

HOBOKEN CHARTER SCHOOL



2012-2013 Policies and Guidelines K-8

255 Congress Street (Temporary Location)
Jersey City, NJ 07307
Hoboken, New Jersey 07030

Administration

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Office Personnel (201) 963-0222

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Bookkeeper/Human Resources	Darlene Lombardi	ext. 212
Administrative Assistant, K-8	Maria Spinella	ext. 217
Administrative Assistant, K-8	Rosella Robles	ext. 210
K-8 Office Staff	Daisy Tavarez	ext. 215
Schoolwide Office Staff	Miriam Smith	ext. 213

Schoolwide Support

Coordinator of Special Education	Nathalie Tuhari-Katz	ext. 219
Social Worker	Lauren Freylikhman	ext. 218
Nurse K-8	Lawanda White	ext. 223
Nurse 9-12	Nancy Boccalini	ext. 223

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2012-2013 HCS K-8 Rules and Regulations

After School Care

After school care is available to students most days of the school year at cost to the families. A variety of clubs is offered. Registration occurs before the start of each trimester. All questions regarding the program should be directed to Gigi Girgis at ggirgis@hobokencs.org.

Arrival and Dismissal

Students in grades K and 5-8 enter and leave through the alley on the uptown side of the building while children in grades 1-4 enter and leave through the front entrance of the building. Students who require the ramp enter through the alley on the downtown side of the building. In cases when the uptown side alley is not in suitable condition for entrance, all will use the front entrance. Variations are made during the school day for fire drills and physical education, for example, but should be followed at arrival and dismissal times.

Kindergarten families are invited to escort their children to the kindergarten classroom until the winter break in December and stay until 8:30 a.m. when the teacher rings the bell. At that time, parents must immediately exit the building, so the school day can occur without disruptions and distractions. Parents in grades 1-8 must leave their children outside the building where they will be greeted by HCS staff on door duty and directed to their classrooms. HCS staffers are also positioned in hallways and stair landings in the building.

K-3 parents must pick up their child in the classroom at the end of the school day (2:45 p.m.), and grade 4 parents can choose to have their child dismiss independently or not. If not, they must pick their child up in the classroom at 2:45 p.m. If a parent wants their grade 4 child to self-dismiss, the parent must send a letter to the principal stating this. All middle school students dismiss independently at 3:00 p.m. daily unless they are required to serve an afterschool detention. Please note that no student can self-dismiss during illness, emergency or appointment and that self-dismiss status is reserved for the end of the school day.

Attendance and Punctuality

Students must be in their seats with all materials ready at 8:30 a.m. ready for the school day to be marked present and on time. Students will be marked late unexcused if they are not ready in their assigned seats with all required materials at 8:30 a.m.

Daily attendance is important to student success. Please make every attempt to schedule appointments and vacations around the school calendar, so your child misses as little school as possible. It is crucial that children attend school during testing (i.e., NJASK, Algebra and Terra Nova) as absences result in students needing to take make-up testing which pulls teachers from the classrooms when the rest of the students are back in class, and the student who missed testing initially will miss classes during make-up testing. Late arrivals and

absences must be called into the main office. The main office number is (201) 963-0222 ext. 210. Please be sure to review the HCS Attendance and Lateness Policy on pages 16-18 in the K-8 Policies and Guidelines Book. The K-8 Attendance and Lateness Policy details what is considered an excused and unexcused absence and the minimum allowable absences before we must take the family to court.

Backpacks

Backpacks are bulky and potentially unsafe. Because our classrooms are small, backpacks and oversized purses take up too much space reducing the accessibility for students, teachers, administrators and support staff to circulate in classrooms easily and to quickly evacuate the building in case of an emergency. In addition, students should not have items on their person that are not for educational purposes, so there is no need to carry more than the few items needed for class. Exceptions can be made on a case by case basis by the Child Study Team if they deem a child will suffer significantly without having this accommodation. Some backpacks, especially those with wheels, are too big for our lockers. It is the responsibility of the family to find a backpack (if the child uses one to and from school) that fits in the locker as they cannot be stored in the hallways or classrooms.

Communication Between Families and Staff

Communication between families and staff is essential for the success of our students. Although the school requires one family conference per year with the classroom teachers and their students' families, additional conferences are encouraged if there are concerns among staff and/or families. Additional conferences should not be impromptu meetings at dismissal or upon chance encounters at school events or on the street; rather they must be scheduled. The staff members' emails are all located on the school website and are consistently the first letter of their first name and full last name @hobokencs.org. (For example, Miriam Smith is msmith@hobokencs.org and Leah Bobb is lbobb@hobokencs.org.) Meetings with administrators must be scheduled through the main office.

At times we will use a list-serve to communicate. This is reserved for school use only, and solely emails that have been authorized by HCS administration may be sent using the list-serve. In addition, because we do not want to barrage families with emails, we will rarely send announcements regarding local programming such as local camps, dance performances, etc. unless they have given us the copies to be distributed in home folders. Please note that distribution of such copies in no way means that we as a school have endorsed the program. We will not send announcements of anything that is not regarding educational or recreational opportunities for children.

Extracurricular Participation

Students participating in extracurricular programs (i.e., basketball, the school play, etc.) must maintain satisfactory performance in their schoolwork. Starting in grade five, middle school

students must maintain an average of 70% or higher in every class. Teachers have grades available on the first and fifteenth of every month (or the following school day if the first or fifteenth falls on a vacation or weekend). Eligibility corresponds with this timeline. For example, if a student learns that he/she has a 68% in math on the first of a month, the teacher is not required to tabulate grades again until the fifteenth resulting in two weeks of inability to participate in the program for that time period.

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

Lost and Found

A Lost and Found basket can be found in the stairwell of the first floor. When the basket becomes full, the unclaimed items will be donated to In Jesus' Name Pantry.

L.O.T.S.

Lunch On The Students (LOTS) is a program in which families at various schools in town participate in collecting bagged lunches for our neighbors at the Hoboken Shelter. Marni Kriegel coordinates the HCS program. Our lunches help to lessen the burden on the minimal resources of the shelter and to provide high quality food to our neighbors in need. Every Wednesday during the school year, students are invited to bring an extra bagged lunch and drop it off near the main office. A bucket will be clearly marked. Lunches should include a main course (e.g., pasta, a sandwich, etc.); a drink; a piece of fresh fruit; a sweet and any necessary utensils, napkins, etc. A great tip is to freeze a drink in advance so that it will keep the food cold. Although a full lunch is preferred, a partial lunch is appreciated but should be marked accordingly. If you have any questions, please feel free to e-mail Marni at marni.kriegel@gmail.com.

Media Release

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

School-Issued Items

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

School Lunch and Breakfast

Hoboken Charter School offers breakfast and lunch daily to its students. Menus are sent home 2 weeks prior to the start of the new month. School meal applications to qualify for free or reduced meals will be mailed home the first week of school. Families are required to return a completed application to qualify. For families who don't wish to participate, please submit the application stating that you do not wish to participate. Prompt return of the applications completed in entirety is necessary for qualification. For students who don't qualify for free or reduced meals, payment is due in full 48 hours prior to the first day of the new month to participate for that month.

Schootorial

Schootorial is a program offered for students in grades 1-4 who would benefit from additional time of instruction with their teachers. If your child is recommended, you will be notified in the fall. Sessions occur after school with no cost to the family. Participation is strictly based on test scores and/or teacher recommendation.

Code of Student Conduct (CSC)

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

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

A sustained commitment to supporting the learning and teaching process

Responsibility for oneself and one's actions

An insistence on a fundamental respect for others

Responsibility to help others in need

Commitment to the following values: honesty, trustworthiness, loyalty, kindness and courtesy

Respect for diversity including the physically and mentally challenged, people of different races, cultures, genders, religions and belief systems and sexual orientation

An understanding of each person's right to be treated with respect, kindness, dignity and fairness

Respect for property and the belongings of others and of the school

An absolute ban on violence

Individual responsibility for intervention when a student observes a violation of the CSC

STANDARDS OF DISCIPLINARY CONDUCT AND INTERVENTION MEASURES

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

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

The standards set forth in the Code of Student Conduct apply to behavior of all students in school during school hours, before and after school, while on school property, while traveling on vehicles funded by the Board of Trustees, at all school-sponsored events and on other-

than-school property when such behavior can be demonstrated to endanger the health, safety, morals or welfare of the school community.

INFRACTIONS AND ASSIGNED LEVELS OF SEVERITY

The enumerated infractions are not all inclusive. Students who engage in misconduct that is not listed are subject to appropriate disciplinary measures by the teacher, administrator or Board based on violation of school rules. To ensure that students and families are aware of standards of behavior, classroom rules/norms and school policies should be in writing and distributed to students and families and reviewed with students throughout the school year. **Please be aware that specific policies around dress code; usage of Internet, electronics and recreational equipment; attendance and truancy; substance possession or abuse; and harassment, intimidation and bullying are delineated in the K-12 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	1 to 4

	supervising school personnel and/or not being in assigned place on school premises	
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 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	1 to 4 (Academic sanctions related to the infraction may also be imposed.)
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	Violating school dress code	1 to 4 (See the dress code policy for further detail and corresponding consequences.)
15*	Using slurs based upon race, ethnicity, national origin, religion,	2 to 5

	gender, sexual orientation or disability	
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	1 to 5
18*	Posting or distributing obscene, libelous or defamatory material or literature or material containing a threat of violence, injury or harm	1 to 6
19	Engaging in or causing disruptive behavior on school bus or bus used	1 to 5
20*	Engaging in or causing behavior off the school premises which can be demonstrated to affect negatively the educative process or which presents a danger to the health, safety, morals or welfare of the school community. A nexus between the act and the school community must be demonstrated.	1 to 6 (for grades K-4) 1 to 7 (for grades 5-12)
21	Bringing unauthorized visitors to school in violation	3 to 5
22	Tampering with, changing or altering a record or document of a school by any method, including but not limited to computer access or other electronic means	3 to 5
23	Falsely activating a fire alarm, bomb threat or other disaster alarm	4 to 5
24	Engaging in theft or knowing unauthorized possession of property belonging to another	3 to 6
25	Possessing or using controlled substances without appropriate authorization	4 to 6 (for grades K-4) 4 to 7 (for grades 5-12)
26*	Engaging in intimidation, coercion or extortion or threatening violence, injury or harm to another or others	3 to 6 (for grades K-4) 4 to 7 (for grades 5-12)
27	Engaging for the fourth time in a trimester in substantially disruptive behavior or behavior which substantially interferes with the teacher's authority over the classroom which previously had resulted in three classroom removals by a teacher during the trimester	4 to 5
28	Engaging in harassment, intimidation and/or bullying (See the school policy on Harassment, Intimidation and Bullying.)	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	3 to 6 (for grades K-4)

	Violence Policy	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 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 or controlled substances	6 (for grades K-4) 6 to 7 (for grades 5-12)
42	Using any weapon, other than a firearm, as defined in Category I or Category II to inflict injury or Category I to attempt to inflict injury upon school personnel, students or others	6 to 7 (for grades K-4) 7*** (for students who have not turned 17 prior to the beginning of the school year) 8 (for general education students who turned 17 prior to the beginning of the school year)
43	Possessing or using a firearm	7*** (for students who have not turned 17 prior to the beginning of the school year) 8*** (for general

education students who turned 17 prior 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)	Parent conference Detention (1 missed detention=2 detentions and 2 missed detentions = in-school disciplinary action/classroom exclusion.) Reprimand by appropriate supervisor (e. g., principal)	

3	<p>Parent conference</p> <p>Detention (1 missed detention=2 detentions and 2 missed detentions = in-school disciplinary action/classroom exclusion.)</p> <p>Reprimand by appropriate supervisor (e. g., principal)</p>	<p>In-school disciplinary action (e. g., mandated service, exclusion from extracurricular activities, classroom exclusion)</p> <p>Guidance conference with student and parent</p>	
4	<p>In-school disciplinary action (e. g., mandated service, exclusion from extracurricular activities, classroom exclusion)</p> <p>Guidance conference with student and parent</p>	<p>Administrator's suspension up to 10 school days</p>	
5	<p>Administrator's suspension up to 10 school days</p>	<p>Board's suspension which may result in continued suspension for a fixed period of 11 to 30 days</p> <p>Possible recommendation of transfer to an alternative educational setting</p>	
6	<p>Board's suspension which may result in continued suspension for a fixed period of 11 to 30 days</p> <p>Possible recommendation of transfer to an alternative educational setting</p>	<p>Board's suspension which may result in extended suspension for one calendar year with opportunity to petition for early reinstatement</p> <p>Recommendation of transfer to an alternative educational setting</p>	
7*	<p>Board's suspension which will result in a one year suspension without the opportunity to petition for early reinstatement</p> <p>Recommendation of transfer to an alternative educational setting</p>	<p>Expulsion from the Hoboken Charter School</p>	

8*	Expulsion from the Hoboken Charter School		
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* For infractions that carry a Level of Severity of 7 or 8 only, this disposition may be modified on a case-by-case basis.

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

HOBOKEN CHARTER SCHOOL POLICY PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING

The Hoboken Charter School prohibits acts of harassment, intimidation and bullying.

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, is conduct that interferes with both a student's ability to learn and a school's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate harassment, intimidation and bullying.

“Harassment, intimidation and bullying” means any gesture, any written, verbal or physical act or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or a mental, physical or sensory disability or by any other distinguishing characteristic that takes place on school property, at any school sponsored-function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that: a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; has the effect of insulting or demeaning any student or group of students; or creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

The Hoboken Charter School expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment.

The Hoboken Charter School believes that standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff and community members.

The Hoboken Charter School believes that the best discipline is self-imposed and that it is the responsibility of staff to use disciplinary situations as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to grow in self-discipline.

Based on broad community involvement (i.e., the use of a process that includes representation of parents/guardians and other community representatives, school employees, volunteers, students and administrators for the purpose of providing input regarding the development and content of policy that is based on accepted core ethical values), the Board of Trustees shall develop general guidelines for student conduct and shall direct development of detailed regulations suited to the age levels of the students and the mission and physical facilities of the individual school. Board policy requires all students in the district to adhere to the rules and regulations established by the school district and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules. The HCS K-8 Code of Student Conduct details expected student behavior as well as the minimum and maximum actions that can be taken for corresponding infractions.

The principal shall provide annually to students and their parents/guardians the rules of the district regarding student conduct, and the policy shall appear in all publications of the school district's comprehensive rules, procedures and standards of conduct for the school. Provisions shall be made for informing parents/guardians whose primary language is other than English.

In determining the appropriate response to students who commit one or more acts of harassment, intimidation and/or bullying, school administrators should consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with the case law, federal and state statutes, regulations and policies and district policies and procedures. **Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation and/or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. Typical protocol around such acts will be as follows:**

First and Second Reported Offense(s)	Third Reported Offense	Fourth Reported Offense
The student will receive a warning, mediation and parent/guardian notification.	The student will receive a suspension of up to five days and counseling. The parent/guardian will be invited to attend the counseling session(s) along with their child. A parent/guardian conference will also be held.	The student may receive an indefinite suspension. Possible legal action may be initiated.

***Please note that the severity of disciplinary action will match the offense. For example, a first offense may result in suspension or expulsion depending on the severity of the offense.**

At each school, the principal or the principal’s designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal’s designee. All other members of the school community, including students, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal and/or the principal’s designee, in coordination with the anti-bullying specialist and anti-bullying coordinator, is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal’s designee, in coordination with the anti-bullying specialist and anti-bullying coordinator, shall conduct a prompt, thorough and complete investigation of the alleged incident. The investigation must be initiated within 1 school day of the report and shall be completed no later than 10 days of receiving a written report. (In the case when anticipated information relevant to the investigation is not received within ten days, amendments can be made to the original report to reflect the information.)

Some acts of harassment, intimidation and/or bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation and/or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature of the behavior, developmental age and profile of a child, past incidences or past or continuing patterns of behavior and the context in which the alleged incident(s) occurred.

Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student behavior and the consequences of such actions and to involvement of law enforcement officers, including school resource officers.

The school district prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation and/or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation and/or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation and/or bullying shall be disciplined in accordance with district policies, procedures and agreements. Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation and/or bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

The policy shall be disseminated annually to all school staff (including those involved with our after school programming), students and parents along with a statement explaining that it applies to all acts of harassment, intimidation and bullying that occur on school property, at school-sponsored functions or on a school bus. The policy will also be posted on the school website and enclosed in our student handbook of policies and procedures. The contact information for the anti-bullying specialist and anti-bullying coordinator will be found on the school website as well.

The chief school administrator shall develop an annual process for discussing the school district policy on harassment, intimidation and bullying with students.

LEGAL REFERENCES:

N.J.S.A. 18A:37-15 (3)(b)(1) Discipline of Pupils

N.J.S.A. 18A:37-15 (3)(b)(2) Harassment, intimidation, and bullying

N.J.S.A. 18A:37-15 (3)(b)(3) policy to be adopted by school districts; contents

N.J.S.A. 18A:37-15 (3)(b)(4) and notice

N.J.S.A. 18A:37-15 (3)(b)(5)

N.J.S.A. 18A:37-15 (3)(b)(6)

N.J.S.A. 18A:37-15 (3)(b)(7)

N.J.S.A. 18A:37-15 (3)(b)(8)

N.J.S.A. 18A:37-15 (3)(b)(9)

N.J.S.A. 18A:37-15 (3)(b)(10)

Adopted: September 17, 2003

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

Please also note that the Hudson County Superintendent's Office approved the comprehensive Hoboken Charter School Harassment, Intimidation and Bullying Policy PL 2010, Chapter 122 on September 13, 2011. The Hoboken Charter School Board of Trustees approved the comprehensive policy on September 14, 2011. The policy enclosed in this booklet (pages 12-15) is an abbreviated version for greater readability and access. Please see the comprehensive policy found on the school website and emailed home for full details of the policy.

Attendance and Truancy Policy

Revised 06/2012

Attendance and Lateness

The parent/guardian of a student who is ill or absent for any reason, must report the absence between 7:30am and 8:00am on the day of the absence. A telephone call shall not be considered as a substitute for the written note referred to below. Rather, it will serve to notify the school as to the whereabouts of the student for accountability and safety purposes.

The telephone numbers to use for reporting an absence for a student are as follows:

Main Office at HCS Elementary/Middle School
201-963-0222 x210

Main Office at HCS High School
(201) 963-3280 x221

Any student who arrives after the start of the academic day (8:30 am) is considered late. A student will be marked late and require a late pass if they are not seated and ready in their first period classroom at 8:30 am. Lateness is only excused in the case of a documented doctor's appointment or a religious observance approved by the NJDOE as a holiday permitting a pupil absence. A doctor's note will only be accepted within five (5) days of the lateness. Please note that any lateness due to medical reasons will be excused only if the note is written on a doctor's letterhead prescription pad and is signed by the doctor. Lateness is not excused in the case of inclement weather, traffic, or undocumented illness. A parental phone call, although expected, does not excuse a lateness. Late students should report to the office to receive a late pass. Students who are late will only be admitted to class with a late pass from the office. The board policy as of February 2005 is that five (5) latenesses are equivalent to one (1) day absent.

The attendance policy will affect students who are absent from school for eighteen (18) days or more. Any student who is absent must provide documentation explaining the reason for the absence such as absence due to religious observance, illness, and/or death in the family. Please note that any absence due to medical reasons will be excused only if the note is written on a doctor's letterhead prescription pad and is signed by the doctor. Students who are absent due to medical reasons will be allowed to make-up all missing assignments and

tests. Parents will have five (5) days upon their child's return to produce a doctor's note. Again, please note that five (5) latenesses will equal one (1) absence. If students do not abide by the attendance/ lateness policy, the following may take place: recommendation for summer school; recommendation for grade retention; and legal action and/ or fine.

The importance of consistent classroom attendance cannot be overemphasized. School absences undermine the nature and quality of a student's education. Therefore, the Board of Trustees, in order to encourage regular and punctual attendance has determined that any student who exceeds a total of eighteen (18) unexcused absences (including latenesses accumulating to absences) in a school year will be referred to court. At the discretion of the court, legal action such as fines may be imposed.

Please note that up to five (5) days are granted for the death of a caregiver and/or immediate family member and one (1) day is granted for the loss of another person close to the student.

Returning to School After an Absence

Students who are absent shall present, upon returning to school, documentation of the absence. Written notes for absences, which will be kept on file, must be presented to the student's teacher upon returning to school within five (5) school days. The teacher will then pass along any documentation to the main office. If not received, the absence shall be considered truancy.

Administrative Actions

It is the school's responsibility to monitor each student's school status so that a student is not absent for ten (10) or more days without an investigation of the reason. At ten (10) absences (which includes excessive latenesses that will amount to absences), the parents and the child, if appropriate, will appear before an administrative panel comprised of the school principal or school vice principal, the school social worker and the truancy officer. At this meeting, the student's excessive absences will be discussed and a plan of action will be developed in order to address the pattern of truancy so it does not continue and that the student is in attendance for the required number of hours under the guidance and direction of a teacher engaged in the teaching process.

SAMPLE LETTER

Date:

Dear Parents/Guardians,

Student's Name: _____

As of February 21, 2005, Pursuant to N.J.S.A. 18A:38-27, the Hoboken Charter School has in place an Attendance / Truancy policy as mandated by the New Jersey State Department of Education. This policy is in compliance with the NCLB (No Child Left Behind) legislation and modeled per recommendation of the County Superintendent. The Administrative Team was authorized by the Hoboken Charter School Board of Trustees to vigorously enforce this policy.

Poor attendance, truancy, and excessive lateness interfere with the educational process of children. It is the parents' responsibility to ensure that their children attend school on time and on a regular consistent basis.

The attendance policy will affect students who are absent from school for eighteen (18) days or more. Any student who is absent must provide documentation explaining the reason for the absence such as absence due to religious observance, illness and/or death in the family. Please note that any absence due to medical reasons will be excused only if the note is written on a doctor's letterhead prescription pad and it is signed by the doctor. Students who are absent due to medical reasons will be allowed to make-up all missing assignments and tests. Parents will have (5) days upon their child's return to produce a doctor's note. Please note that five (5) latenesses will equal one (1) absence. Lateness is only excused in the case of a documented doctor's appointment or a religious observance approved by the NJDOE as a holiday permitting a pupil absence. A doctor's note will only be accepted within five (5) days of the lateness. Lateness is not excused in the case of inclement weather, traffic, or undocumented illness. Please note that a parental phone call, although expected, does not excuse a lateness. If students do not abide by the attendance / lateness policy, the following may take place:

- Recommendation for summer school
- Recommendation for grade retention
- Legal action/fine

Once a student has reached eighteen (18) absences, the parents will be referred to court where legal action may be taken and fines imposed.

* Up to 5 days are granted for the death of a caregiver and/or immediate family member and 1 day is granted for the loss of another person close to the student.

Please be advised that as of the date indicated on this letter, the following reflects your child's attendance:

I	II	III	IV	V	VI
Lateness excused	Lateness unexcused	Total absence due to lateness – see column II	Absence unexcused	* Excused absence due to religious observance, sickness as excused by a doctor's note or death in the family.	Total Absence (from columns III and IV)
_____	_____	_____	_____	_____	_____

Thank you,

Deirdra Grode
Executive Director K-12/Principal K-8

Nathalie Tuhari-Katz
Coordinator of Special Education/Truancy Officer

Dress Code

The Hoboken Charter School is committed to a learning environment that is safe, supportive of the learning process and free from unnecessary disruption. The Board of Trustees believes that the manner in which students dress, accessorize and groom themselves affects the learning environment. Therefore, during school and school-sponsored activities, students are expected to exercise good judgment in their choice of appearance. Students' appearance should reinforce a positive learning environment and reflect positively on the students and the Hoboken Charter School.

The Board emphasizes the importance of school, parent and student collaboration in encouraging students to come to school dressed appropriately for school. The following constitute appropriate dress for students and faculty at school and school-related functions:

- Head coverings, including hats, are not permitted in school except for religious observance or medical reason. These items need to be left at home or placed in the backpack before entry to the school building. They can be worn again once the student leaves the building.
- Skintight pants/jeans are not permitted. In the case of leggings, they may be worn as long as they are not transparent and as long as the shirt comes to the length of the child's longest finger when arms lie flat against the side of the body.
- Clothing which might injure a student or damage school property may not be worn or brought to school.
- Shorts must come to the length of the child's longest finger when arms lie flat against the side of the body.
- Skirts and dresses must be no shorter than two inches above the knee.
- Transparent blouses or tops are prohibited. Midriffs, chests and backs must be appropriately covered. (Halter tops, backless clothing, tube tops, muscle shirts, spaghetti straps and the like are not appropriate.)
- Undershirts/camisoles/slip dresses may not be worn as an outer garment. Sleepwear is not permitted; no pajamas or bedroom slippers are acceptable.
- Tops of pants, skirts and shorts must meet the navel. They cannot hang below the hips and no undergarments may be visible.
- Shoes, sneakers or dressy sandals must be worn at all times. Heeley's (sneakers with wheels) are not permitted.
- Prescription eyewear is allowed; however, reflective or tinted glasses are not appropriate.
- Any clothing, jewelry, accessories or body adornments that contain advertisements, symbols, words, slogans or pictures that are sexually suggestive; that are drug, tobacco or alcohol related; that promote or suggest violence; that are deemed obscene, profane, vulgar, lewd, indecent or plainly offensive; that disrupt or potentially disrupt the learning environment; that pose a threat or potential threat to the safety or welfare of the student or any other person; or that are or could be considered to be symbols of gang involvement or activity are prohibited.

Coaches and sponsors of extracurricular activities and teachers in specialized classes (e.g., physical education, drama, etc.) are granted flexibility to establish rules regarding students' appearance for students enrolled in such classes and/or participating in such activities. Such rules shall be consistent with the requirements of the activity and shall require the approval of the principal.

When a violation occurs, staff members are asked to request that students fix the violation (e.g. put on a sweater, turn the t-shirt inside out, etc.) If the student resists the request, the child will be sent to the principal. If the situation is a reoccurring matter or a violation is flagrant, disciplinary action including but not restrictive to the following can be used: detention or program exclusion until a parent/guardian provides a change of clothes.

Policy Regarding Portable Electronics and Restricted Recreational Equipment

Portable electronics are not to be used in the school building because they prove to be distracting to the educational process.

- Before entering the building, students must put away all portable electronic devices including but not restricted to MP3 players, cell phones and Game Boys. The school is not responsible for any lost or stolen electronics, so it is recommended that students leave them at home altogether. In the case that they are brought to school, they must be left in a locker for the duration of the school day. Please take note that electronics cannot be used in the classrooms, hallways, stairwells, bathrooms or during lunch or recess. They can be used after school only once the child has left the building.
- Any portable electronic device seen in the school or audibly detected will be confiscated by the staff member present.
 - First offense: The staff member will hold onto the item until the end of the school day and contact the parent/guardian of the student. The student will be given the device at the end of the day upon the student's request.
 - Second offense: The staff member will bring the electronic device to the principal who will contact the parent/guardian of the student and return the device only once the parent/guardian arrives to pick up the device in person.
 - Third offense: The staff member will bring the electronic device to the principal who will contact the parent/guardian of the student and hold onto it until the end of the trimester. Please note that if the device is not picked up by the end of the academic year, it will be donated to a charitable organization.
- If a student refuses to hand over his/her device to the staff member, the teacher will notify the principal who will confiscate the electronic device from the student. Disciplinary action will follow.

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

K-8 Student Search Policy

Searches Based on Individualized Suspicion

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

Generalized or Suspicionless Searches/Inspections

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

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

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

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

Lice and Nit Policy and Information Regarding Prevention and Removal

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

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

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

Lice Prevention at Home

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

Lice Prevention at School

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

Protocol When a Case is Found

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

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

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

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

Environmental Clean-up

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

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

DRUG FREE SCHOOLS POLICY AND PROCEDURES

Statement of Purpose

The Hoboken Charter School Board of Education recognizes that for the safety, health, and welfare of its students, a policy must be adopted committing the school district to provide the most conducive learning environment. In fulfilling this purpose, the Board of Education accepts this responsibility to provide a safe environment free of Alcohol and Other Drugs (AOD) within our schools and to assist our students to learn how to lead alcohol and drug free lives. This statement also shall be consistent with and complementary to the State Model Memorandum of Agreement approved by the Department of Law and Public Safety and Department of Education (Statewide Action Plan for Narcotics Enforcement and Attorney General Executive Directive (1988-1).

Accordingly, the Board:

1. Directs each school having kindergarten through sixth grades to incorporate into its curriculum at each grade level AOD education, including tobacco and anabolic steroids, appropriate for the pupil's age and maturity. This addresses the legal, social, and health consequences of AOD use and provides information about effective techniques for resisting peer pressure to use illicit drugs or alcohol in accordance with the Department of Education Chemical Health Guidelines. N.J.S.A. 18A:40A-1).
2. Directs each school having seventh through twelfth grades to incorporate into its curriculum at each grade level a minimum of 10 clock hours per school year of AOD education, including tobacco and anabolic steroids. This addresses the legal, social and health consequences of AOD use and provides information about effective techniques for resisting peer pressure to use illicit drugs or alcohol in accordance with the Department of Educational Guidelines (N.J.S.A.18A:40A-1).
3. Will provide staff development training to assist all staff members: (a) to identify pupils who use AOD; (b) in teaching pupils about the consequences of AOD use; (c) to refer students exhibiting behaviors to the appropriate staff member; (d) in helping pupils with AOD related problems in and/or returning from a program of rehabilitation.
4. Will insure that the policy and implementation of administrative regulations regarding AOD shall be reviewed and evaluated annually, in consultation with members of the community and local health agencies.

STUDENTS SUSPECTED OF BEING UNDER THE INFLUENCE OF ILLEGAL SUBSTANCES

- A. If a staff member has reason to believe that a student is under the influence of alcohol, illegal drugs, anabolic steroids, or inhalants, he/she must immediately report these suspicions to the principal, school nurse, or the substance awareness coordinator. The Principal or his/her designee shall immediately notify the parent or guardian of the student's physical and behavioral manifestations that indicate that a medical examination with urine screen is necessary. The parents are informed that N.J.A.C.6A-4.3(a) (2) (1) and school policy require that they immediately (within 2 hours) take their child for a medical examination and urine screen. The parents may take the child to Giant Steps for the urine screen and then take the child to the Center for Family Health for a physical examination. They may also take the child to the doctor of their choice. However, if they do take their child to the doctor of their choice they are responsible for any fees.
- B. A signed document indicating that the student was examined by a physician will be submitted to the parent. The parent must submit this form in order for the student to come back to school N.J.S.A.18A:40A-12 and N.J.A.C.6A:16-4.3
- C. Parents must have their child undergo the required medical examination within 24 hours after the school notifies the parents of the suspected substance abuse, and must ensure that a written report of the physician's findings be submitted to the School no later than the end of the school day following the date on which the school gave such notification to the parents. Failure by the parents to comply with the foregoing medical examination and reporting requirements or otherwise to cooperate with the requirements for drug testing under N.J.S.A.18A-40A-12 and 6A:16-4.3 shall be treated as a violation of the Compulsory Education Act, pursuant to N.J.S.A.18A:38-25 and 31 and/or the Child Neglect Laws, N.J.S.A.9:6-1 et seq. such a violation may result in a referral to the Division of Youth and Family Services (DYFS) and a suspension of the student for 10 school days. The Board may determine to impose additional consequences, including, but not limited to, a request for an alternative educational placement other than Hoboken Charter School.
- D. If the parent or guardian is unavailable to take the child for the medical examination and urine screen, the student will be taken to Giant Steps and the Center for Family Health by a staff member designated by the principal. Should no doctors be available at the Center for Family Health, the student will then be taken to Hoboken University Medical Center emergency room for a physical examination.
- E. Once all required steps have been taken, the student will be either transported back to school or taken home, depending on the time of day. The district will ensure that the student is properly supervised.

- F. If a medical examination and urine screen are negative, the time missed by the student is recorded as a medical exclusion. If the medical examination and urine screen are positive, the following steps will be taken:

FIRST OFFENSE:

1. If the results of a timely medical examination are negative, the child shall promptly return to school.
2. If the results of a timely medical examination are positive, the student shall be suspended for a period of ten school days. The School will provide the student with the necessary classroom assignments during the period of the student's suspension. During the child's suspension, the child must undergo a full drug-alcohol evaluation by a certified drug and alcohol counselor. Within 20 days after commencement of the suspension, the treatment recommendations of the counselor must be initiated. The recommendations within the required period, the School may refer the matter to DYFS and impose such additional consequences as are deemed appropriate by the administration and the Board, including, but not limited to, a request for alternative educational placement other than Hoboken Charter School.

SECOND OFFENSE:

A second positive diagnosis or failure to comply with the procedures described above will result in a request for an alternative educational placement other than Hoboken Charter School.

POSSESSION OR DISTRIBUTION OF ALCOHOL AND OTHER DRUGS

- A. For a student reasonably suspected of or admitting to possession and/or possession with intent to distribute drugs or controlled dangerous substances during any school activity on or off school premises, the following steps shall be taken:
1. When illegal substances are found, it shall be the responsibility of the Police to complete their normal reporting procedures and any other legal action, such as complaints, depending upon the quantity of substances.
 2. The student shall be suspended immediately for a duration of ten (10) days for the first offense with a board hearing required prior to re-admittance to the school.
 3. The student shall be required to undergo an alcohol and drug assessment by an appropriately certified or licensed professional.
 4. The parents or guardians shall complete a signed Release of Confidential Information sheet to allow the Substance Awareness Coordinator to receive the results of the assessment.
 5. The results of this assessment shall be forwarded to the Substance Awareness Coordinator.

6. Home Instruction should be instituted immediately with all necessary school work to be provided for that 2-week period by classroom teachers.
7. If the child receives special services the CST coordinator is to be contracted as soon as possible.

STUDENTS VOLUNTARILY SEEKING HELP FOR DRUG, TOBACCO, OR ALCOHOL USE:

- A. Students are encouraged to seek help for problems related to tobacco, drug and/or alcohol use. Specific staff members and services are provided for direct assistance or confidential referral for student seeking help with a tobacco, alcohol, drug or other problem related to their substance use or use by someone in a close relationship with such students. When a student seeks help from a staff member other than the Substance Awareness Coordinator (SAC), that staff member will report the incident to SAC immediately.
- B. Prior to the initial meeting with a student, the SAC will provide the full disclosure of the confidential laws and guidelines as required in **42CFR Part 2**.
- C. The SAC will be allowed to maintain confidentiality of conversations with students meeting the following criteria.
 1. The student's health is not an imminent danger;
 2. The information does not make the staff member accessory to an illegal action;
 3. The information does not indicate that the health or safety of the student or another individual is threatened.
 4. The student may be requested to complete an inventory designated by the building's SAC.
 5. The student's age, quantity/frequency of alcohol/drug use, and the length of time a student continues to use substances should be given consideration when a decision to initiate a referral to a community agency or parent/guardian contact is being weighed.
 - a. Nothing contained herein shall preclude consultation by the SAC with the I&RS, the Principal, and the Director of Special Services. For students classified as in need of special services, the case manager or other member of the Child Study Team shall be consulted.
 - b. The SAC may continue to work with a student seeking help voluntarily for a reasonable period of time.
 6. The SAC and student will design a plan to include time frames, parents/guardian role, and possible treatment/assessment.
 7. However, when the I&RS team agrees that is not progress apparent or that the student has failed to adhere to the plan, the staff member will terminate the professional relationship.
 8. Every effort shall be made to have the student discuss his/her involvement with alcohol and drugs with the I&RS team and parent/guardian.
 9. A member of the District's I&RS team shall be considered "part of the District's alcohol/drug program" and shall be permitted to discuss student matters protected

by Federal Confidentiality Regulations on a “need to know” basis, providing the members have a signed a Shared Services and a Confidentiality Understanding which has been filed with the building SAC Building I&RS. These teams shall maintain regular communication regarding students moving from one district building to another, and on issues affecting siblings or significant others, in order to insure consistency.

10. Voluntarily seeking help does not prevent the school staff from charging a student with suspicion of being under the influence at another time.

STEROID PREVENTION PROGRAM

Whenever any teaching staff member, school nurse, or other education personnel of any public school in this state shall have reason to believe that a pupil has used or may be using anabolic steroids, that teaching staff member, school nurse, or other education personnel shall report the matter immediately to the school nurse, principal, or Substance Awareness Coordinator. The principal or his/her designee shall immediately notify the parent/guardian and the chief school administrator. The pupil will be examined immediately for the purpose of diagnosing whether or not the pupil has been using anabolic steroids. A written report of the examination shall be furnished by the examining physician.

If it is determined that the pupil has been using anabolic steroids, the pupil will be ineligible to participate in interscholastic sport for one calendar year from the date of the offense. A second offense declares the student ineligible for remaining in the Hoboken Charter School.

TOBACCO USE

Smoking or the use of tobacco products by students within all school buildings and grounds is prohibited.

A. Students engaging in the use of tobacco products anywhere in school buildings or on school grounds, may receive the following disciplinary measure based on offense number:

First offense: 1-3 day suspension

Second offense: 3-5 day suspension

Third offense: 5-10 day suspension

CHILDREN OF ALCOHOLICS AND FROM CHEMICALLY DEPENDENT FAMILIES

Children of parents, guardians or families with active alcoholism, substance abuse, or chemically dependency, or a history of such difficulties, shall have available to them support services in the form of individual or group counseling, referral to community services, and “self help” programs available within the school district and community. The following guidelines are provided for handling these matters:

- A. Students at all levels shall be apprised, in age appropriate manner, of the confidentiality regulations prior to disclosing information.
- B. Students who self-disclose family chemical dependency will be provided support services: however, staff members shall be alert to the potential for a referral to the Division of Youth and Family Services.
- C. Confidentiality may be waived automatically if any form of child abuse/neglect exists.
- D. Parents/guardians who request assistance for abuse problems shall receive a referral from the Substance Awareness Coordinator.

SEARCH AND SEIZURE

Searches conducted of students possessions, or vehicles must be warranted by “reasonable suspicion”. These searches shall follow the guidelines established for New Jersey Schools in the Administrative Code, but shall include the following guidelines:

1. “Reasonable suspicion” shall mean suspicion based on statement of concern by staff or students, and physical condition or behavior of a suspicious nature which indicted possible substance abuse use or possession.
2. Searches of a “cursory” nature may be conducted, including a visual inspection and request that students empty pockets, purses, and other belongings. Students refusing to cooperate in “searches” will have their parent/guardian contacted immediately to inform them of the student’s refusal to cooperate, stressing possible police involvement in the incident. Refusal to comply will result in a 10 day suspension with possible police involvement as well as board hearing to determine re-admittance to school or the possibility of alternative school placement outside the Hoboken Charter School.

CONFIDENTIALITY FOR STUDENTS

This policy will comply with the federal and state confidentiality laws, 42CFR part 2 and N.J.Sa.A.18A:40A-7.1 and 7.2. Violations may result in monetary fines as established by federal and state laws. Involvement with this program does not become part of a student’s permanent record.

STAFF MEMBERS’ RESPONSIBILITIES

A. Staff members are required by law to report any student suspected of being under the influence of, or having problems related to drugs and or alcohol abuse through the district procedures, N.J.A.C.6A:16-5.3(a) and N.J.S.A.18A:40A-12. Failure by staff to report suspected use by a student may result in a civil and criminal prosecution.

1. Staff members reporting students “in good faith” are immune from civil and criminal prosecution. N.J.S.A.18A:40A-1 et seq.

SIGNS OF DRUG INVOLVEMENT

EDUCATION SYMPTOMS

Truancy
Class skipping
Constant tardiness to school
General loss of interest in school
Poor School Performance
Complaints about poor class conduct and attitude
Dropping out of organized activities
Dropping out of school

SOCIAL SYMPTOMS

Changes in personality and behavior
Changes in friends
Unknown friends
Changes in hangouts
Always going nowhere specials
Secretive phone conversations
Callers who refuse to identify themselves
Hang-up phone calls
Overt hostility and outbursts
Constant lying
Stealing of small items
Disappearance of clothing and money
Constant money manipulation
Unexplained appearance or disappearance of money

PSYCHOLOGICAL SYMPTOMS

Depression or over activity
Talkativeness
Loss of appetite or increased appetite
Mood swings
Confusion
Anxiety
Hallucinations
Unpredictable behavior
Lack of ambition and drive
No motivation-apathy

PHYSICAL SYMPTOMS

Loss of physical coordination
Eye changes
Slurred speech

Overall change in physical appearance
Dreamy-blank expression
Loss of memory
Trembling
Needle marks
Disappearance of drugs from the medicine cabinet
Unexplained appearance of pills and drug paraphernalia

SIGNS OF USE OF ANABOLIC STEROIDS

Excessive body mass (muscle)
Upper back acne
Testicular abnormality (males only)
Breast enlargement (males) or shrinkage (females)
Hair loss (males) or body hair growth (females)
Secondary sex characteristics (females)

SAMPLE

RETURN TO SCHOOL FORM

PATIENT’S NAME: _____

The Center for Family Health physician or the patient’s private physician has examined the above patient and determined that the patient is medically cleared and may return to school at this time.

A urine drug screen has been performed and results will be forwarded to the parent and to the appropriate school principal, nurse, or Substance Awareness Coordinator.

DATE: _____

PHYSICIAN’S SIGNATURE: _____

PROCEDURES TO BE FOLLOWED WHEN STUDENTS ARE SUSPECTED OF USING DRUGS.

1. Nurse and principal will be notified.
2. Parent will be contacted and informed that he or she must come to school. If the parent cannot come to school, the parent will be informed that someone will escort

his/her child to Giant steps. Upon the parent’s permission, the principal will designate a person to escort this student.

3. Call Giant Steps (201-792-8290) and inform them that the student is coming.
4. Call the Center for Family Health (201-418-3100) and let them know that a student is going to Giant Steps and afterwards, will be going for a physical exam at the Health Center.
5. Give the Medical Examination Form to the parent to present at the Center for Family Health.
6. After the child has seen a physician, the Medical Examination Form may be faxed to:
7. Ria Grosvenor, Co-Director / Principal 9-12 at 201-963-0695 or
8. Deirdra Grode, Co-Director / Principal K-8 at 201-963-0880.
9. If the Family Health Center is closed, the parent must take the child to his/her own family doctor. Upon the child’s examination by his own doctor, the Medical Examination form must be signed by that physician and returned to the school nurse, principal, or substance awareness coordinator. Failure to comply means that the child may not return to school until the proper procedures have been followed.

<p>Center for Family Health 122 Clinton Street Hoboken, NJ 07030 (201) 418-3100</p> <p>Hours: Monday to Friday: 9:00-11:30 a.m. 1:00 – 3:00 p.m.</p>	<p>Giant Steps 527 Clinton Street, (6th Street) Hoboken, NJ 07030 (201) 792-8290</p> <p>Hours: Monday to Friday: 8:00 – 5:00 p.m.</p>
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NEWSFLASH
NJPSA.12 Centre Drive, Monroe Township, NJ 08831-1564
Phone (609)860-1200 Fax: (609)860-2999

COMMISSIONER REINSTATES GRACEFFO BUT FIND THAT ADMINISTRATORS MUST ARRANGE FOR THE IMMEDIATE MEDICAL EXAMINATION OF STUDENTS REFERRED FOR SUSPECTED USE OF DRUGS OR ALCOHOL.

The Commissioner of Education has erased any doubt as the obligations of school administrators when presented with referrals of possible drug or alcohol use by students on school property at all school functions. In a 30 page decision, the commissioner said that the *administrators do not have the discretion to investigate* a referral to validate the observations made by the referring staff member or the reasonableness of the staff member's conclusions. Addressing himself to N.J.S.A.18A:40-A-12, the commissioner concluded that the administrators who have students referred to them for possible drug or alcohol use *must in every instance have them medically examined by a physician. A drug test is not sufficient.*

Mr. Joseph Graceffo, a highly respected administrator in the Wayne Township School District who had an unblemished 34 year career in the district, did not drug test a student who was referred by a staff member who suspected the student smelled of marijuana. After the school nurse evaluated the student and reported that the student's vital signs were normal and after another nurse confirmed that she had not smelled marijuana on the student, Mr. Graceffo decided not to test the student. He informed the student's mother of what had occurred and he informed the referring teacher of his decision not to test. Two weeks later, the student died in an unrelated drug incident off school property. The District then brought tenure charges.

Helmet Law

“STATE LAW REQUIRES A BICYCLE RIDER UNDER 17 YEARS TO WEAR A HELMET.”

Title 39:4-10.1

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

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

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

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

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

Hoboken Charter School Nutrition and Wellness Policy

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

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

All reimbursable meals shall meet federal nutrient standards as required by the U.S. Department of Agriculture Child Nutrition Program regulations. The following items may not be served, sold or given out as free promotion anywhere on school property at any time at school:

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

Also, our school shall reduce the purchase of any products containing trans fats. All snack and beverage items sold or served anywhere on school property during the school day, including items sold in fundraisers, shall meet the following standards:

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

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

This policy does not apply to medically authorized special needs diets pursuant to 7 CFR Part 210, school nurses using FMNVs during the course of providing health care to individual students or special needs students whose Individualized Education Plan (IEP) indicates their use for behavior modification.

Please be aware that we are a nut-free school, and no student should arrive to school with any food item that contains nuts.

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

INTERNET USAGE POLICY

The purpose of access to or use of the Internet through the Hoboken Charter School connections or equipment is solely educational; therefore, anyone who utilizes these connections must foster that purpose by using Internet resources only for educational purposes and in an appropriate and legal manner. All persons accessing or using the internet through Hoboken Charter School connections or equipment, whether from a school location or from a remote location using school hardware, software and/or accounts, are prohibited from using such connections or equipment for other than educational purposes and are specifically prohibited from:

- Sending or receiving personal messages
- Using the Internet for commercial purposes, advertising or similar objectives
- Utilizing copyrighted materials without permission
- Lobbying for political purposes or soliciting votes
- Accessing pornographic or obscene materials
- Sending or receiving messages that are racist, sexist, inflammatory, hateful or obscene
- Vandalizing data, software or equipment
- Sending or receiving another person's messages without authorization
- The Hoboken Charter School reserves the right to revoke the Internet access or use of any person who uses the connections or equipment in an inappropriate, abusive or illegal manner, or in violation of the school's policy on access to and use of the Internet or of Local, State, or Federal Law.

Violators of this policy may be subject to disciplinary and/or legal action.

GUIDELINES FOR PARENTS

The electronic resources available to children today offer exciting opportunities for educational growth. When used properly, learning tools such as the Internet can help children become more informed students and prepare them for successful lives. However, as with all tools, parents must regulate their use and establish safety rules about on-line systems. The following suggestions are offered to assist parents with this responsibility. Make it a family to rule to:

- Never give out identifying information home address, school name, or telephone number in a public message such as a chat or bulletin boards and be sure you are dealing with someone that both you and your child know and trust before giving it out via E-mail.
- Get to know the services your child uses. Find out what types of information they offer.
- Never allow a child to arrange a face-to-face meeting with someone they meet on-line without permission.
- Never respond to messages or bulletin board items that are suggestive, obscene, belligerent, threatening, or make you feel uncomfortable. Encourage your children to tell you if they encounter such messages. If you or your child receives a message that is harassing, of a sexual nature or threatening, forward a copy of the message to your service provider for assistance.
- Should you become aware of the transmission, use, or viewing of child pornography on-line, immediately report this to the National Center for Missing and Exploited Children by calling 1-800-843-5678. You should also notify your on-line service.
- Remember that people on-line may not be who they seem.
- Remember that everything you read on-line may not be true.
- Set reasonable rules and guidelines for computer use by your children. (See "Student Rules & Responsibilities for On-line Safety.") Discuss these rules and post them near your computer as a reminder. Remember to monitor your child's compliance with these rules, especially when it comes to the amount of time spent on the computer. A child's excessive use of on-line services or bulletin boards, especially late at night, may be a clue that there is a potential problem. Remember that personal computers and on-line services should not be used as electronic baby-sitters.
- Be sure to make on-line services a family activity. Consider keeping the computer in a family room rather than your child's bedroom. Get to know "on-line friends" just as you get to know all your child's other friends.

Adapted from: *A Safety Net for the Internet*, The New York Public Library, 1996.

STUDENT RULES & RESPONSIBILITIES FOR ON-LINE SAFETY

- Always ask your teacher for permission before giving out personal information such as address/telephone number, parents' work address/telephone numbers or the name and location of the school.
- Only send messages over the Internet that are free of racist, sexist, inflammatory, hateful, obscene, advertising or commercial content. Refrain from sending messages for partisan political lobbying purposes.
- Tell your teacher right away if you come across any information that is racist, sexist, inflammatory, hateful, obscene, or anything else that makes you uncomfortable.
- Always check first with your teacher and/or parents before sending a person your picture or anything else.
- Always seek permission to use copyrighted material.
- Talk with your teacher so that rules for going on-line can be established. Decisions about the time of day that you can be on-line, the length of time you can be on-line, and appropriate areas to visit will be determined. Other areas will not be accessed without permission.
- Be polite and use proper language while on-line.
- Always respect and take care of software, equipment, and data.

Adapted from "Guidelines for Parents" and "My Rules for On-line Safety" from Child Safety on the Information Highway: by Lawrence J. Magid. National Center for Missing and Exploited Children (NCMEC). Copyright © 1994 NCMEC.

Hoboken Charter School Dating Violence Prevention and Awareness Policy

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

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

Acts or incidents could include:

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

Protocol for Staff Members

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

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

Protocol for Administrators.

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

- Separate the victim from the alleged aggressor.
- Meet separately with the victim and the alleged aggressor.

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

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

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

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

- Document all meetings and action plans that are discussed

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

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

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

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

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

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

Discipline Procedures Specific to At-School Incidents of Dating Violence

The HCS Board of Trustees shall require its school administrators to implement discipline and remedial procedures to address acts or incidents of dating violence at school. These policies and procedures should be consistent with the HCS K-8 Code of Student Conduct. The policies and procedures specific to acts or incidents of dating violence at school should be used to address the act or incident as well as serve as remediation, intervention,

education, and prevention for all individuals involved. The responses should be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

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

Consequences¹:

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

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

Remediation/Intervention²:

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

Warning Signs of Dating Violence

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

Examples of Warning Signs³ and Statistics:

- Name calling and put downs- Does one student in the relationship use name-calling or putdowns to belittle or intimidate the other student?
- Extreme jealousy- Does one student in the relationship appear jealous when the other talks with peers?
- Making excuses- Does one student in the relationship make excuses for the other?

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

Education Specific to Dating Violence

Education about dating violence that is age appropriate has been integrated into the HCS Scope and Sequence health education curriculum for grade 8. The dating violence education shall include but not be limited to information on the definition of dating violence, recognizing dating violence warning signs and the characteristics of healthy relationships. In addition, NJCCCS 2.4.8.A.6, 2.4.12.A.4 and 2.4.12.A.4 will be explored. Upon written request to the school principal, a parent or legal guardian of a student less than 18 years of age, shall be permitted within a reasonable period of time after the request is made, to examine the dating violence education instruction materials developed by the school district.

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

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

New Jersey Domestic Violence Programs by County

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

New Jersey Coalition for Battered Women

Programs and counseling for Domestic and Dating Violence.

24 Hour Helpline: (800) 572-SAFE

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

Alternatives to Domestic Violence

24 Hour Helpline- (201)336-7575.

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

The Rachel Coalition

Responding to domestic violence

24 Hour Helpline: (973)740-1233

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

The United States Department of Health and Human Services

Teen Violence Prevention Programs

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

Centers for Disease Control and Prevention

Violence Prevention

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

The United States Department of Justice

Dating Violence

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

Love is Respect

Dating resources for parents, teens and educators.

<http://www.loveisrespect.org>

Start Strong Teens

Building Healthy Teen Relationships

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

¹ Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

² Adapted from *The Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying On School Property, At School Sponsored Functions And on School Buses*, New Jersey Department of Education, April 2011.

³ Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

K-8 Sick Policy

A primary responsibility of a school is to provide a safe and healthy environment. However, such a goal can only be reached if a spirit of understanding and cooperation exist between home and school. This section is meant to provide the basis of such informed cooperation.

Parents are urged to keep their child home from school when he/she shows any of the following signs or symptoms of contagious illnesses during the night before and/or morning of school: chills, fever, vomiting, diarrhea, excessive coughing, irritated eyes (pink eye), undiagnosed skin rashes/eruptions.

A child should not return to school until he/she has been free of fever for twenty-four (24) hours.

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

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

Hoboken Charter School's K-8 Concussion Protocol for the Prevention and Treatment of Sports-Related Concussions and Head Injuries

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

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

Concussion Protocol

Prevention:

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

Possible Signs of Concussion:

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

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

Possible Symptoms of Concussion

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

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

- Student-athletes must be evaluated by a physician or licensed health care provider trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injuries.
- To return to practice and competition, the student-athlete must follow the protocol below:
 1. Immediate removal from competition or practice. 911 should be called if there is a deterioration of symptoms, loss of consciousness or direct neck pain associated with the injury.
 2. When available, the student-athlete should be evaluated by the school's licensed healthcare provider who is trained in the evaluation and management of concussions.
 3. School personnel (school nurse, coach, building administrator, etc.) should make contact with the student-athlete's parent/guardian and inform him/her of the suspected sports-related concussion or head injury.
 4. School personnel (school nurse, coach, building administrator, etc.) shall provide the student-athlete with district board of education approved suggestions for management/ medical checklist to provide their parent/guardian and physician or other licensed healthcare professional trained in the evaluation and management of sports related concussions and other head injuries.
 5. The student-athlete must receive written clearance from a physician trained in the evaluation and management of concussions that states the student-athlete is asymptomatic at rest and may begin the local districts' graduated return-to-play protocol. Medical clearance that is inconsistent with the school policy may not be accepted and such matters will be referred to the school physician.

Graduated Return to Competition and Practice Protocol

- Complete physical, cognitive, emotional and social rest is advised while the student-athlete is experiencing symptoms and signs of a sports-related concussion or other head injury. (Minimize mental exertion, limiting over stimulation, multi-tasking, etc.)
- After written medical clearance is given by a physician trained in the evaluation and management of concussions stating that the student-athlete is asymptomatic at rest, the student-athlete may begin a graduated individualized return-to-play protocol supervised by a licensed athletic trainer, school/team physician or in cases where the aforementioned are not available a physician or licensed health care provider trained in the evaluation and management of sports-related concussions. The following steps should be followed:
 1. Completion of a full day of normal cognitive activities (school day, studying for tests, watching practice, interacting with peers) without re-emergence of any signs or symptoms.

2. If no return of symptoms, next day advance to: light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity < 70% maximum percentage heart rate: no resistance training. The objective of this step is increased heart rate. If no return of symptoms, next day advance to:
3. Sport-specific exercise including skating and/or running; no head impact activities. The objective of this step is to add movement and continue to increase heart rate. If no return of symptoms, next day advance to:
4. Non-contact training drills (e.g., passing drills). The student-athlete may initiate progressive resistance training. If no return of symptoms, next day advance to:
5. Following medical clearance (consultation between school health care personnel, i.e., Licensed Athletic Trainer, School/Team Physician, School Nurse and student-athlete's physician), participation in normal training activities. The objective of this step is to restore confidence and to assess functional skills by the coaching staff. If no return of symptoms, next day advance to:
6. Return to play involving normal exertion or game activity.

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

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

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

- Rest is the best “medicine” for healing concussions or other head injuries. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration and speed of processing significantly impacts learning. Further, exposing the concussed student-athlete to the stimulating school environment may delay the resolution of symptoms needed for recovery.

- Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
- Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting – even watching movies if a student is sensitive to light/sound – can slow a student's recovery. In accordance with the Center for Disease Control's toolkit on managing concussions, boards of education may look to address the student's cognitive needs in the following ways.
- Students who return to school after a concussion may need to:
 1. Take rest breaks as needed.
 2. Spend fewer hours at school.
 3. Be given more time to take tests or complete assignments. (All courses should be Considered.)
 4. Receive help with schoolwork.
 5. Reduce time spent on the computer, reading and writing.
 6. Be granted early dismissal to avoid crowded hallways.

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

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

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

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

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

Each school district, charter, and non-public school shall develop a written policy concerning the prevention and treatment of sports-related concussions and other head injuries among

student-athletes. The policy shall include, but need not be limited to, the procedure followed when it is suspected that student-athlete has sustained a concussion or other head injury. Each school district shall implement the policy by the 2011-2012 school year.

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

Resources on Interscholastic Sports Related Concussions and Head Injuries

Internet Resources

Centers for Disease Control and Prevention – Concussion Toolkit

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

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

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

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

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

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

Athletic Trainers Society of New Jersey www.atSNJ.org

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

New Jersey Interscholastic Athletic Association www.njsiaa.org

Articles

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

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



A Fact Sheet for **ATHLETES**

WHAT IS A CONCUSSION?

A concussion is a brain injury that:

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

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

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

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

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

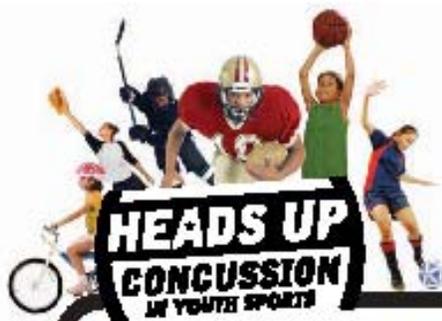
- **Get a medical check up.** A doctor or health care professional can tell you if you have a concussion and when you are OK to return to play.
- **Give yourself time to get better.** If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely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

HOW CAN I PREVENT A CONCUSSION?

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

- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Use the proper sports equipment, including personal protective equipment (such as helmets, padding, shin guards, and eye and mouth guards). In order for equipment to protect you, it must be:
 - > The right equipment for the game, position, or activity
 - > Worn correctly and fit well
 - > Used every time you play

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



WHAT IS A CONCUSSION?

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

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

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

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

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

Symptoms Reported by Athlete

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

HOW CAN YOU HELP YOUR CHILD PREVENT A CONCUSSION?

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

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

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

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

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