



A K-12
LEARNING
COMMUNITY
STRIVING FOR
A JUST WORLD

BOARD OF TRUSTEES MEETING
JULY 20, 2021
7:00 PM

THIS MEETING WILL BE VIRTUAL WITH CALL-IN INFORMATION MADE PUBLIC IN ADVANCE OF THE MEETING.

1. **Call to Order**
2. **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 as a virtual meeting on June 30, 2021, via notification to City Hall, the City Clerk's Office on Washington Street and the *Hudson Reporter* and the *Jersey Journal*.

Please be advised that the Hoboken Charter School will hold their 2021-2022 monthly Board Meetings as listed below. Meetings will occur at 7:00 p.m. Due to the COVID-19 pandemic, meetings will be held virtually unless communicated otherwise on the website and the posted agenda. Virtual meeting call-in information and the agenda will be posted on the website in advance of each meeting. A move to an in-person meeting will be communicated a week prior to a scheduled meeting. When onsite, they will occur at 713 Washington Street.

- July 20, 2021
- August 17, 2021
- September 21, 2021
- October 19, 2021
- November 16, 2021
- December 21, 2021
- January 18, 2022
- February 15, 2022
- March 15, 2022
- March 22, 2022
- April 26, 2022
- May 10, 2022
- June 21, 2022

Roll Call

TRUSTEE	PRESENT	ABSENT
John Berger		
Lauren Calmas		
Amanda Grant		
Lisa McIntyre		
Kelly Pansy		
Christine Sheedy		
Mark Silberberg		
Joy Wheeler		
Dana Wissing		

Deirdra Grode, Executive Director

Steve Literati, CFO and Board Secretary and Board Treasurer

3. Acceptance of Minutes for June 15, 2021

Minutes of the previous public Board meeting held June 15, 2021, are available for review and/or correction and acceptance.

Motion for HCS Board of Trustees to accept the minutes of the Hoboken Board of Trustees Meeting on June 15, 2021.

ROLL CALL VOTE

TRUSTEE	MOTION	YES	NO	ABSTAIN	ABSENT
John Berger					
Lauren Calmas					
Amanda Grant					
Lisa McIntyre					
Kelly Pansy					
Christine Sheedy					
Mark Silberberg					
Joy Wheeler					
Dana Wissing					

4. 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.

5. Personnel

5.1 Resolved, that the Board of Trustees approves Anne Ajamian for the role of instructional aide for the 2021-2022 academic year.

5.2 Resolved, that the Board of Trustees approves Rachel Gomez for the role of instructional aide for the 2021-2022 academic year.

5.3 Resolved, that the Board of Trustees approves Claude Davila for the role of Teacher for the 2021-2022 academic year, subject to completion of a county sub license, certification, and/or criminal background check.

5.4 Resolved, that the Board of Trustees approves Brian Blackmore for the role of Teacher for the 2021-2022 academic year, subject to completion of a county sub license, certification, and/or criminal background check.

5.5 Resolved, that the Board of Trustees approves the resignation of Danielle Swentzel effective July 6, 2021.

5.6 Resolved, that the Board of Trustees approves Giselle David for the role of Teacher for the 2021-2022 academic year, subject to completion of a county sub license, certification, and/or criminal background check.

5.7 Resolved, that the Board of Trustees approves Juan Ventura, Custodian, effective September 1, 2021.

ROLL CALL VOTE

TRUSTEE	MOTION	YES	NO	ABSTAIN	ABSENT
John Berger					
Lauren Calmas					
Amanda Grant					
Lisa McIntyre					
Kelly Pansy					
Christine Sheedy					
Mark Silberberg					
Joy Wheeler					
Dana Wissing					

6. Policy

6.1 Resolved, that the Board of Trustees approves the Tenured and Non-tenured Teaching Staff Members Evaluation System for annual renewal. (See enclosed.)

6.2 Resolved, that the Board of Trustees approves the HCS School Leader/Principal Evaluation System for annual renewal. (See enclosed.)

6.3 Resolved, that the Board of Trustees approves the HCS Chief School Administrator Evaluation System for annual renewal. (See enclosed.)

6.4 Resolved, that the Board of Trustees approves the revisions to the Promotion, Retention and Grade Level Placement Policy.

6.5 Resolved, that the Board of Trustees approves the revisions to the Upper School Graduation Requirements Policy.

ROLE CALL VOTE

TRUSTEE	MOTION	YES	NO	ABSTAIN	ABSENT
John Berger					
Lauren Calmas					
Amanda Grant					
Lisa McIntyre					
Kelly Pansy					
Christine Sheedy					
Mark Silberberg					
Joy Wheeler					
Dana Wissing					

7. Finance

- 7.1 Resolved, that the Board of Trustees of Hoboken Charter School approves the appointment of McIntee Fusaro Del Corral, LLC as auditors for the school for the fiscal year ended June 30, 2021. (Engagement Letter attached.)
- 7.2 Resolved, that the Board of Trustees of Hoboken Charter School approves the submission of the IDEA Maintenance of Effort and 2022 Budget. (Documents attached.)
- 7.3 Resolved, that the Board of Trustees approved the Board Secretary and Treasurer's Reports for June 2021, as per the attached; and pursuant to N.J.A.C. 6A:23-2.11(a), the Hoboken Charter School Board of Trustees secretary's certification, and after review of the monthly financial report (appropriations section) certifies that, to the best of its knowledge, as of June 30, 2021, no major account or fund has been over expended in violation of N.J.A.C. 6A:23-2.11(b), and that sufficient funds are available to meet the school's financial obligations for the remainder of the fiscal year. Note that the Secretary's Report is Preliminary and does not reflect all year-end adjusting entries. (Attached schedules.)
- 7.4 Resolved, that the Board of Trustees approves the bills list from June 10, 2021 to July 13, 2021. (Attached schedule.)
- 7.5 Resolved, that the Board of Trustees approves the following payrolls:

Date	Amount
June 15, 2021	\$135,008.09
June 30, 2021	\$152,595.55

ROLL CALL VOTE

TRUSTEE	MOTION	YES	NO	ABSTAIN	ABSENT
John Berger					
Lauren Calmas					
Amanda Grant					
Lisa McIntyre					
Kelly Pansy					
Christine Sheedy					
Mark Silberberg					
Joy Wheeler					
Dana Wissing					

8. Educational Planning

- 8.1 Resolved, that the Hoboken Charter School Board of Trustees approves Paige Davidson, Teacher, to attend the Foundations Level K Virtual Launch Workshop via Wilson Language Training on August 19, 2021 for \$289.
- 8.2 Resolved, that the Hoboken Charter School Board of Trustees approves Paige Davidson, Teacher, to attend the Teachers College Reading and Writers Project Reading Institute from Monday, July 19 - Friday, July 23, 2021 for \$850 contingent upon her acceptance off the waitlist.

- 8.3 Resolved, that the Hoboken Charter School Board of Trustees approves Paige Davidson, Teacher, to attend the Teachers College Reading and Writers Project Writing Institute from Monday, August 2 - Friday, August 6, 2021 for \$850 contingent upon her acceptance off the waitlist.
- 8.4 Resolved, that the Hoboken Charter School Board of Trustees approves a contract/MOU with Wicht Consulting for payment of \$2,250 for up to 15 hours of coaching/consulting with administration and faculty around instruction aligned with our mission of social justice education to be delivered starting in August 2021. This will be covered by the Provident Bank Foundation grant.
- 8.5 Resolved, that the Hoboken Charter School Board of Trustees approves a contract/MOU with Wicht Consulting for payment of \$3,500 for leading the HCS K-12 team in the Equity Literacy Framework workshop on October 14, 2021. This will be covered by the Provident Bank Foundation grant.
- 8.6 Resolved, that the Hoboken Charter School Board of Trustees approves Anne Ballman and Matt Messenger, Teachers, to attend the Restorative Practices for Educators two-day virtual training via iirp on July 22-23 for a total of \$900. This will be covered by the Provident Bank Foundation grant.
- 8.7 Resolved, that the Board of Trustees approves the submission of the 2020-2021 Annual Report to the NJ Department of Education.

ROLL CALL VOTE

TRUSTEE	MOTION	YES	NO	ABSTAIN	ABSENT
John Berger					
Lauren Calmas					
Amanda Grant					
Lisa McIntyre					
Kelly Pansy					
Christine Sheedy					
Mark Silberberg					
Joy Wheeler					
Dana Wissing					

9. **Enrollment**

Enrollment – July 20, 2021

Grade	Current
K	22
1	22
2	22
3	22
4	22
5	22
6	22
7	22
8	22
9	25
10	26
11	26
12	23
Total	298

10. School Calendar Reminder

Tuesday, August 17 – Board of Trustees Meeting 7 p.m.

Monday-Thursday, August 30-September 2 – Staff Professional Development

11. New Business

12. Public Comments

13. Looking Ahead

Submission of school annual report due on Aug 1	August 1, 2021
Application of PPP loan forgiveness	Due September 2021

14. Executive Session

15. Return to Open Session

16. 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, July 20, 2021.

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, July 20, 2021.

ROLL CALL VOTE

TRUSTEE	MOTION	YES	NO	ABSTAIN	ABSENT
John Berger					
Lauren Calmas					
Amanda Grant					
Lisa McIntyre					
Kelly Pansy					
Christine Sheedy					
Mark Silberberg					
Joy Wheeler					
Dana Wissing					

Certified by Board Secretary _____

Date _____ Adjournment _____

HCS Tenured and Non-tenured Teaching Staff Members Evaluation System

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. 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 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. 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.

b) Provide a description of the school leader evaluation system that the school has implemented.

HCS School Leader/Principal Evaluation System

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 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.

Adopted: June 12, 2013, readopted July 12, 2016 and readopted with amendments on August 9, 2016 and July 17, 2018.

HCS Chief School Administrator Evaluation

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.

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 and July 17, 2018.

Student Promotion, Retention and Grade Level Placement Policy

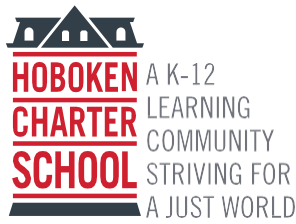
Hoboken Charter School makes every effort to ensure that every student is ready to succeed. Therefore, we do not promote students to the next grade if they have not demonstrated course knowledge by the end of the academic year as per year-end transcript grades and credit accrual. Transcript verification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

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

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

- Entering 10th grade- a minimum of **30 (currently 32.5)** high school credits have been accrued and student has passed at least one full year of high school English and physical education.
- Entering 11th grade- a minimum of 65 high school credits have been accrued and student has passed at least one full year of high school math, science and social studies as well as two full years of English and physical education.
- Entering 12th grade- a minimum of **95 (currently 97.5)** high school credits have been accrued and student has passed at least two full years of high school math, science and social studies as well as three full years of English and physical education.
- For all students entering 10th through 12th grades, a transcript review will be conducted to ensure that the student will be able to meet all other credit requirements by the end of 12th grade. Such requirements include world language, health, electives, arts coursework, economics, HCS mission-specific coursework and minimum types of courses in the core subjects of English, math, social studies and science. **At the discretion of the administration, conditional promotions may be utilized when appropriate.**

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



Upper School Graduation Requirements Policy

In order to receive a standard high school diploma presented by a public school district in the State of New Jersey, local boards of education are minimally bound by the provisions of *N.J.A.C. 6A:8-5.1, Graduation Requirements*. Additionally, in order to receive a standard high school diploma from the Hoboken Charter School - Upper School, students must fulfill all requirements listed in the Hoboken Charter School Education Policy. Those requirements include: a minimum accumulation of 125 credits; successful completion of the specific course requirements as contained therein; successful passing of the state-mandated graduation testing requirements [unless specifically exempted by a student's Individualized Educational Program (IEP)] and fulfillment of the attendance requirements. Diplomas will be granted only to students who have completed the requirements for graduation established in the curriculum approved by the Hoboken Charter School Board of Trustees. There shall be no endorsements or indications on diplomas of programs of study.

In order to be graduated from Hoboken Charter School's Upper School and receive a state-endorsed board of education diploma, a student must:

- A. Meet both state and district proficiency standards in reading, writing and mathematics and achieve or exceed a passing grade on State required tests or the equivalent State-wide assessment.
- B. Complete successfully the course requirements stated in the New Jersey Administrative Code, unless those of the district are more advanced, in which case the district's standards must be met. The proficiencies required must include the core course curriculum standards and proficiencies approved by the State Board of Education.

In addition, all students are required to have a **minimum of 125** credits in order to earn a diploma.

Required courses:

- Twenty (20) credits in English
- Fifteen (15) credits in mathematics to include Algebra I, Geometry and a 3rd year of math that builds on these concepts
- Fifteen (15) credits in social studies consisting minimally of two years of United States and New Jersey history as required by *N.J.S.A. 18A:35-1 and 2*, and a one year course of world history
- Two and a half (2.5) credits in Financial, Economic Business and Entrepreneurial Business Literacy
- Fifteen (15) credits of science, to include Biology and 2 other laboratory/ inquiry based science courses
- Fifteen (15) Physical education, health and safety, to be distributed over 4 years as required by *N.J.S.A. 18A:35-5, 7 and 8*
- Five (5) credits in the visual or performing arts
- Five (5) credits in world language
- Five (5) credits in 21st Century Life and Careers
- Five (5) credits in Social Justice (or 1.25 credits for each year enrolled at HCS)

Technology literacy, consistent with the New Jersey Student Learning Standards, is to be integrated through the curriculum.

- C. Students must demonstrate proficiency in all of the above courses. Additionally, every effort will be made to encourage students to engage in mission aligned learning, culminating in a senior learning project. This project is a requirement of graduation. Any student who does not complete their senior learning project will not be issued a diploma until the project has been successfully completed unless this requirement is waived due to special circumstances.
- D. The Chief School Administrator may provide, subject to Board approval, that graduation credit be granted for high school level courses (such as, but not limited to, algebra) taken while in Middle School.

Successful completion means that the student has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course and that he/she has attended the required number of course sessions.

Transfer students must meet all State and local requirements in order to receive a Hoboken Charter School diploma.

The Chief School Administrator or designee shall put into effect the procedures necessary to assess each student upon entry into the system in order to identify those students not meeting the State or district proficiency requirements in reading, writing and mathematics. The Chief School Administrator or designee shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills/Remediation

Students who do not meet the minimum proficiency standards on the state administered assessments (NJSLA) or fail to meet district standards shall be provided appropriate remediation.

Students with Limited English Proficiency

Students with limited English proficiency must be provided with the program opportunities required by law and must fulfill the regular State and district requirements for graduation.

Special Education Students

A disabled student must meet all State and local high school graduation requirements in order to receive a State-endorsed high school diploma, unless specifically exempted in his/her

Individual Education Plan (IEP) with the written approval of the Chief School Administrator.

Proficiency

In accordance with law, the Board of Trustees shall have copies of this policy distributed to all ninth-grade (or otherwise entering) students and their parents/guardians. They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other State and local requirements.

Standards and proficiency requirements for each individual course shall be available to students upon registering for the course and must be given to students within the first five days that the class meets.

Student Enrollment in College Courses

The Board shall make reasonable efforts to develop joint agreements with colleges and universities to facilitate the delivery of college credit courses to qualified students. The Board, with the advice of the Chief School Administrator, shall determine eligibility requirements for these students and monitor the quality of the courses offered.

Reporting and Monitoring

The Chief School Administrator shall include in annual reporting:

- A. The total number of students graduated;
- B. The number of students graduated via the NJDOE portfolio appeals process;

- C. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP;
- D. The total number of students denied graduation from the 12th grade class;
- E. The number of students denied graduation from the 12th grade class solely because of failure to pass the state required tests or portfolio appeals process, based on the provisions of administrative code.

This information shall be reported to the Board at a public meeting prior to the date prescribed by law. The Board shall review this policy annually and shall adopt all regulations required by law.