly financial report as per DOE requirements.
- VII. Resolved, that the Board of Trustees approves the bills as received in the monthly financial report as per DOE requirements.
- VIII. 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 June 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).
- IX. 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 June 30, 2018.



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- X. 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.
- XI. Resolved, that the Board of Trustees approves the Amended and Restated Lease Agreement between the Friends of Hoboken Charter School, Inc and The Hoboken Charter School, Inc.
- XII. Resolved, that the Board of Trustees approves the Tenant Estoppel Certificate to Fulton Bank of New Jersey.
- XIII. Resolved, that the Board of Trustees approves the Subordination and Attornment Agreement between Fulton Bank of New Jersey and Hoboken Charter School, Inc.

Roll Call Vote

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

5. Information Items

July 17, 2018

Grade	Current	Grade	Current	Grade	Current
K	22	5	22	9	23
1	22	6	22	10	25
2	22	7	22	11	23
3	22	8	22	12	25
4	22			Total	294

School Calendar Reminder

- July 23 to August 10 – Summer Camp
- August 21 – Board Meeting 7:00 p.m. – 360 1st Street
- August 27 to August 30 – All staff professional development.
- August 31 to September 3 – Schools closed for Labor Day weekend.
- September 4 – First day of school – full day.
- September 10 – School closed for Rosh Hashanah.
- September 13 – Professional development for staff. 1:00 p.m. dismissal for students. Movie Day will be available.
- September 19 – School closed for Yom Kippur
- September 18 – Board Meeting 7:00 p.m. – 713 Washington Street



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- September 26 – Upper School Back to School Night 6-8 p.m. (5:30-6:00 p.m. refreshments with the FoHCS at 360 1st Street)
- September 27 – Lower and Middle School Back to School Night 6:30-8:30 p.m. (5:30-6:30 p.m. refreshments with the FoHCS at 713 Washington Street)

Board of Trustees Committee Reports

New Business

Public Comments

Looking Ahead

- Renewal of Payschools in Summer 2018
- Annual Report submission by August 1, 2018
- Strategic Plan update on September 18, 2018

Executive Session

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

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, June 19, 2018.

It is hereby certified that the foregoing resolution was duly adopted by the HCS Board of Trustees, by the vote below indicated at the regular meeting held on Tuesday, June 19, 2018.

Moved by _____ *Seconded by* _____

Action taken _____

Certified by Board Secretary _____

Date _____ *Adjournment* _____



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HCS School Lunch/Food Policy- SECOND 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. Vegetarian and non-vegetarian lunch options are available daily and breakfast is always vegetarian.

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 pre-payments, 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 for grade K-8 students which supplies a complete meal at the time of delivery. HCS has an "offer versus serve" policy for grade 9-12 students through which students can accept the complete meal or decline a certain number of food components.

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, audiotape, 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, and at any USDA office, or



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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
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: 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.



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HCS Breakfast Offer Versus Serve Policy- SECOND READING

Offer versus serve (OVS) is a policy for reimbursable meals that allows students to decline a certain number of food components in the meal in order to reduce plate waste and food cost. OVS will be implemented at the HCS upper school only.

A school breakfast eligible for federal reimbursement shall offer four (4) food items from the three (3) food components in the appropriate amounts per grade grouping:

1. Fruit (Including optional vegetables)
2. Grains (Including optional meat/meat alternate)
3. Milk

Students are allowed to decline one (1) of the four (4) items offered, but must select at least $\frac{1}{2}$ cup of fruit (or $\frac{1}{2}$ cup of vegetables) or $\frac{1}{2}$ cup of a fruit /vegetable combination.

After taking the required $\frac{1}{2}$ cup fruit, students must select at least two (2) additional food items in the full amounts (per grade group requirements) to count toward the reimbursable offer versus serve meal.

The student's decision to accept all four (4) food items or to decline one (1) food item shall not affect the price charged for the meal. The breakfast is priced as a unit.

School staff cannot require a student to take a particular food component (except the required $\frac{1}{2}$ cup fruit). It is the student's choice to select three or all four food items.

Prepackaged meals such as bagged or "grab and go" meals are allowed under OVS. School staff is encouraged to offer some food components/food items with choices (e.g. fruit basket) and/or the option to decline an item, such as milk.

At each school implementing the Offer versus Serve Policy:

- School food service staff will be trained annually.
- Signs will be posted to assist students in identifying a reimbursable meal under OVS.



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HCS Lunch Offer Versus Serve Policy – SECOND READING

Offer versus serve (OVS) is a policy for reimbursable meals that allows students to decline a certain number of food components in the meal in order to reduce plate waste and food cost. OVS will be implemented at the HCS upper school only.

A school lunch eligible for federal reimbursement shall offer five (5) food components in the appropriate amounts per grade grouping:

1. Fruit
2. Vegetable
3. Grains
4. Meat/Meat Alternate
5. Milk

Students are allowed to decline two (2) of the five (5) required food components, but must select at least $\frac{1}{2}$ cup of either fruit (or fruit combination) or $\frac{1}{2}$ cup of vegetables (or vegetable combination) or $\frac{1}{2}$ cup of a fruit/vegetable combination.

After taking the required $\frac{1}{2}$ cup fruit or vegetable, students must select at least two (2) additional components in the full amounts (per grade group requirements) to count toward the reimbursable offer versus serve meal.

The student's decision to accept all five (5) components or to decline two (2) components shall not affect the price charged for the meal. The lunch is priced as a unit.

School staff cannot require a student to take a particular food component (except the required $\frac{1}{2}$ cup fruit or vegetable). It is the student's choice to select three, four or all five components.

Prepackaged meals such as bagged or "grab and go" meals are allowed under OVS. School staff is encouraged to offer some food components/food items with choices (e.g. fruit basket) and/or the option to decline a component/item, such as milk.

At each school implementing the Offer versus Serve Policy:

- School food service staff will be trained annually.
- Signs will be posted to assist students in identifying a reimbursable meal under OVS.



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Evaluation System of School Principals

The Executive Director will annually evaluate the performance of each school Principal in order to assist both the Board and the Executive Director in the proper discharge of their responsibilities and to enable the Board to provide the school with the best possible leadership.

The objective of the Executive Director's evaluation will be to promote professional excellence and improve the skills of each Principal to improve the quality of the education received by the pupils of this school and to provide a basis for the review of the administrators under the supervision of the Executive Director. The process of the Board's evaluation will be informed by best practices in the education sector with a focus on providing for a transparent and predictable process.

The Principals shall be evaluated annually by the Executive Director. The Executive Director may choose to be assisted or advised by a consultant. This policy will be delivered to the Principals upon its adoption, and any amendment to this policy will be developed and adopted by the Board after consultation with the Executive Director. This policy and/or any amendments to this policy will be delivered to the Principals within ten working days after its adoption.

Evaluation Criteria

Evaluation of the Principals will be based upon observable information and be written in a consistent format. Evaluation criteria will be reviewed as necessary and as requested by the Executive Director but not less than annually.

Collection and Reporting of Evaluation Data

Data for the evaluation of the Principals will be gathered by any one or more of the following methods: direct observation, review of a document produced in the performance of assigned duties; interviews with the Principal regarding his/her knowledge of assigned duties; paper and pencil instruments and reference to previous performance reports. Each Principal shall be observed in the performance of his/her assigned duties at least once annually.

Preparation Plan for Professional Growth and Development

An individual plan for professional growth and development shall be prepared annually and will include areas of required growth, methods of achieving that growth, a schedule for implementation, and the responsibility of the Principal for implementing the plan. The plan will derive from applicable evaluation criteria and focus on critical areas of professional growth.

A copy of the plan for professional growth and development will be placed in the annual performance report. The degree to which the Principal achieved the requirements of the plan will be a measure of his/her annual performance evaluation. It will be the duty of the Principal to implement the plan as prepared; his/her failure to do so may result in disciplinary action up to and including dismissal.

Conduct of Annual Performance Conference

An annual summary conference shall be conducted between the Principal and the Executive Director before the annual performance report is filed. The conference shall include but need be limited to a review of the performance of the Principal based upon a review of the his/her progress in achieving and implementing the



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school's goals, program objectives, policies, instructional priorities and statutory requirements. The purpose of the annual performance conference will be to provide for a total review of the year's work, to identify strategies for improvement where necessary and to recognize achievement and good practice. Adequate time will be allotted for the conference in order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.

Preparation of Annual Performance Report

An annual written performance report shall be prepared by the Executive Director. The report will include, but need not be limited to, performance areas of strength; performance areas needing improvement as well as the plan for professional growth and development.

The Principals' annual performance reports will be signed by the Executive Director at the time of the conferences and by the Principals within five working days of their conference. The corresponding report will be filed in the respective Principal's personnel file.

N.J.A.C. 6A:32-4.3

Adopted: June 12, 2013, readopted July 12, 2016 and readopted with amendments on August 9, 2016.



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Evaluation of the Executive Director

The Board of Trustees will annually evaluate the performance of the Executive Director in order to assist both the Board and the Executive Director in the proper discharge of their responsibilities and to enable the Board to provide the school with the best possible leadership.

The objective of the Board's evaluation will be to promote professional excellence and improve the skills of the Executive Director to improve the quality of the education received by the pupils of this school and to provide a basis for the review of the Executive Director performance. The process of the Board's evaluation will be informed by best practices in the education sector with a focus on providing for a transparent and predictable process. The Executive Director shall be evaluated annually the Board. The Board may choose to be assisted or advised by a consultant.

This policy will be delivered to the Executive Director upon its adoption, and any amendment to this policy will be developed and adopted by the Board after consultation with the Executive Director. This policy and/or any amendments to this policy will be delivered to the Executive Director within ten working days after its adoption.

Evaluation Criteria

Criteria for the evaluation of the Executive Director will be based upon the Executive Director's job description and will relate directly to each of the tasks described. Each criterion will be brief and will focus on a major function of the position, be based on observable information rather than on factors requiring subjective judgment and be written in a consistent format.

The Board shall develop and approve criteria for the evaluation of the Executive Director. Evaluation criteria will be reviewed as necessary and as requested by the Executive Director but not less than annually. Evaluation criteria will be revised upon any revision of the Executive Director's job description. Evaluation criteria may also include specific board-identified annual goals for the Executive Director that while related to the job description do not require revision of the job description itself. A copy of the adopted revision shall be provided to the Executive Director within ten working days of its adoption.

Collection and Reporting of Evaluation Data

Data for the evaluation of the Executive Director will be gathered by any one or more of the following methods: direct observation, review of a document produced in the performance of the Executive Director's assigned duties; interviews with the Executive Director regarding his/her knowledge of assigned duties; paper and pencil instruments and reference to previous performance reports. The Executive Director shall be observed in the performance of his/her assigned duties at least once annually.

Preparation Plan for Professional Growth and Development

A copy of the plan for professional growth and development will be placed in the annual performance report. The degree to which the Executive Director achieved the requirements of the previous plan will be a measure of his/her annual performance evaluation.

It will be the duty of the Executive Director to implement the plan as prepared; his/her failure to do so may result in disciplinary action up to and including dismissal.



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Conduct of Annual Performance Conference

An annual summary conference shall be conducted between the Board, with a majority of the total membership of the Board and the Executive Director, before the annual performance report is filed. The conference will be held in private unless the Executive Director requests that it be held in public.

The conference shall include but need be limited to a review of the performance of the Executive Director based upon the job description and a review of the Executive Director progress in achieving and implementing the school's goals, program objectives, policies, instructional priorities and statutory requirements.

The purpose of the annual performance conference will be to provide for a total review of the year's work, to identify strategies for improvement where necessary and to recognize achievement and good practice. Adequate time will be allotted for the conference in order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.

Preparation of Annual Performance Report

An annual written performance report shall be prepared by a majority of the full membership of the Board. The report will include, but need not be limited to, performance areas of strength; performance areas needing improvement based on the job description and evaluation criteria; the plan for professional growth and development prepared by the Executive Director and the Board.

A timeline for this process is as follows:

March - Board members receive evaluation documents and complete them in advance of the April Board meeting.

April - In open session, the Executive Director reports generally on goal achievement. The Board meets in closed session first with the Executive Director to hear any relevant additional information on goals and then without the Executive Director to discuss the evaluation summary data and the Executive Director's report. The Board identifies commendations and recommendations for goals for the coming year.

May – The Board meets in closed session to report to the Executive Director commendations and recommendations for goals for the coming year. Following the meeting, the Executive Director receives a letter from the Board Chair informing of the Board's intent to rehire and to approve rehire at the next meeting.

June - The Board approves the contract for the Executive Director. The Executive Director provides an initial report on the plan to address annual goals.

September- The Executive Director presents a formal plan to the Board on how the Executive Director and team will address annual goals.

N.J.A.C. 6A:32-4.3

Adopted June 12, 2013, readopted on July 12, 2016 and readopted with amendments on August 9, 2016.



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Evaluation System of Tenured and Nontenured Teaching Staff Members

The Board of Trustees believe that effective evaluation of teaching staff is essential if the school is to achieve its educational goals. The purpose of teacher evaluation shall be to promote professional excellence and improve the skills of teaching staff in order to improve pupil learning and support the intellectual and social-emotional growth of students. Moreover, a formal evaluation plan provides a basis for the review of staff performance. Furthermore, the Board shall continue to promote additional staff development essential for nurturing teaching excellence and the educational values of the school as designated in the charter and as is best practice.

The Board of Trustees encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is of major importance. Therefore, the administration shall develop evaluation instruments and criteria flexible enough to identify the current educational strengths and areas in need of improvement of each teacher. The plan also aims to identify the teaching techniques, objectives, strategies, and pupil assessments needed to achieve mastery of the New Jersey Student Learning Standards and any additional goals required to support the school's educational program.

Evaluation Criteria

Evaluation criteria shall include both performance elements that are readily observable in the classroom setting as well as performance elements that are observable outside the classroom—such as collaboration with peers, participation on school committees, presence at meetings and events, ongoing study of schoolwide and individually assigned professional development topics and participation in schoolwide initiatives and events.

Evaluation criteria may include:

1. Full Lesson Observations
2. Partial Lesson Observations
3. Progress Toward Reaching Professional Development Plan Goals
4. Assessment of Professional Responsibilities and Conduct
5. Summary notes and action plans developed through ongoing teacher-supervisor meetings/conversations, when relevant
6. Teacher Self-Assessment
7. Student Growth Portfolio (including analysis, action plan, progress toward goals, evidence of student growth and reflection around data such as test scores, various student work samples, pre and post-assessments, etc.)

The evaluation procedure shall provide continuous, constructive and cooperative interaction and feedback among the teaching staff member and director or the director's qualified designee, thus ensuring a valid basis for performance review.

Full Lesson Observations

Tenured teaching staff members shall be formally evaluated via at least one full lesson observation annually by the director or the director's qualified designee. Non-tenured teaching staff members shall be formally evaluated via at least two lesson observations (of which at least one must be a full lesson observation) annually by the director or the director's qualified designee. The director or his/her designee may make as many full lesson observations as they deem appropriate. At least one of the observations will be announced in advance.



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The number of required observations and evaluations may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year.

The full lesson evaluation observation procedure shall include:

1. a conference prior to the announced observed lesson at which, at minimum, the lesson plan and related materials and strategies will be discussed between the director or director-designated observer and teaching staff member;
2. the actual observed lesson; and
3. a post-observation conference at which the lesson will be de-briefed with feedback from the director or director designated observer.

At all points in the process, the established evaluation criteria shall provide the framework for feedback and assessment. The evaluation tool will be distributed to all teaching members in advance of any observation. In planning lessons for an observation, the director or designee may require the teaching staff member to develop and present a lesson in a specific curriculum area. The staff member may also be required to develop and present a lesson that demonstrates particular instructional strategies or techniques. Additional materials can be requested such as corresponding pre-assessments, unit plans, etc. before or after the observed lesson.

Partial Lesson Observations

In addition to the full lesson observations and evaluations, the director or his/her designee may at their discretion conduct partial lesson observations of any teacher at any time

Feedback from partial lesson observations may be issued to the teacher via email, completed rubric, face-to-face conversation, etc. and will be used to inform the summative evaluation. Templates can be used to guide the observer such as the sample included. Templates, when used, will be shared with at least ten days in advance of being used for reviews.

Progress Toward Reaching and Ultimate Achievement of Professional Development Plan Goals

Teachers will annually create a Professional Development Plan in collaboration with their supervisor.

Depending on the specific goals for the school as well as for each individual faculty member each school year, the director or the director's designee may determine the annual goals for individual faculty members or for the full staff. There will be three meetings each year with the supervisor in which active progress toward the goals is reviewed.

Assessment of Additional Professional Responsibilities

Each teacher will be evaluated annually on their performance regarding professional responsibilities and conduct.

Summary Notes and Action Plans Developed Through Ongoing Teacher-Supervisor Meetings/Conversations

Ongoing formal and informal meetings between the teacher and supervisor may give rise to summary notes that provide insight and expectations related to the teacher's goals and general professional expectations. These notes are considered part of the evaluation criteria.

Teacher Self-Assessment

Annually, each teacher will complete a self-assessment through which they will reflect upon their strengths, successes, achievement of PDP goals, areas where they would like to grow professionally still and support they



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would like to receive from the HCS. Scores will be based on how thorough, thoughtful and reflective the completion is of the self-assessment.

Student Growth Portfolio

Teachers will maintain a student growth portfolio through which they will include data regarding student performance. With that data, they will set goals, develop an action plan, track progress toward goals, reflect upon their findings and ultimately show evidence of student growth. Data can include test scores, various student work samples, pre and post-assessments, etc.

Summative Evaluation Reports

The summative evaluation will rate the teaching staff member's performance on full lesson and partial lesson observations, growth toward Professional Development Plan goals, professional responsibility expectations, a teacher-completed self-assessment and Student Growth Portfolio data.

Performance Indicators

All written reports—both formative and summative—shall include an indicator that provides an effectiveness status that explicitly indicates whether the staff member is highly effective, effective, partly effective or ineffective. Definitions are below.

- 4: Highly Effective
- 3: Effective
- 2: Partly Effective
- 1: Ineffective

Professional Development Requirements

All evaluation procedures shall include review of each teacher's progress toward achievement of the state-required goal of 100 clock hours of professional development every five years. Teachers at HCS are expected to accrue beyond 20 hours each school year and maintain a log of their hours completed annually. The purpose of this goal is to assist teaching staff in obtaining and maintaining the knowledge and skills essential to pupil achievement of the New Jersey Student Learning Standards as well as practicing the teaching strategies and philosophies stated in our charter and as determined by HCS as best practice. In any instance where an individual teacher fails to make annual progress toward meeting the 100-hour requirement, or where a professional fails to satisfy the requirement fully within the five year period, the director or designee shall take appropriate remedial action applying accepted procedures of supervision as well as using existing laws and rules to the fullest extent.

At the end of the first five-year cycle, the principal shall annually report all instances of noncompliance with the 100-hour rule as well as the actions taken to address them to the State Department of Education.

Teaching staff members are encouraged to seek out professional development opportunities on their own in accordance with their Professional Development Plans and the mission and goals of the school. The school will support teaching staff member participation to the extent feasible within its budget and resources. Attendance at workshops or classes that require missing a regular work day, or that require payment by the school, must be approved in advance by the director or designee. The director or designee may direct teaching staff members to participate in specific workshops or classes as well as direct them to visit particular schools for observation.



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The director or designee may also direct teachers to complete studies of various texts, programs or other educational or professional materials.

Notification and Review

The director shall provide each teaching staff member with a copy of this policy statement and his/her evaluation criteria annually by October 1 and shall distribute any amendments to those documents within ten working days of their becoming effective.

This policy and related procedures shall be reviewed at least yearly and revised as needed before readoption by the Board.

N.J.S.A. 18A:27-3.1 et seq

Adopted by the Hoboken Board of Trustees on June 12, 2013 and subsequently adopted by the NJDOE on July 17, 2013. HCS Board of Trustees readopted the policy with amendments on August 20, 2014. The policy was again readopted on July 12, 2016, readopted with amendments on August 9, 2016 and readopted with amendments on August 15, 2017.



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CODE OF STUDENT CONDUCT (CSC) – FIRST READING

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



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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 b) using material during a test which is not authorized by the person giving the test; or c) collaborating with another student during the test without authorization; or d) knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; or	1 to 4 (Academic sanctions related to the infraction may also be imposed.)



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	e) submitting for another student or permitting another student to substitute for one's self to take a test; or f) bribing another person to obtain a test that is to be administered; or g) securing copies of the test or answers to the test in advance of the test; or 2. Plagiarizing appropriating another's work and using it as one's own for credit without the required citation and attribution; or Colluding 3. 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" during the school day	1 to 4 (See the electronics policy for further detail and corresponding consequences.)
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)



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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)



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		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 to the beginning of the school year)

* 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 Available at all severity levels
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) 	



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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.



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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• Knives or instruments that can be used to inflict harm (i.e., razors, box cutters, metal knuckles, etc.)	<ul style="list-style-type: none">• Acid or deadly or dangerous chemicals;• Imitation gun;• Loaded or blank cartridges and other ammunition;• 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)

Revised and Approved by the Hoboken Charter School Board of Trustees: October 12, 2011