

Policies Table of Contents

Message from the Chief School Administrator.....	1
Forward.....	2
Hope Academy Edict.....	3
Staff Covenant.....	4
General Procedures.....	8
Trimester system.....	23
Grade Reporting System.....	24
Fire Drill Procedure.....	25
School Emergency Information.....	26
Communication Devices.....	27
Payroll Dates.....	30
Board of Trustee Meeting Dates.....	31
Tenure Policy.....	32
Recruitment, Selection and Hiring.....	34
Work from Home Policy.....	38
Certification.....	40
Employee Health.....	42
Personnel Record.....	45
Assignment Transfer.....	48
Supervision.....	50
Teacher Evaluation System.....	52
Conduct and Dress.....	55
Substitute Teachers.....	57
Staff Development; In-Service Education/Visitations/Conferences.....	59
Professional Development/Tuition Reimbursement Policy.....	63
Grievance Committee Policy.....	66
Attendance at Staff Meetings.....	67
Health Insurance Policy.....	68

Policies Table of Contents Cont.

Attendance Patterns.....	69
Sick and Personal Days Policy.....	70
Staff Attendance Expectations-Before/After Holiday.....	73
Staff Bereavement Days.....	74
Staff Jury Duty.....	74
Staff Vacation Policy -12 month employees.....	75
Staff Development.....	76
Staff Lesson Plans.....	77
Standard of Proficiency.....	77
Evaluation of Individual Student Performance.....	78
At Risk Title I.....	80
Expenses and Reimbursements.....	81
Evaluation of the Instructional Program.....	87
Intervention and Referral Services for General Education.....	87
Child Study Team.....	89
Special Instruction Programs.....	90
Home Instruction.....	91
Student Eligibility.....	94
School Emergency Information Record Policy.....	94
Harassment, Intimidation and Bullying (HIB).....	95
Graduation Requirements.....	110
Attendance, Absences, and Excuses.....	116
Attendance Protocols.....	118
Dress Code/School Uniform.....	119
Promotion/Retention.....	120
Student Grade Level Retention Procedures.....	122
Field Trips.....	124

Policies Table of Contents Cont.

Field Trip Planning and School Nurse Coverage.....	125
Publications.....	126
Tardy to School & Sign Out Policy.....	127
Tardy to School Strategies and Programs.....	128
Suspension and Expulsion.....	129
Conduct/Discipline.....	133
Pending Investigation Letter.....	137
Gangs.....	138
Gang Behavior Contract.....	140
Psychiatric Emergencies.....	141
Safety Patrols.....	143
Early Dismissal/Delayed Opening.....	144
Emergencies and Disaster Preparedness.....	145
Family Life Education.....	146
HIV Prevention/Sexual Education Policy.....	147
Administration of Medication.....	148
Medication Form.....	152
Self Medication.....	153
Epinephrine Pre-Filled Auto Injection.....	154
Administration Annual Review.....	155
Subject Fields.....	156
Nutrition and Food during the School Day Policy.....	160
Snack Policy at After School Programs.....	160
Illness.....	161
Sick Child Procedures.....	162
Child Abuse and Neglect.....	166
Pest Management Policy.....	167
Administrative Responsibility Matrix.....	169

MESSAGE FROM THE CHIEF SCHOOL ADMINISTRATOR



It is my honor and privilege to serve as the Chief School Administrator of Hope Academy Charter School, not only because it is my passion, but also because I love the students, staff, parents, and stakeholders that make this a Holistic Urban Educational program. I applaud them for choosing us.

I am proud of the charter, developed in response to the vision and mission of the Founding Team, and we are thankful to the New Jersey Department of Education – Office of Charter Schools – for the approval of our charter, the commitment of the Board of Trustees, staff and parent/guardian involvement, and community support.

We are beginning our 14th year. Our vision is: community transformation, one child at a time, through the vehicle of education. The educational mission, hence, is: the production of intelligent, competent, compassionate, and community-minded citizens who will teach others to be, to know, and to do likewise.

To these ends, we are committed to the quality and capability of student completers. In other words, students graduate with career goals and are prepared for challenging high quality high school environments where they can carry forward their career aspirations.

Our goal is to challenge students intellectually, grow them socially, and guide them toward independent thinking and problem solving. As we strive to promote healthy development in all aspects of each student's life. We also strive to develop a student body of good character; students who make good choices and decisions resulting in successful and healthy outcomes. We encourage students to demonstrate their best selves every moment of everyday and to make positive contributions to the groups and organizations to which they belong. We strive to instill within our student body a sense of personal pride as well as collective pride and love of and for our school.

As we continue our journey in year fourteen, we are very confident in the Hope Academy Charter School community's ability to effectively and efficiently accomplish our continuing focus for the 2014-2015 school year: *Becoming an Ambassador of Excellence*. All Hope Academy resources and energy are directed towards this end. Thank you for your commitment to this process.

DaVisha T. Pratt
Chief School Administrator/Principal
September 2014

FOREWORD

This handbook describes information concerning HOPE ACADEMY CHARTER SCHOOL (HACS) operations and includes practices and other general information to enhance learning and teaching. All HACS policies are not included. Only those policies determined to be most pertinent are contained here. The full and complete policy manual is available in the fifth floor office suite, the Chief School Administrator's office, and may be accessed there.

BOARD OF TRUSTEES



NAME	BOARD TITLE
Claudia Morgan	Board President
Frankie Winrow	Vice President
Sheree Jones	Member
Dennis Carroll	Member
DaVisha Pratt	Chief School Administrator
Donna Torres	School Business Administrator/ Board Secretary

HOPE ACADEMY EDICT

We proclaim that Hope Academy will realize stability, productivity, and longevity. To this end, therefore:

- We decree that Hope Academy will empower its students and families to fulfill their purpose and maximize their potential
- We decree that Hope Academy will empower them through the employment of the essential elements of success and prosperity which will produce healthy, stable, economically-empowered contributing members of society
- We decree that Hope Academy will employ and develop in our students the elements of:
Creative thinking
Life- Skills: motivated and driven by the Hope Academy Core Values of:
 - Hard Work
 - Open and Honest Communication
 - Personal Commitment
 - Excellence
- Self-Management
- Moral and Ethical Awareness
- Resource Management
- Problem Solving Skills
- Critical Consciousness
- Critical Thinking
- We decree that we will be Proving the Possible (PTP) educators who will improve outcomes for students and use instructional, management, and assessment strategies to design instructional best practices, create classroom contexts that support learning, and prepare students to excel on the PARCC
- We decree that our teaching strategies will be grounded in the following key factors that contribute to closing the achievement gap:
 - A constructive attitude and belief that nurture student motivation
 - Positive interpersonal relationships that draw on the social constructivist aspect of teaching
 - The establishment of a cultural context for learning based on students' backgrounds
 - Effective and culturally responsive instruction and assessment
 - We acknowledge and decree that our work requires a great investment of time and effort.
 - We decree that we will approach teaching students from a position of efficacy, confident in what we can achieve together.
 - We decree that we will do everything decently and orderly.
- Finally,
 - We decree that Hope Academy's complete acquisition of 601 Grand Avenue **is realized** and we are thankful. Our building will accommodate and house our growth and sustainability.

As it has been decreed, so it will continue to be established and it will not be revoked!

STAFF COVENANT COMMITMENT AGREEMENT

We will collaborate with one another to create conditions that provide equity and promote student success.

We will act in a professional manner with integrity and honesty and will develop relationships characterized by caring and respect relationships that will lead to a rewarding professional experience.

We will provide a supportive school atmosphere where everyone feels emotionally, physically, and intellectually safe.

We will hold high expectations for student achievement and character, and will guide students to make responsible choices for their lives and the learning process.

We will care for our physical environment and school property and will expect the same of students.

We will communicate with parents and each other about students and will encourage parents to be positively involved in their children's education.

We will adhere to the following expectations as a member of the Hope Academy professional community:

1. Deep Knowledge of Subject Matter

- Extensive training and skill development in academic content areas
- Initiate personal professional development to keep skills and knowledge current and sharp

2. Instructional Planning

- A. Unit and lesson preparation in advance so class time is not wasted
- B. Collaborate in planning with other teachers and work to align classroom lessons with state standards and Hope Academy benchmarks for student success

3. Knowledge of Assessment and Evaluation

- Have a systematic program to assess own efforts and to make appropriate changes
- Evaluation of students flow from primary learning objectives that are clear to learners and parents

4. Understanding Students and How They Learn

- Believe that every child will learn
- Differentiate instruction to fit the needs of both individual students and the whole class

5. Motivating Students to Learn

- Create learning opportunities through project-based work, small group activities, peer-to-peer coaching, and individually guided instruction
- Make learning fun by making lessons interesting and relevant
- Encourage students to speak up in class

6. Creating Safe, Productive and Well-Managed Classrooms

- Demonstrate consistent discipline that contributes to a healthy academic atmosphere: emphasize the importance of regular attendance, promptness, respect for teachers and peers, and good conduct
- Give students consistency, fairness, and structure
- Make special efforts to ease the stresses and adjustment difficulties of children with special needs
- Never leave the classroom unattended for any reason
- Never send students to a room unsupervised by qualified staff

7. Technological Literacy

- Integrate technology into classroom units of instruction
- Use technology as a tool for increasing student achievement, interest, and motivation

8. Understanding and Appreciating Diversity

- Clearly communicate expectation that all children can and will achieve to the best of their ability
- Have zero tolerance for discrimination, bigotry, bullying, or harassment
- Promote acceptance, curiosity, and respect for other genders, races, and cultures

9. Promoting Strong Home-School Relations

- Make efforts to know students individually and build openness and bridges between homes and classroom
- Create multiple channels for communications with parents
- See the "whole child" and provide extra help, referrals, and assistance for children facing challenges out-of-school

10. Commitment to Lifelong Learning and Professional Development

- Work and plan collaboratively with other teachers
- Continually grow and learn
- Share successes and challenges with other teachers and see yourself as part of the Hope Academy community lifelong learners "team"

11. Commitment to proactive involvement in the needs of the HACS community

- Make efforts to initiate responses to obvious needs
- Arrive to school no later than 7:30 AM to begin the school day unless otherwise arranged with the CSA
- Leave school at the end of the day no sooner than 3:30 PM, providing there are no more students waiting for pick-up or unless otherwise arranged with the Chief School Administrator
- Attend staff meetings (or other assigned meeting or groups) on the designated day
- Supervision of students during lunch time if deemed necessary
- Escort students to and from recess
- Escort students to and from specials
- Stay with students during dismissal at the end of the school day (both inside and outside)
- Other duties, tasks, and assignments deemed necessary by the Chief School Administrator or designee(s)

Following are the Core Values and expectations embraced by each member of the Hope Academy

community:

H	Hard Work	Constructive, demanding, intense responsibility, task, duty & Mission
O	Open & Honest Communication	Sincere, truthful, unguarded, direct, "say what you mean, mean what you say, but don't say it mean."
P	Personal Commitment	Promise, dedication, and responsibility to HACS and the task at hand.
E	Excellence	Worthy of praise, of high and good quality, honorable, and worthy to be replicated

The Vision A transformed community and society and the transformation of urban public education.

The Mission The production of intelligent, competent, compassionate, and community-minded citizens who will teach others to be, to know, and to do likewise.

The Philosophy The Holistic Urban Education model and process is based on the premise that each person realizes identity, meaning, and purpose through the Core Values of Hope Academy and aims to call forth an intrinsic regard for life and a passionate love of learning. The art of holistic education lies in its responsiveness to the diverse learning styles and needs of developing human beings, and recreating within the school community the caring, nurturing, and socializing functions historically performed in the home. This provision in the school environment is the essential antidote to rising violence and social disintegration.

The Goal To be an established complex, orderly program that is greater than the sum of its individual effects, capabilities, and capacities.

Strategy Statement Our success will come from delivering a relevant and rigorous holistic education program, which is all about managing relationships, innovations, operational excellence, and being a great place to work!

These guiding principles are the basis for our values as teachers and professionals at Hope Academy Charter School. They are intended as a means for informal personal reflection and are not intended for use in the formal evaluation process. They represent our *shared purpose* and will continue to guide us as educators.

We will develop curriculum and instructional strategies that utilize various resources which will promote active involvement of students, provide for their varied experiences, as well as individual abilities and talents.

We will assist each student in their transition into high school, through high school, and beyond by providing appropriate instruction, monitoring his/her progress, and offering guidance and support services tailored to individual needs all along the way.

We will model the importance of life-long learning through our ongoing professional development.

THE NON-NEGOTIABLES

ACCEPTABLE

- "We are a Team!" Mentality doing what it takes to get the job done.
- SLANT & Clap as prescribed

- Positive School Culture
- Orderly environment
- “Never Give Up”
- Community Circle
- Place no limits on what our students’/families’ potential
- Subscribe to the nurture and care model of Holistic Urban Education

NOT ACCEPTABLE

- Negative School Culture
- Disorderly environment
- Punishment Model
- All things are optional
- “It’s not my Job” mentality
- “I Can’t/They Can’t Mentality

COLLECTIVE COMMUNITY COLLABORATION

- Peer-observation opportunities
- Self-confidence
- Voice control
- Orderly hallway behavior
- Teaching organizational skills
- Create a place for everything & everything in its place
- Positive morale
- Staff incentives (i.e. weekly breakfast)
- Respect
- Communication
- Share information about students
- Teach good manners & formality morning greeting support
- Appropriate feedback
- Embrace the future
- Positive feedback to each other!

GENERAL PROCEDURES

Time Sheets

You will receive your time sheets in your mailbox. Fill in your time sheets daily. At the end of the pay period, please sign your time sheet and place it in Lenore's box. Remember to use the correct codes for days that you were out of school.

All staff must sign in and out in the main office each day and move the magnet on the board to indicate in and out of the building. Substitutes must sign in and out also in the office each day in order to be paid for the days you work.

Ordering Procedures

If you would like to order an item for your classroom, speak to the Supervisor of Curriculum. She will research the best possible price for the item and fill out a requisition form for you. The form will then be submitted to Chief School Administrator for approval. Once approved, the form will be given to the SBA for payment and processing. If an item is not approved you will be told of this by either the SBA or Supervisor of Curriculum .

Dismissal Procedures

1. Kindergarten – 8th grade students (not including students in after school programs) will dismiss beginning at 3:00 PM. Teachers escort students via designated route to designated dismissal area. Teachers remain with students until 3:15..
2. Teachers may allow students to utilize school cell phones while waiting to be dismissed, starting at 3:10pm. Any students still present at 3:15pm are to be brought to the school lobby where Mr. Daniels and/or Ms. Lambert will begin (or continue) the family contact procedures.
3. Families that are habitually tardy for pickup are subject to Hope Academy's late pick up fine procedure.
4. Students remaining past 3:15pm can be left with Mr. Daniels, Ms. Lambert or designee.

Morning Gathering

K-3: Monday & Friday will gather in the all-purpose room from 8:00-8:20.

4th/5th: Monday & Friday will gather in the first floor cafeteria from 8:15 – 8:30.

6th – 8th: Tuesday & Thursday will gather in the all-purpose room from 8:00-8:20.

ALL SUBSTITUTES MUST SIGN IN AND OUT ON THE SUBSTITUTE SIGN-IN SHEET THAT IS ON THE SECRETARY'S DESK.

Payroll

1. Employees are paid twice a month, not every two weeks.
2. All payroll dates are posted in the business office and staff lounge.
3. If you would like to have direct deposit, see the SBA for the form.

PROGRESSIVE DISCIPLINE PROTOCOL

1. **Teacher classroom management is the first level:** Classroom management is the domain of the classroom teacher. All Teachers must establish class rules and routines, teach and model appropriate classroom conduct and actively engage 100% of their students.

2. **Teacher peer support is the second level:** Occasionally students make poor choices despite the rigorous and consistent classroom management techniques employed by the homeroom teacher. In that event, students may need "*time away*" to get back on track in order to be able to again coexist in their homeroom environment.

3. **Student Support Office is the third level:** When a student in distress is in level two but his/her poor behavior escalates (becoming a disturbance in a second area) instead of calming down; he/she needs time with the Student Support Office. Student Support Office visits are more intensified and individualized. The goal is still reintroduction to class upon regaining composure and counseling. This level requires a call or notification home regarding the offense, which will be made by the School Dean. The student may or may not earn a detention, which can be given by either the classroom teacher or the School Dean. This level does require that the teacher do a formal write up on an Incident Report Form (either check list or narrative form) for the student's file. A copy of this form should be in the classroom student file and given to the School Dean.

- K-5: The first step is to call the School Dean and request that the student be picked up from the classroom. In the event the School Dean isn't available, he will give alternate instructions. If contact cannot be made with the School Dean, next call the Chief School Administrator. If the Chief School Administrator is not available, next call either the Upper or Lower School Team Leader.
- 6-8: Students can be sent to the Student Support Office with a **note of explanation for the offense(s)** that sent him/her to the office

4. **Administrative Office/Disciplinary Action is the fourth level:** Offenses warranting school suspension (as defined in the Hope Academy Policy and Procedures) are referred to the Dean's Office. Acts of Violence and/or issues that endanger staff, classmates and/or the student himself/herself are referred to this level. The student will more than likely be sent home. Examples include (but are not limited to):

- * Violent physical assaults
- * Elopement
- * Terroristic threats of violence
- * Throwing/knocking over items that could harm others

This level always requires notification home (School Dean/Chief School Administrator) and a formal write up for the student's file (Teacher)

In summary:

Level 1: Classroom management. Teacher responsible to redirect student and get him/her back on track.

Level 2: Sent out of class. Sent to a co-teacher's class to allow *time away* to calm down.

Level 3: Sent to Student Support Office. Written notification must be sent with the student. A formal write-up is required. Call home is required.

Level 4: Administrative Office Referral. Higher level of disciplinary action required. Suspendable offices arbitrated.

A sick/injured child

1. If a child is complaining of a general ailment and requests to see the nurse, you may make a judgment call regarding the necessity of a visit. If you feel it is warranted, you must send the child with a note explaining the student's complaint.
2. If a student vomits, contact the nurse. Following that, the first available staff member needs to get the Vauban powder from either the janitor's closet or the nurse's office to cover up the vomit and block off the area. The nurse will contact the appropriate person to clean the area further.
3. **If a student is injured, DO NOT move the student.** Contact the nurse for further instructions. Fill out an injury report form and submit to the nurse.
4. In the event of an extreme injury and you cannot contact the nurse, contact any administrator to institute the process of 911.

A Sick/Injured Teacher:

1. If a staff member needs to call in sick, please contact the school and leave a message on Lenore's voicemail. Calls can be made at any time until 6:00 AM. A substitute will be arranged.
2. If you fall ill during the school day, you must contact the nurse, **DO NOT** leave school without speaking to the nurse and an administrator (see Policy #4151.1/4251.1: Sick and Personal Days).
3. If you are injured at work, contact the nurse immediately for assistance, **DO NOT** leave school without speaking to the nurse and an administrator.

School Closings

In the event of inclement weather or any other circumstance where school may need to be closed, please see the information on the school calendar. Also, a broadcast will be sent out to all HACS stakeholders.

Substitute Folders

All classroom teachers must have a substitute folder containing the following items:

1. A daily schedule with transition instructions
2. Fire drill procedures
3. A class list
4. Lesson plans/activities
5. A copy of circle, dismissal, & lunch/recess procedures
6. A copy of your classroom rules and discipline procedures

Please give this folder to the main office. It will be kept in the office for substitutes.

Field Trips

All requests for field trips must be made to Curriculum Supervisor. Once requested, she will research the facility and make the necessary reservations. Once this has been done, a request form will be filled out by the Supervisor of Curriculum and submitted to the SBA for approval. A signed copy of the request will be returned to you as confirmation of the trip. **Permission slips are to be handed to the students and**

collected by the classroom teachers.

Prep/Lunch Hours

All teachers are expected to remain in the building during prep periods. Staff may leave during lunch but must let the front office know you are leaving the building and return on time to pick up students from recess or begin your next class period.

Student Dress Code

Young Ladies

- A. Navy plain skort or twill pants or navy twill shorts from 9/1 to 10/31 and 5/1 to 6/30
- B. White round collared blouse: short sleeve for fall and spring; long sleeve for winter
- C. Navy or white tights for winter and knee highs or ankle socks for fall and spring
- D. Navy button down sweater
- E. Navy (girls) tie
- F. Black shoes (**no boots or sneakers**)

Young Gentlemen

- A. Navy twill pants or navy twill shorts from 9/1 to 10/31 and 5/1 to 6/30
- B. White dress shirt - long sleeve in winter, short sleeve in fall and spring
- C. Navy tie
- D. Navy button down sweater/Navy sleeveless vest;
- E. Black belt
- F. Black shoes (**no boots or sneakers**)
- G. Navy socks

All students must be held STRICTLY to dress code requirements. All staff members must correct any and all infractions promptly at morning circle and at any other time during the school day (i.e, tucking shirts in). If a student does not have a tie, send the student to Mr. Daniels for a temporary replacement. Students may also purchase a new tie from Mr. Daniels.

Staff Dress Code

All staff members must assume a business casual level of dress. Clothing should be loose fitting and provide full coverage. Undergarments should not be visible at any time. Shoes need to be closed-toe so as to prevent any foot related injuries.

Health Forms

All employees of a public school must have a physical examination and a Montoux test. The school nurse provides forms for these. If you have not submitted documentation regarding these items, you must see the nurse immediately to obtain the necessary forms.

Dietary Requirements

As of September 2007, the state laws regarding food items allowable in schools is in effect. Basically, schools are not allowed to have items, whose ingredients show sugar as either the first or second listed substance. This means, students may no longer have sugary cokes, sodas, candy, etc. in school. For a full list of restricted items, please see the school nurse. In the event you see a student with a restricted item, you must take this away from the student. Students who need an alternative meal for lunch will be provided one. Please tell the school nurse the student's name so a call home can be made to remind the family of what foods are allowed in school.

Additional Coverage Issues

- Handled as they present themselves throughout the year.

Adoption Resolution June 4, 2014

RESOLUTION

The List of Religious Holidays Permitting Student Absence from School

WHEREAS, according to N.J.S.A. 18A:36-14 through 16 and N.J.A.C. 6A:32-8.3(j), regarding student absence from school because of religious holidays, the Commissioner of Education, with the approval of the State Board of Education, is charged with the responsibility of prescribing such rules and regulations as may be necessary to carry out the purpose of the law; and

WHEREAS, the law provides that:

1. Any student absent from school because of a religious holiday may not be deprived of any award or of eligibility or opportunity to compete for any award because of such absence;
2. Students who miss a test or examination because of absence on a religious holiday must be given the right to take an alternate test or examination;
3. To be entitled to the privileges set forth above, the student must present a written excuse signed by a parent or person standing in place of a parent;
4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence;
5. Such absence must not be recorded on any transcript or application or employment form or on any similar form; and
6. The Commissioner, with the approval of the State Board of Education, is required to:
 - (a) prescribe such rules and regulations as may be necessary to carry out the purposes of this act; and
 - (b) prepare a list of religious holidays on which it shall be mandatory to excuse a student. The list, however, is to be a minimum list. Boards of education, at their discretion, may add other days to the list for the schools of their districts; and

WHEREAS, although the New Jersey Department of Education makes every attempt to ensure the accuracy of the dates using the lunar, Gregorian and Julian calendars; and

WHEREAS, dates within this resolution may not be fixed before the State Board adopts the annual calendar and may require additional revision; now therefore be it

RESOLVED, the State Board of Education permits the Commissioner of Education, after annual adoption by the State Board of Education, to revise the dates provided in list of religious holidays.

WHEREAS, the district board of education has the right to add any bona fide religious holiday to the list for its own schools; now therefore be it,

RESOLVED that the State Board of Education adopts the following list of religious holidays for the 2014-2015 school year:

2014-2015 School-Year

2014-2015 School-Year	Observance
July 2014	
July 9	Martyrdom of the Bab (Baha'i)
July 11	Asalha Puja Day (Buddhist)
July 13-16	Ulambana/Oban (Buddhist)
July 24	Laylat as-Qadr (Islam)
July 29	Eid al Fitr (Jewish)
August 2014	
August 1	Fast in Honor of the Holy Mother of Lord Jesus (Eastern Orthodox Christian)
August 1	Lammas (Christian and Wicca)
August 5	Tisha B'Av (Jewish)
August 6	Transfiguration of the Lord (Eastern Orthodox Christian)
August 10	Raksha Bandhan (Hindu)
August 15	Dormition of the Theotokos (Eastern Orthodox Christian)
August 18	Krishna Janmashtami (Hindi)
August 29	Ganesha Chaturthi (Hindi)
September 2014	
September 1	Ecclesiastical Year begins (Orthodox Christian)
September 7	His Holiness Sakya Trizin's Birthday (Buddhist)
September 8	Nativity of Mary (Christian)
September 14	The Elevation of the Holy Cross (Eastern Orthodox Christian)
September 17	Feast of Trumpets (Church of God, Philadelphia Church of God)
September 17-18	Rosh Hashanah (Jewish)
September 19	Ganesha Chaturthi (Hindu)
September 21	Nativity of the Theotokos (Eastern Orthodox Christian)
September 22	Mabon (Wicca)
September 26	Yom Kippur (Jewish)
September 26	Day of Atonement (Christian, Church of God, Philadelphia Church of God)
October 2014	

October 1-7	Sukkot (Jewish); Feast of Tabernacles (Church of God, Philadelphia Church of God)
October 8	Shemini Atzeret (Jewish)
October 8	Last Great Day (Church of God, Philadelphia Church of God)
October 16-23	Navaratri (Hindu)
October 20	Birth of B'ab (Baha'i)
October 20	Installation of the Scriptures as Guru Granth (Sikh)
October 24 *	Hajj Day (Islam)
October 24 **	Duserra (Hindu)
October 26-29	Eid al Adha (Islam)
November 2014	
November 1	All Saints' Day (Christian)
November 1	Samhain-Beltane (Wicca)
November 2	All Souls' Day (Christian)
November 12	Birth of Baha'u'llah (Baha'i)
November 13	Diwali [Deepavali] (Hindu, Jain and Sikh)
November 15	Al Hijra – 1st Muharram (Islam)
November 15	Advent/Nativity Fast begins (Eastern Orthodox Christian)
November 21	The Presentation of the Theotokos to the Temple (Eastern Orthodox Christian)
November 24	Guru Tegh Bahadur Martyrdom (Sikh)
November 26	Day of Covenant (Baha'i)
November 28	Guru Nanak Dev Sahib Birthday (Sikh)
November 28	Ascension of 'Abdu'l Baha (Baha'i)
December 2014	
December 2	First Sunday of Advent (Christian)
December 8	Bodhi Day (Buddhist)
December 8	Immaculate Conception (Christian)
December 9-16	Hanukkah (Jewish)
December 21	Yule (Wicca and Christian)
December 25	Christmas (Christian)
December 25	The Nativity of Christ (Eastern Orthodox Christian)
December 26	Zarathosht Diso (Zoroastrian)
January 2015	
January 1	Gantan-sai (Shinto)
January 5	Birthday of Guru Gobind Singh Sahib (Sikh)
January 6	Epiphany (Christian)
January 6	Feast of Theophany (Eastern Orthodox Christian)

January 6	Nativity of Christ (Armenian Orthodox)
January 6	Feast of Epiphany (Eastern Orthodox Christian)
January 7	Feast of the Nativity (Orthodox Christian)
January 13	Maghi (Sikh)
January 14	Makar Sankranti (Hindu)
January 15	World Religion Day (Baha'i)
January 24 *	Mawlid an Nabi (Islam)
January 26	Tu B'shvat (Jewish)
February 2015	
February 2	The Presentation of Our Lord to the Temple (Eastern Orthodox Christian)
February 2	Imbolic-Candlemas (Wicca and Christian)
February 10	Chinese New Year (Confucian, Daoist, Buddhist)
February 12	Shrove Tuesday (Christian)
February 13	Ash Wednesday (Christian)
February 14	Nirvana Day (Buddhist)
February 15	Vasant Panchami (Hindu)
February 24	Purim (Jewish)
February 26 through March 1	Intercalary Days (Baha'i)
March 2015	
March 10	Maha Shivaratri (Hindu)
March 13	L. Ron Hubbard's Birthday (Church of Scientology)
March 18	Clean Monday (Eastern Orthodox Christian)
March 20	Ostara (Wicca)
March 21	Narouz (Zoroastrian)
March 21	Naw Ruz (Baha'i)
March 25	The Annunciation/The Annunciation of the Virgin Mary (Eastern Orthodox Christian; Chris
March 25	Passover (Philadelphia Church of God)
March 26	Khordad Sal (Zoroastrian)
March 26	First Day of Unleavened Bread (Church of God)
March 26-April 1	Days of Unleavened Bread (Philadelphia Church of God)
March 26-April 2	Pesach (Jewish)
March 27	Lord's Evening Meal (Christian, Jehovah's Witness)
March 28	Holy Thursday (Christian, Eastern Orthodox Christian)
March 28*	Hola Mohalla (Sikh)
March 29	Good Friday (Christian)
March 31	Easter (Christian)

April 2015	
April 1	Last Day of Unleavened Bread (Church of God)
April 1	Easter Monday (Christian)
April 11	Chandramana Yugadi (Hindu)
April 14	Baisakhi (Sikh)
April 14 *	Souramana Yugadi (Hindu)
April 15	Yom Ha'Azmaut (Jewish)
April 20	Rami Navami (Hindu)
April 21	First Day of Ridvan (Baha'i)
April 23	Lazarus Saturday (Eastern Orthodox Christian)
April 24	Palm Sunday (Christian/Eastern Orthodox Christian)
April 25	Hanuman Jayanti (Hindu)
April 25	The 11th Panchen Lama's Birthday (Buddhist)
April 25	Mahavir Jayanti (Jain)
April 25-28	Theravadin New Year (Buddhist)
April 27	Holi (Hindu)
April 28	Lag B'Omer (Jewish)
April 29	Ninth Day of Ridvan (Baha'i)
May 2015	
May 1	Beltane (Wicca)
May 2	Twelfth Day of Ridvan (Baha'i)
May 3	Holy Friday (Eastern Orthodox Christian)
May 5	Pascha (Eastern Orthodox Christian)
May 15-16	Shavuot (Jewish)
May 17	Buddha's Birthday (Buddhist)
May 19	Pentecost (Christian, Eastern Orthodox Christian, Church of God, Philadelphia Church of God)
May 23	Declaration of the Bab (Baha'i)
May 25	Buddha Day – Visakha Puja (Buddhist)
May 29	Ascension of Baha'u'llah (Baha'i)
June 2015	
June 5	Lailat al Miraj (Islam)
June 13	Ascension of Our Lord (Eastern Orthodox Christian)
June 16	Martyrdom of Guru Arjan Dev Sahib (Sikh)
June 21	Litha (Wicca)
June 23	Pentecost (Eastern Orthodox Christian)

*Approximate date based on lunar calendar.

*[** Disclaimer: New Jersey Department of Education has made every attempt to ensure the accuracy of the dates. The information has been verified through the use of various sources and some dates may vary due to the lunar, Gregorian and Julian calendars.]*

David C. Hesse, Acting Commissioner
Acting Secretary, NJ State Board of Education

Arcelio Aponte, President
NJ State Board of Education

*** Disclaimer: New Jersey Department of Education has made every attempt to ensure the accuracy of the dates. The information has been verified through the use of various sources and some dates may vary due to the lunar, Gregorian and Julian calendars.*

The department encourages school districts to grant pupils an excused absence when any parent or guardian requests an excused absence in writing due to religious observances that may not be included on the State Board approved list.

If you require further clarification regarding the State Board resolution or the List of Religious Holidays

Permitting Pupil Absence from School please contact the Division of Field Services at (609) 984-6755.

c: Executive County Superintendents

LEE Group

Garden State Coalition of Schools

Supervision of Students During Dismissal

Dismissal will be supervised. Hope Academy staff are assigned to specific locations and given defined responsibilities to supervise student dismissal in each school facility. Regular and early dismissal is supervised according to the same protocol unless otherwise specified. The Chief School Administrator is responsible for overseeing the development of protocols that are tailored to the age and needs of the students at each school facility. At a minimum these protocols include:

- A. Staff assigned to supervise dismissal, and their locations and responsibilities
- B. Where children will be retained awaiting appropriate escort and/or designated transportation
- C. Provisions for supervision when a parent/escort is unable to pick up their child at the appropriate dismissal time
- D. Location and presence of municipal crossing guards

The board will review the dismissal procedures annually.

Supervision of Non-bused Students at Dismissal

The board requires that the parent/guardian notify the school in advance of any arrangements for students requiring appropriate escort or designated transportation. The board requires signed permission for a student to be dismissed to walk home unescorted.

All documented arrangements are considered permanent for the entire school year. Parents/Guardians may alter arrangements upon written notification to the Chief School Administrator or designee.

Parents/guardians leaving students at school that are to be escorted home will be **reported to the proper authorities**.

The Chief School Administrator or designee is responsible for the collection of all dismissal arrangements requested by the parents/guardians. The Chief School Administrator or designee is responsible for keeping a record of the dismissal arrangements and implementing the appropriate dismissal supervision in accommodation of these arrangements.

Notification of Dismissal Protocols

The Chief School Administrator or designee shall ensure that parents/guardians are notified of the following:

- A. School calendar including school closure and early dismissal dates and times; and any adjustments to the calendar
- B. The school dismissal policy
- C. Dismissal protocol for all students and students in after-school programs or activities
- D. Supervision arrangements for students at dismissal
- E. Emergency plan for supervision of students left at school
- F. After school program opportunities
- G. Procedures for enrolling students in after school programs

The parent/guardian is responsible for reviewing the school calendar and complying with all school dismissal times and procedures. It is the parents/guardians responsibility to resume the custody of their child at the end of each school day.

The following procedures are developed:

- A. For parents/guardians to provide signed acknowledgement of receipt of the school calendar, including all school closure and early dismissal dates, and the school dismissal policy and procedures
- B. For parents/guardians to indicate and define the circumstances that the student is to be released from the school's care at dismissal (sent home at start of school year)
- C. For the collection and retention of all documents pertaining to receipt of calendar and escort/transportation arrangements (receipt to be signed by parent)

Please note the procedure to be followed for students being picked up in a taxi:

1. Parents must call to initiate the cab
2. Neither the student nor any personnel from Hope Academy will call for the taxi
3. If a student is being picked up in a cab, Mrs. Callahan and/or Mrs. Lambert will keep a log reflecting the date, name of student, cab company & and cab number and time of pickup

Supervision Arrangements for Receiving & Dismissing Students

SCHOOL HOURS

Kindergarten - Grade 8: 8:00 AM – 3:00PM

ENTRANCE

Doors open at 7:30 AM. Students are admitted at prescheduled time to begin Morning Circle. Please do not send your child to school prior to 7:30 AM because before that time, your child will have to wait outside where there is no supervision provided. All students enter the building through the lower front door. All other doors will remain locked. Students who enter after 8:00 AM, which is signaled by the stopping of the drums, are considered tardy and must stop in the office to get a late pass.

ARRIVAL

Cars are not allowed onto Sewall Avenue from Grand Avenue. Cars must drop students off on Grand Avenue in the designated lane created for drop off and pick up. If parents need to enter the building, they must park their car. They are not to leave the car running in the drive lane.

WRITTEN PERMISSION signed by the parent/guardian is required for walkers or bus students when their normal dismissal routine changes. For example, a student will only be taken off the bus when the request is put in writing. We will not honor a child's verbal request to not go home on a bus or to go home with someone else. Please call the office only in an emergency when normal dismissal needs to be adjusted. A written note is needed each day a change is being requested. If it is necessary to call to request a change, please do so between 1:30 and 2:30 PM.

SAFETY REGULATIONS FOR STUDENTS THAT WALK

Hope Academy Charter School has adopted standards and procedures to assure the security and safety of students and school personnel. All parents are expected to recognize that the education of their child is a joint responsibility of the parent/guardians and the school community. Please learn school rules and help your child understand them. It will help considerably by doing the following:

- Examine your child's route to school and insist that he/she use the safest one.
- Insist that your child cross streets at corners and walk on sidewalks where available.
- Instruct your child to cross intersections protected by crossing guards, officers and traffic lights.
- Caution your child against playing games while on route to school.
- Prohibit your child from throwing stones or snowballs or from bringing weapons of any kind to school.
- Be cooperative in observing the ***NO DROPPING OFF STUDENTS ON THE WRONG SIDE OF THE STREET*** Rule of the school.

- In the interest of safety for our children, we expect all students with permission to leave early remain inside the building **until someone comes in the office to sign them out**. It is important that you not pick up students 10-15 minutes early.

TRAFFIC GUARDS

Traffic guards are stationed at strategic intersections for your child's safety when they need to cross the streets. HACS also positions staff members in front of the school every day from 7:30 - 8:00 AM to assist students. Inside the building, staff is positioned at the main entrance and cafeteria from 7:30 – 8:00 AM to ensure that children are entering and eating breakfast in an orderly fashion.

At dismissal, there are 2 crossing guards located at Grand and Sewall Avenues and Grand and Asbury Avenues.

RESPECT FOR PROPERTY - Students are reminded daily that they are to respect other peoples' property and their property as they travel to and from school. Students must be told that they should use sidewalks and not cut through yards or lots. Homeowners/renters have a right to privacy and quiet. This goal of respect can be achieved with just a little thoughtful consideration on the part of each one of us. We encourage and solicit parents' cooperation in making children aware of this responsibility.

EARLY DISMISSAL PROCEDURE

This plan should be implemented when it is imperative to return students to their homes and families as quickly as possible. In the event it is necessary, an announcement shall be made over local radio & TV stations. Students will be informed why they are being dismissed and given advice on how to handle the situation and dismissed from school. The office will use emergency forms to direct students at dismissal. Students will use their usual mode of transportation but follow the procedures listed on their emergency forms.

EARLY DISMISSAL “GO HOME DRILL”

At least once every school year, the school district will conduct a test of its emergency plan for SHELTERING & EARLY DISMISSAL. The early dismissal portion of such drills will not occur more than 15 minutes earlier than normal dismissal time. Students who normally ride buses will take their regular bus unless an alternate bus is identified. Students who walk will walk unless a condition exists where it would be in their best interest to be transported. Parents/guardians will be notified in writing at least one week prior to such a drill.

- Be sure to alert the office to any changes on the emergency forms during the school year.

EVACUATION PROCEDURE

- The Evacuation Plan requires that students/staff leave the building and go to another location either on or off school grounds. The assembly locations following building evacuation will depend on the nature of the emergency. Reasons for evacuation may include disaster, fire, bomb threat, chemical release or fallen aircraft. Teachers/staff will supervise the students with whom they are working at the time. Everyone should wait outside the building for an all-clear signal before returning to the building. Schools will refer to the Hope Academy Safety and Security Plan when an evacuation is needed.
- The plan is as follows: Evacuate as you ordinarily would during a fire drill in an orderly fashion and out the same exits. Students will wait in the same area away from the building as they do in a fire drill.

SHELTERING

The sheltering plan will be implemented when it is safer for students to remain in the building than it would be for them to be sent outside or transported home. It may also be necessary to shelter students when the normal routes of travel have become impassable. Buildings administration will determine a plan of action for the expected period of time that the situation will exist. Parents/Guardians will be notified via local radio stations (see school calendar for station info.) and phone calls that students will remain at school until such time as their safe transport can be insured.

- Listen to the weather report in the morning. If the weather is questionable, please continue to listen throughout the day. Dress your child appropriately for the weather every day.
- Do not call the office to see if we are closing early. We need to keep the lines free to contact school / police / emergency officials.
- Do not call with specific directions on what your child should do. We will follow the instructions on the emergency form.
- Continue to update your emergency forms. Instructions regarding dismissal must always be in writing. We will not honor verbal directions given by a student.
- Please talk to your child about what they need to do in an early dismissal. Sometimes, children become upset with change or if they do not know what they are supposed to do. They should be given clear directions in case of an emergency.

SAFETY DRILLS

The State Department of Education requires that school buildings complete twenty (20) safety drills (one fire and one other type of safety drill – evacuation, lock down, active shooter, etc.) a year. These drills are held at various times under varying conditions. Each classroom is equipped with a sign indicating the method and route to exit the building in case of fire. Teachers discuss and practice these exit procedures with their students. [See Fire Drill Policy in the Handbook.]

PARENT REQUEST FOR EARLY DISMISSAL

When picking up children early for any reason, please report to the office. The school secretary will inform the teacher that you are waiting for your child. Please send a note in advance to your child's teacher and the secretary will call for the child when you arrive. Teachers have been told that they are to release a student to the office only. This rule is for the safety of your child. We will make a concerted effort this year to adhere to this policy.

- After 8:30 AM, please drop off any items that need to be given to students to the office (ex. forgotten sneakers, library books, etc.) The teacher will be informed and the child will be called to pick up the item at an appropriate time.
- If you need to meet with a teacher, please make an appointment by sending a note or by telephoning the office.

DOORS LOCKED

All doors are being locked at 8:00 A.M. Students and parents are required to enter and exit the building through the front doors. This entrance policy and the locking of doors, while inconvenient to some, are being implemented for the safety of the entire school population.

TRIMESTER SYSTEM

Marking Period	Start Date	Interim Report	End Date	Grades Due	Report Card Issued
1	9/18/14	Parent Conferences 11/5 – 1:00 – 7:00 PM 11/6 – 1:00 – 3:00 PM	12/5/14	12/10/14	12/15/14
2	12/8/14	Parent Conferences 2/25 – 1:00 – 7:00 PM 2/26 – 1:00 – 3:00 PM	3/20/15	3/25/15	3/30/15
3	3/23/15	Parent Conferences by request 5/27	6/12/15	6/16/15	6/19/15

Regulation

GRADE REPORTING SYSTEM

Grades K-2 Grading System & Specials, K-8:

<u>E</u>	Excellent	<u>G</u>	Good	<u>S</u>	Satisfactory
<u>NI</u>	Needs Improvement	<u>U</u>	Unsatisfactory	<u>NA</u>	Not Applicable

Grades 3-8 Grading System:

98 – 100	A+	78 – 80	C+
94 – 97	A	74 – 77	C
91 – 93	A-	71 – 73	C-
88 – 90	B+	Below 70	U (Needs Remediation)
84 – 87	B		
81 – 83	B-		

HOPE ACADEMY CHARTER SCHOOL

Fire Drill Procedures

The fire drill plan includes everybody in the building. This includes all visitors, guests, and staff. There are no excuses for not participating. Everyone must leave the building during the drill period.

Fire drills will be conducted at least once each month. Drills will not be conducted at communicated scheduled times, and will be held without warning except to the Fire and Police Departments.

- Diagram and post two routes to the outside from each classroom.
- When the alarm sounds, each teacher is to take a student count and compare that count to the daily attendance sheet and sign-in/sign-out log.
- Everybody in the building shall proceed promptly to the outside of the building at the ground level by means of the nearest exit.
- Everyone should be made aware of their second means of egress in case their first choice is blocked.
- Generally, grades K-5 will exit through the side door, turn right, and proceed across the parking lot to Sewall Ave. (see diagram). Grades 6-8 will exit out of the front door turn left onto Monroe Ave., turn left and walk to Sewall Avenue. Turn right and line up half way down the block. (see Fire Drill Routes diagrams). All routes are subject to un-announced detours.
- Account for all persons known to be in the building at the time of the alarm.
- Teachers take a student count. If a student has been out of the class for another class (i.e. speech), verify that student's presence with the other instructor.
- Administrative personnel and/or other designated personnel are to check all rooms during the drill.
- Once the class has returned to their room, a final student count should be made verifying that all students are accounted for.

Teachers please insure that this information is available for anyone who comes into the class (i.e. substitutes).

If you have not received a monthly updated roster, please contact Lenore for one.

A copy of the daily attendance sheet supplied by the office should be kept on a clipboard in a highly visible place, preferably by the classroom door. This clipboard should hold the room's guidelines for evacuation.

Updated 2/2013

Regulation

SCHOOL EMERGENCY INFORMATION RECORD

As it is necessary for the staff/administration of Hope Academy Charter School to be able to reach the parent/guardian during the school day, the School Emergency Card must be completed in its entirety and returned to the School Nurse or Main Office.

Refusal to provide accurate and current emergency contact information will result in a report to DYFS and is a failure to exercise a minimum degree of care, putting the child's physical or mental health in danger in accordance with N.J.S.A. 9:6-8.21c.

In the event of an emergency/disaster, any student who does not have an emergency card with working telephone numbers where a parent/guardian can be reached during the school day, will be transported to DYFS, Asbury Park Police Department or another authority will be contacted and the student may be removed from the school as appropriate in accordance with N.J.S.A. 9:6-1 et seq.

Approved:

December 15, 2005

Policy

USE OF COMMUNICATION DEVICES

Hope Academy Charter School, herein known as Hope Academy, has determined that cell phones have limited educational value for students and their use may create a distraction to the learning environment. Student possession of cell phones in Hope Academy Charter School is only allowable subject to the following rules and regulations. Strict adherence to these rules is mandatory. Additionally, Hope Academy prohibits the use of other communication devices (i.e. two-way radios, pagers, PDA's -- apart from school issued PDA devices for the purposes of education - and laptops with two-way messaging capabilities) by students. Hope Academy reserves the right to define the educational value of any new electronic wireless devices that may become available in the future and to prohibit their use if they have no educational value or if such use creates learner distraction or disruption.

Possession of a cell phone by a student is a privilege, which may be forfeited by not abiding by the terms of this policy. Students shall be personally and solely responsible for the security of their cell phones. Hope Academy shall not assume any responsibility for theft, loss, or damage of a cell phone, or unauthorized calls made on a cell phone.

Use of All Personal Communication Devices on School Grounds

Student use of a personal cell phone during school hours is prohibited. All student cell phones must be powered completely off, concealed during the academic day. This includes the before care and after school programs. The classroom teacher or the administrative offices will facilitate communication with parents/guardians.

Cell phones are strictly prohibited in classrooms, restrooms, cafeteria, or any other school facility.

The use of a cell phone to take, store, or transmit pictures is strictly prohibited. It is Hope Academy's position that picture phones pose a serious threat to freedoms of privacy. Additionally, picture phones can be used to exploit personal information and compromise the integrity of the educational programs. Accordingly, the camera function of a cell phone is strictly prohibited on school premises at all times. Students who violate this provision of the policy will have their cell phone confiscated and held until the end of the school year.

Cell phone usage by students while riding to and from a Hope Academy sponsored or hosted bus trip or activity will be at the discretion of the teacher. Distracting behavior that creates an unsafe environment will not be tolerated.

Stolen Phones

The building Chief School Administrator or designee will attempt to locate a stolen cell phone but will not get involved with criminal matters or cell phone companies if a cell phone is stolen. A stolen or lost cell phone will not be reimbursed.

Adopted: August 28, 2008

NJSBA Review/Update: April 2010

Key Words

Communication Device, Electronic, Equipment, Electronic Portable Communication Devices

Possible

<u>Cross References:</u>	*3514	Equipment
	*3570	District records and reports
	*4119.22/4219.22	Staff conduct and dress
	*5131	Conduct and discipline
	*6142.10	Technology

*Indicates policy is included in the Critical Policy Reference Manual.

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 3515.1

Regulation

USE OF COMMUNICATION DEVICES

Consequences for Communication Devices Violations

Students whose cell phones ring in a classroom or use their phones on school grounds in violation of policy 3515.1 will:

First Offense

- A. Surrender phone to the building Chief School Administrator to be kept in a locked cabinet until the end of the school day.
- B. Referral to the school dean or leadership team member for assignment of after school detention.
- C. Document in student records.
- D. Phone the parent.
- E. Return phone to student at the end of the school day.

Second Offense

- A. Surrender phone to the building Chief School Administrator to be kept in a locked cabinet for safekeeping.
- B. Referral to the building Chief School Administrator.
- C. Assignment of ISS and one after school detentions
- D. Document in student records.
- E. Phone the parent and require a meeting.
- F. Return phone to student and parent in parent meeting.

Any Subsequent Offense

- A. Surrender phone and turn in to the building Chief School Administrator to be kept in a locked cabinet for safekeeping.
- B. Referral to the building Chief School Administrator.
- C. Suspend the student for a period of no more than 2 days.
- D. Document in student records.
- E. Phone the parent and require a return to school meeting.
- F. Return phone to the parent in parent meeting.

Students who refuse to surrender a cell phone to the school dean or leadership team member:

First Offense

- A. Referral to the building Chief School Administrator.
- B. Student assigned ISS and required parent meeting before returning to class.
- C. Document in student records.

Second Offense

- A. Referral to the building Chief School Administrator.
- B. Suspension from school for one day with required parent meeting for student return to school.
- C. Document in student records.

Any Subsequent Offense

- A. Referral to the building Chief School Administrator.
- B. Suspension from school for at least two school days but no more than five with required parent meeting for return to school.
- C. Document in student records.

Given the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, these consequences will be imposed.

Adopted: September 2008

PAYROLL DATES

2014-2015

DATE TIME SHEETS ARE DUE- BY 9 AM	PAY DATE
Wednesday, July 9, 2014	Tuesday July 15, 2014
Thursday, July 24, 2014	Thursday July 31, 2014
Wednesday, August 6, 2014	Friday August 15, 2014
Monday, August 25, 2014	Friday August 29, 2014
Tuesday, September 9, 2014	Monday, September 15, 2014
Wednesday, September 24, 2014	Tuesday, September 30, 2014
Wednesday, October 8, 2014	Wednesday October 15, 2014
Monday, October 27, 2014	Friday October 31, 2014
Friday, November 7, 2014	Friday, November 14, 2014
Friday, November 21, 2014	Friday, November 28, 2014
Tuesday, December 9, 2014	Monday, December 15, 2014
Wednesday, December 17, 2014	Wednesday, December 31, 2014
Friday, January 9, 2015	Thursday, January 15, 2015
Monday, January 26, 2015	Friday January 30, 2015
Monday, February 9, 2015	Friday February 13, 2015
Monday, February 23, 2015	Friday February 27, 2015
Monday, March 9, 2015	Friday March 13, 2015
Wednesday, March 25, 2015	Tuesday March 31, 2015
Monday, April 13, 2015	Wednesday April 15, 2015
Friday April 24, 2015	Thursday April 30, 2015
Monday, May 11, 2015	Friday May 15, 2015
Friday May 22, 2015	Friday May 29, 2015
Tuesday June 9, 2015	Monday, June 15, 2015
Wednesday, June 24, 2015	Tuesday June 30, 2015
Thursday July 9, 2015	Wednesday July 15, 2015

BOARD OF TRUSTEE MEETING DATES

2014-2015

July 24, 2014
August 28, 2014
September 25, 2014
October 23, 2014
November 20, 2014
December 18, 2014
January 22, 2015
February 26, 2015
March 26, 2015
April 23, 2015
May 28, 2015
June 25, 2015

Policy

TENURE POLICY

In accordance with the provisions of N.J.A.C. 6A:11-6.2, all teaching staff members, janitors, and secretaries shall acquire streamline tenure in a Charter School after five consecutive full academic years of effective employment as determined by the Department-approved educator evaluation system established by each Charter School and in accordance with the Charter School's uniform policies and procedures. Streamline tenure policies shall be developed and adopted by each Charter School's Board of Trustees prior to June 30, 2013.

Criteria for Granting Tenure

The granting of tenure is intended for those staff member who have demonstrated the highest level of effectiveness, professional conduct, and commitment to the school and its mission. Staff members are designated as "effective" for the purposes of accumulating consecutive years of service towards tenure as per Evaluation Policy 4116 and Tenure Policy 4110/4210.

In addition to the general requirements for renewal, eligible teachers in their fifth year of service, who have accumulated four consecutive years of effective teaching, must meet the following criteria to receive renewal and, thus, tenure (i.e., "tenure renewal")

- Strong commitment to the school's mission
- Strong contributions to a positive school culture
- Willingness to assume additional responsibilities and provide leadership as needed.
- Consistent focus on student outcomes and well-being.
- Clear quantitative evidence of effectiveness in terms of student growth and overall performance.
- Ability to relate warmly and professionally to the families we serve.
- Dedication to self-improvement.

Process for Granting Tenure

After four consecutive years of "effective" teaching (as determined through the staff evaluation process), teachers become eligible for "tenure renewal," i.e., the renewal that becomes effective after the completion of their fifth year, which is tantamount to a granting of tenure. The following general process applies to these teachers and is in addition to the existing staff supervision and evaluation process.

1. Teachers will meet by September 30th with the Chief School Administrator or designee. They will address the following issues:
 - a. Employee Status: The employees status vis a vis tenure: e.g., on-track for renewal and tenure; potentially on-track for renewal and tenure with minor improvements; or in need of significant improvements in order to receive renewal and tenure.

- b. Personal Goals and Objectives: The designated evaluator will collaboratively identify goals and objectives which, if achieved, will qualify the teacher for renewal and tenure, although the evaluator maintains full discretion in the decision. These will be documented in the teacher's tenure acquisition plan.
 - c. Schedule: The evaluator will establish the schedule for regular tenure status meetings.
- 2. Teachers will attend regular status meetings with their evaluator to identify progress and areas for continued work.
- 3. Over the course of the year, evaluators will complete regular observations and particularly on personal goals and objectives as identified in the teacher's tenure acquisition plan. The evaluator will also collect performance information regarding student outcomes, parents' surveys, or whatever other instruments have been established by the school.
- 4. By February, the evaluator will provide a proposal for the Board of Trustees identifying those teachers who will be recommended for tenured renewal. The Chief School Administrator (CSA) will make available backup information including student outcomes, observation and evaluation reports, and other data as appropriate.
- 5. By May 15, The CSA will make tenured renewal recommendations to the Board of Trustees. These recommendations will be separate from routine renewal and will include specific language designating that the renewal is tantamount to granting tenure.

Adopted:

May 23, 2013

Policy

RECRUITMENT, SELECTION AND HIRING

The board of trustees believes that the quality of the professional staff in large part determines the quality of the education offered to students. Therefore, the lead person shall have the responsibility of locating and recruiting the best qualified candidates to provide for the identified needs of the students.

Provisional teaching candidates shall be given equal consideration with all other candidates for teaching positions. The lead person shall follow all requirements of the administrative code in providing the necessary training program for all teachers hired with provisional certificates.

All teachers hired by the board for programs in the school supported with Title part A funds
highly qualified, as defined by federal law. All teachers of core academic subjects (English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history and government) hired by the board shall be highly qualified.

The Hope Academy Board of Trustees shall appoint all staff members only from nominations made by the Chief School Administrator. All appointments shall be by recorded roll call majority vote of the full membership of the board. The Chief School Administrator shall adhere to the following in recruiting and interviewing candidates:

- A. There will be no discrimination in the employment process in regard to race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, nationality, or because of genetic information or refusal to submit to or make available the results of a genetic test, or other conditions not related to the duties and responsibilities of the job.
- B. All candidates must have training and/or actual work experience in the vacant position, and an acceptable level of proficiency.
- C. It shall be the duty of the Chief School Administrator to see that persons nominated for employment shall meet all qualifications established by state or federal law, including the completion of a criminal history check and proof of citizenship or eligible alien status.
- D. The board of trustees shall approve potential Hope Cares personnel and the positions in which they may work.

The lead person shall take steps to verify the academic credentials of any potential candidate for employment, and ensure any degrees cited, academic coursework or credits completed, or titles claimed by an individual have been granted by an accredited institution of higher education. For lead person candidates, the board shall take similar steps. This includes, but is not limited to, ensuring the candidate supplies official transcripts to verify that credentials are from an accredited institution. The board secretary shall have responsibility for ensuring the documents are received, verifying credentials, and reporting to the board on the process. Documents shall not be accepted from non-accredited institutions or any fraudulent source.

The lead person shall recommend for employment those individuals who, in his/her opinion, are best qualified to fill the vacancy without regard to race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, disability, nationality or because of genetic information or refusal to

submit to or make available the results of a genetic test, or other conditions not related to the duties and responsibilities of the job.

The lead person shall prepare and maintain job descriptions that define the duties, responsibilities and qualifications required for each position. The board shall adopt those job descriptions required by law or code and others as appropriate.

The board shall not pay tuition reimbursement, salary increases, or approve promotions for any employee based on credits earned from a non-accredited institution. If a current employee is found to have obtained employment, tuition reimbursement or increased salary based on documents or credentials obtained from a non-accredited institution, the board will take appropriate action, up to and including the possible discharge of the individual and/or obtaining a refund of the tuition reimbursement or increased salary.

The lead person in determining the candidates to be nominated shall seek information whenever possible from the candidate's prior employers.

The board shall affirm employment and initial placement on the salary guide by a recorded roll call majority vote of the full membership of the board.

The board shall appoint all staff members only from nominations made by the lead person. Should a nominee be rejected, it shall be the duty of the lead person to make other nominations.

The Chief School Administrator is responsible for the preparation and maintenance of job descriptions that define the duties, responsibilities and qualifications required for each support position. The board shall adopt those job descriptions required by law or code and others as appropriate.

The employment of any candidate is not official until the contract is approved by the board of trustees and signed by the candidate. It shall be the responsibility of the Chief School Administrator to communicate this fact to all candidates.

The Chief School Administrator may make temporary appointments in emergency situations in accordance with law. These must be ratified by the board at the next regular meeting.

Credentials Review and Verification Guidelines

These guidelines clarify procedures for reviewing and verifying the requirements and credentials necessary for an administrative appointment (i.e. Chief School Administrator, supervisor, business administrator, etc.).

In accordance with N.J.A.C.6A:9-12:

The Chief School Administrator endorsement is required for any position that involves service as an administrative officer of a school or other comparable unit within a school or district. Such positions shall include assistant superintendent for curriculum and instruction, Chief School Administrator, assistant Chief School Administrator, vice-Chief School Administrator and Chief School Administrator. The holder of a standard Chief School Administrator endorsement is also authorized to serve in the position of supervisor. Holders of this endorsement are authorized to provide educational leadership by directing the formulation of goals, plans, policies, budgets and personnel actions of the school or other comparable unit, and recommending them to the chief district administrator, and by directing their implementation in the school or other comparable unit. Holders of this endorsement also are authorized to direct and supervise all school operations and programs, to evaluate school staff, including teaching staff members and to direct the activities of school-level supervisors.

The supervisor endorsement is required for both supervisors of instruction and athletic Chief School Administrators who do not hold a standard Chief School Administrator's endorsement. The supervisor

shall be defined as any school officer who is charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel. This endorsement also authorizes appointment as an assistant superintendent in charge of curriculum and/or instruction.

The school business administrator endorsement is required for the chief financial officer of a district. Such positions shall include assistant superintendent for business, school business administrator, and assistant school business administrator. Holders of this endorsement are authorized to perform duties at the district level in the areas of financial budget planning and administration, financial accounting and reporting, insurance/risk administration and purchasing. Holders of this endorsement may also engage in facilities planning, construction and maintenance, personnel administration, administration of transportation and food services, and central data processing management.

The process for acquiring the appropriate credentials and appointment to the appropriate office thereof is outlined in N.J.A.C. 6A:9-12.5 – 12.7, to which this policy adheres.

Residency Requirements

Every employee hired by the board shall have their Chief School Administrator residence with the State of New Jersey. For the purposes of this policy an employee may have only one Chief School Administrator residence which shall be defined as:

- A. Where the employee spends the majority of their nonworking time;
- B. Is most clearly the center of the employee's domestic life; and
- C. The employee's designated legal address and legal residence for voting.

The fact that an employee is either domiciled or owns a home or property in the State of New Jersey shall not by itself satisfy the requirement of Chief School Administrator residence.

Exemptions

- A. An employee hired on or after September 1, 2011 who is not a resident when hired shall receive one year to establish residency in New Jersey. If the employee fails to establish residency within that year, he/she shall be deemed unqualified for employment and shall be removed pursuant to N.J.S.A. 52:14-7(d);**
- B. An existing employee who was not a resident of New Jersey on or prior to September 1, 2011 is exempted from this policy, if he/she has not had a break in public service for a period of time greater than seven days;**
- C. An employee hired by the board who was a non-resident public employee prior to September 1, 2011 is exempted from this policy, unless he/she has not had a break in public service for a period of time greater than seven days;**
- D. A break in public service shall be defined as an actual separation from employment for more than seven calendar days due to such causes as resignation, retirement, layoff, or disciplinary removal. But a leave of absence shall not be considered a break in public service.**
- E. An employee may request an exemption to the State committee formed under N.J.S.A. 52:14-7 on a basis of critical need or hardship. The decision on whether to approve an application of the employee shall be made by a majority vote of this committee. If this committee fails to act within 30 days after receipt of the employee's application, no exemption shall be granted and the residency requirements set forth in this policy shall be in effect.**

NJSBA Review/Update: April 2010
Adopted: July 2010

Revised: October 2010
Revised and Adopted: December 16, 2010
Revised and Adopted: August 23, 2014
Revised and Adopted: February 28, 2013

Key Words

Recruitment, Selection and Hiring; Hiring; Nondiscrimination; Affirmative Action, Background Check, Personnel Background Check, Domestic Partnership Act, Residency Requirements

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:3-15.2 Fraudulently issued, obtained, forged or altered degree or certification; use in connection with business or occupation
N.J.S.A. 18A:6 -5 Inquiry as to religion and religious tests prohibited
N.J.S.A. 18A:6-6 No sex discrimination
N.J.S.A. 18A:6 -7.5, Criminal history record; employee in regular contact with students; grounds for disqualification from employment; exception
N.J.S.A. 18A:6 -76.1 Deadline for notification to students of requirements of provisional certificate and induction program ...
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:13 -40 General powers and duties of board of newly created regional districts
N.J.S.A. 18A:16 -1 Officers and employees in general
N.J.S.A. 18A:26 -1.1, Citizenship of teachers, etc. ...
N.J.S.A. 18A:27-1 et seq. Employment and Contracts
See particularly:
N.J.S.A. 18A:27-4.1
N.J.S.A. 26:8A-1 et seq. Domestic Partnership Act
N.J.S.A. 52:14-7 Residency Requirements
N.J.A.C. 6A:7 et seq. Managing for Equality and Equity in Education
See particularly:
N.J.A.C. 6A:7-1.4,-1.8
N.J.A.C. 6A:9 et seq. Types of Certificates

N.J.A.C. 6A:9-8.1 et seq. Requirements for Instructional Certification

N.J.A.C. 6A:9-11.1 et seq. Exceptions for the Requirements for the Instructional Certificate

N.J.A.C. 6A:9-12.1 et seq. Requirements for Administrative Certification

N.J.A.C. 6A:32 -4.1 Employment of teaching staff

N.J.A.C. 6A:32 -4.8 Support residencies for regularly certified, inexperienced first ~~Chief~~ School Administrators

N.J.A.C. 6A:32-5.1 Standards for determining seniority

42 U.S.C.A. 2000e et seq. - Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunities Act of 1972

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

8 U.S.C.A. 1100 et seq. - Immigration Reform and Control Act of 1986

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

No Child Left Behind Act of 2001, Pub. L. 107-110 20 U.S.C.A. 6301 et seq.

Old Bridge Education Association v. Old Bridge Township Bd. of Ed., 1986 S.L.D. 1917

Taxman v. Piscataway Bd. of Ed., 91 F. 3d 1547 (3d Cir. 1996)

The Comprehensive Equity Plan, New Jersey Department of Education

Possible

Cross References: 2130 Administrative staff

*2131 Lead person

4000 Concepts and roles in personnel

*4111.1 Nondiscrimination/affirmative action

*4112.2 Certification

*4112.4 Employee health

4112.5 Criminal history check

*4112.6 Personnel records

*4112.8 Nepotism

*4121 Substitute teachers

*4222 Noninstructional aides

*5120 Assessment of individual needs

*6010 Goals and objectives

*Indicates policy is included in the Critical Policy Reference Manual.

HOPE ACADEMY CHARTER SCHOOL
Asbury Park, New Jersey

FILE CODE: 4111.2
 Monitored
 Mandated
 Other Reasons

Policy

“WORK FROM HOME” POLICY

Work from home for a continuous or specific, limited period of time is not a benefit or entitlement. In evaluating a work-from-home request, the needs of the school must take first priority. Positions must be evaluated based on such factors, as type of service provided, types of tasks performed, task interdependence and the operational needs of the particular division (i.e. classroom teacher or administrative). The criteria for a work from home arrangement is dependent upon the presentation of a doctor's request for an at home working arrangement due to a serious medical need.

WORK FROM HOME CRITERIA

To be eligible to work from home, an employee must, among other things: (1) have portable job duties; (2) have a work site and equipment (telephone, Internet, supplies, etc.) suitable for working at home; and (3) be able to work independently and productively.

Some positions, responsibilities and projects are more suitable for working from home than others and may be appropriate to maintain business continuity in the event of a medical emergency or as part of a flexible work arrangement. Also, responsibilities that do not require face-to-face interaction, require minimal supervision, involve the extensive use of computers and/or telephones, and have clearly defined and easily measurable tasks are more appropriate for a work from home arrangement. Administration must examine the distinct activities, functions and tasks to determine whether a work from home arrangement is appropriate.

WORK SCHEDULE

As is required for the school worksite, administration will establish the employee's home/work schedule; the employee will document all time worked and account for hours not worked with the appropriate leave designations (i.e., sick time, vacation, leave without pay, etc.). The employee will not provide primary child or other care during work hours; formal care arrangements must be maintained during working hours.

WORK AT HOME DOCUMENTATION

Administration must complete the Work From Home Approval Form. Work from home documentation must include the following components:

1. A description of the work to be accomplished as well as clearly defined performance requirements that are measurable and results oriented, especially when the work differs from the employee's regular job description and performance plan
2. The work schedule
3. A telephone number where the employee can be reached during the agreed-upon work schedule
4. If school equipment is used at home, a record of such equipment

In the event of an emergency closure or situation for which the Work From Home Approval Form cannot be formalized ahead of time, the work at home approval must be documented in an email between the employee and administration.

SECURITY

All school information security and records management and retention policies that apply at the regular school worksite apply when the employee works from home.

POLICIES

Whether or not specifically articulated in these Procedures, work from home employees are subject to the same federal and State of New Jersey laws, policies and procedures applicable to employees at the regular school worksite.

LIABILITY

Hope Academy Charter School (HACS) is not liable for injuries to third persons, including family members, at the home worksite. HACS is not liable for damages to the employee's personal or real property.

HOPE ACADEMY CHARTER SCHOOL
Asbury Park, New Jersey

FILE CODE: 4112.2
 X **Monitored**
 Mandated
 Other Reasons

Policy

CERTIFICATION

The certification of teachers and other personnel in the public schools of New Jersey is a protective measure for the children, the community, and the staff members themselves. All personnel hired shall have proper certification as required by the State Board of Education. The lead person will take appropriate steps to avoid the employment of teachers with revoked or suspended certificates.

Validity of certification must be verified with the county office.

The lead person must receive valid evidence of proper certification or qualifications to pursue the alternative route to certification before presenting a candidate to the board.

Reporting of Arrests, Charges and Indictments

All certificated staff members who are charged, arrested or indicted for a crime or offense must submit a report to the lead person of the charge, arrest or indictment, including (but not limited to) disorderly persons offenses and drunk driving arrests. This reporting requirement pertains to both in-state and out-of-state offenses and crimes. Pursuant to N.J.A.C. 6A:9-17.1(c) the employee will make the report within fourteen (14) days. The staff member shall also report the disposition of any charges within seven (7) days of the disposition.

Failure to comply with these reporting requirements may be deemed "just cause" to revoke or suspend the certificate(s) of any certificate holder pursuant to N.J.A.C. 6A:9-17.5.

The lead person will make these requirements known to all new employees and to all employees on an annual basis.

Provisionally Certified Teachers

The board of trustees encourages the employment of provisionally certified teachers for service in their first and second years of employment. The building Chief School Administrator or other appropriately certified administrator shall observe and evaluate all provisionally certified teachers in the first year of employment in conformance with the schedule described in the administrative code.

Mentoring Novice Teachers

In order to enhance student achievement of the CCCS by enhancing the skills of inexperienced teachers, identifying exemplary teaching skills and practices necessary for excellent teaching and assist novice

teachers in adjusting to the challenges of teaching, the board shall ensure the development of a mentoring plan for all novice teachers employed in the school.

The plan shall provide each novice teacher with in-person contact with a mentor teacher (who may be a retired teacher or administrator) who shall provide confidential support and guidance to the novice teacher. The plan shall be developed by the local Professional Development Committee, approved by the board, and aligned with the professional standards for teachers as set forth in administrative code. Included in the plan shall be criteria for selection and training of mentor teachers. Implementation of the school mentor plan shall be in compliance with the administrative code.

The board shall annually submit a report with required data to the State Department of Education on the effectiveness of the local mentoring plan. State funds appropriated for the novice teacher-mentoring program shall be applied in accordance with law and code.

Special Education

All personnel serving students with disabilities shall be appropriately certified and licensed, where a license is required.

Adopted: April 2010
Revised: March 31, 2011

Key Words

Certificates, Certification

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:6-38	Powers and duties of the board; issuance and revocation of certificate; rules and regulations
	<u>N.J.S.A.</u> 18A:6-39	Issuance of certificates to non-citizens
	<u>N.J.S.A.</u> 18A:6-76.1	Deadlines for notification to students of requirements of provisional certificate and induction program; submission of induction program plan to school districts and Department of Education; coordination of mentor training program
	<u>N.J.S.A.</u> 18A:26-1, -2,-8.1,-9	Citizenship of teachers, etc.
Chief School Administrator	<u>N.J.S.A.</u> 18A:26-2.1 <u>et al.</u>	Supervisory certificate required for appointment as of athletics
	<u>N.J.S.A.</u> 18A:27-2	Employment without certificate prohibited
	<u>N.J.S.A.</u> 18A:29-1	Uncertified teacher denied salary
	<u>N.J.S.A.</u> 18A:40A-4	Pre-service training of future teachers; teaching certificate requirements
	<u>N.J.A.C.</u> 6:30-2.1(a)8	Purpose and program descriptions (Adult education programs)
	<u>N.J.A.C.</u> 6A:9-1.1 <u>et seq.</u>	Professional Licensure and Standards
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:9-3.3, 6A:9-8.4	
	<u>N.J.A.C.</u> 6A:9-17 <u>et seq.</u>	Certificate Holders
	<u>See particularly</u>	
	<u>N.J.A.C.</u> 6A:9-17.1, 6A:9-17.3, 6A:9-17-4(a)	
	<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	
	Special Education	
	<u>N.J.A.C.</u> 6A:32-4.1(d)	Employment of teaching staff

N.J.A.C. 6A:32-12.1 et seq. Reporting requirements

Old Bridge Education Association v. Old Bridge Township Bd. of Ed., 1986 S.L.D. 1917

Possible

<u>Cross References:</u>	*2131	Lead person
	4010	Goals and objectives
	*4111	Recruitment, selection and hiring
	6130	Organizational plan
	*6141	Curriculum design/development
	*6142.1	Family life education
	*6156	Instructional planning/scheduling
	*6163.1	Media center/library
	*6164.2	Guidance services
	*6171.4	Special education
	*6200	Adult/community education

*Indicates policy is included in the Critical Policy Reference Manual.

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 4112.4/4212.4

<u> </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

Policy

EMPLOYEE HEALTH

Examinations

When a candidate has been given a conditional offer of employment, he/she shall be required to submit to a medical evaluation and a physical examination. This physical examination may include testing for controlled dangerous substances as they are defined in the criminal code. Elements of the examination of newly employed staff shall include but not be limited to those physical exam elements listed in administrative code.

Employees may be required to undergo an annual physical examination.

The results of all required employee medical examinations shall be made known to the Chief School Administrator on a confidential basis, discussed with the employee, and made a part of his/her confidential medical record. Records and reports of examinations shall be filed with the school medical inspector as confidential information but shall be available to and reported to appropriate health agencies as required by law.

In the event an employee of the board has been determined to have a mental abnormality or communicable disease or exhibits symptoms of substance abuse and, if in the opinion of the school medical inspector such condition makes the employee unfit for continued employment, the board may remove the employee from further service as provided by law or grant leave as provided by law during the period of unfitness. An employee determined to be unfit must provide the board with satisfactory proof of recovery before reinstatement will be allowed.

In order to protect the students and staff in the school, all regulations of the State Department of Education, the State Department of Health and the local board of health shall be scrupulously observed, particularly those dealing with contagious/infectious diseases. Staff who has been identified as having a communicable disease shall not be permitted continued employment unless they qualify under the above agencies' rules pertaining to periods of incubation, communicability, quarantine and reporting.

When required examinations are performed by a physician designated by the board, the board shall bear the expense. Should an employee prefer to see his/her own physician, with board approval, the employee shall bear the expense.

Occupational Containment of Bloodborne Pathogens

The board is committed to provide a safe and healthful work environment for staff. In pursuit of this endeavor, an Exposure Control Plan (ECP) shall be provided to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with federal regulations.

The ECP is a key document to assist the school in implementing and ensuring compliance with the OSHA bloodborne pathogens standard, thereby protecting employees. This ECP includes:

- A. Identification of tasks, procedures and job classifications where occupational exposure to blood occurs;
- B. Procedures for evaluating the circumstances surrounding an exposure incident; and
- C. The schedule and method for implementing the specific sections of the standard, including:
 - 1. Methods of compliance;
 - 2. Hepatitis B vaccination;
 - 3. Post-exposure evaluation and follow-up;
 - 4. Hazard communication requirements;
 - 5. Effective employee training;
 - 6. Recordkeeping.

The ECP shall be reviewed annually to ensure that it reflects use of the most current medical technology.

Implementation and Dissemination

The Chief School Administrator in consultation with the school medical inspector shall prepare regulations to implement this policy in compliance with law and code. All employees shall receive this policy and be made aware of all requirements for health examinations.

Employees with a signed contract for the following school year are provided with insurance for July and August. If employee leaves before starting September 1, they will have to reimburse school for medical/dental premium costs for July and August the school has incurred.

Medical coverage ends on June 30th for 10-month teachers/employees not returning September 1.

NJSBA Review/Update: April 2010
Adopted: June 2010
Revised and Readopted: June 2014

Key Words

Physical Examinations, Health Examinations, Employee Physicals, Nondiscrimination, Psychological Examinations, Bloodborne Pathogens

Legal References:	<u>N.J.S.A.</u> 2C:35-1 <u>et seq.</u>	Comprehensive Drug Reform Act of 1987
	<u>N.J.S.A.</u> 18A:16-2	Physical examinations; requirement
	<u>N.J.S.A.</u> 18A:16-3	Character of examinations
	<u>N.J.S.A.</u> 18A:16-4	Sick leave; dismissal
	<u>N.J.S.A.</u> 18A:16-5	Records of examinations
	<u>N.J.S.A.</u> 18A:40-10	Exclusion of teachers and students exposed to disease
	<u>N.J.S.A.</u> 18A:66-39	Disability retirement
	<u>N.J.S.A.</u> 26:4-1	"Communicable disease" defined
	<u>N.J.S.A.</u> 26:4-6	Prohibiting attendance of teachers or students
	<u>N.J.S.A.</u> 26:4-15	Reporting of communicable diseases by physicians
	<u>N.J.S.A.</u> 26:5c-1 <u>et seq.</u>	AIDS Assistance Act
	<u>N.J.A.C.</u> 6A:16-1.4 <u>et seq.</u>	District policies and procedures
	<u>N.J.A.C.</u> 6A:16-2.1	Health services policy and procedure requirements
	<u>N.J.A.C.</u> 6A:32-6.1 <u>et seq.</u>	School Employee Physical Examinations
	<u>N.J.A.C.</u> 8:61-1.1 <u>et seq.</u>	Participation and Attendance at School by Individuals with HIV Infection
	<u>N.J.A.C.</u> 12:100-4.2	Safety and Health Standards for Public Employees (Adoption by reference)

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

29 CFR 1910.1030 - Bloodborne Pathogen Standard

School Board of Nassau County v. Arline, 480 U.S. 273 (1987)

Elizabeth v. Elizabeth Fire Officers Association, 10 NJPER 15022

HIV Policy and Practice: Regulatory Requirements for New Jersey Public Schools, SDOE Division of Student Services, Sept. 1996, Doc. #P101400-31

Possible

Cross References:	*4111	Recruitment, selection and hiring
	*4112.6	Personnel records
	4117.50	Standards for staff discipline
	4117.52	Dismissal/suspension
	*4119.23	Employee substance abuse
	4150	Leaves

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

PERSONNEL RECORDS

Orderly administration of the school and compliance with state and federal law require the compilation of information about all employees of the school. The board of trustees recognizes that there is a distinction between those personnel records that are clearly a matter of public concern, and those that must be considered privileged until such time as they are opened to the public by the Commissioner of Education or the courts.

The Chief School Administrator shall consult with the board attorney regarding which personnel records are mandated to be kept by law, and those to be kept for administrative purposes. The Chief School Administrator and the board attorney shall be responsible for limiting administrative records to those that are consistent with New Jersey and federal law.

In accordance with federal law, the Chief School Administrator shall establish procedures to release information upon request regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents/guardians for any teacher or paraprofessional who is employed by a school receiving Title funds and who provides ins

The Chief School Administrator shall establish the necessary regulations for maintaining both public and confidential employee records.

- A. The public file shall consist of an alphabetic index of all those presently employed by the school in whatever capacity. The information in this file shall be limited to name, title, position, salary, payroll record, length of service, and, if applicable, date of separation and rehire. The Chief School Administrator shall devise procedures for making this file available to the public in accordance with the Open Public Records Act.
- B. The confidential file shall consist of an individual personnel folder for each current employee. The information in this file shall include all records mandated by state and federal law; evaluation of performance; record of attendance; original application filed by the employee; original salary and increments; date of tenure; notations of commendation and disciplinary actions consistent with law. This file is available for examination:
 - 1. At any time, by the Chief School Administrator or the supervisory personnel he/she designates;
 - 2. During regular business hours, by the employee or his/her personally authorized representative, in accordance with regulations;
 - 3. During regular business hours, or at any meeting of the board or any committee thereof, by any member of the board when necessary to make an informed decision regarding any assigned board responsibility or duty.
- C. Employee health records shall be maintained separately from other personnel files and in strict confidentiality. Only the employee, the chief medical inspector and the Chief School Administrator shall have access to an employee's medical file. To assure ready access in a medical emergency, the section of the medial record that contains the health history may also be shared with the building Chief School Administrator and the school nurse with the consent of the employee.
- D. Staff emergency contact cards for all employees shall be maintained by the Chief School

Administrator and updated annually.

NJSBA Review/Update: April 2010

Adopted: June 2010

Key Words

Records, Personnel Records, Employee Records

Legal References: N.J.S.A. 18A:6-7 Oaths of persons employed in teaching capacities

N.J.S.A. 18A:6-7a Removal from personnel files of reference to complaint of child abuse or neglect determined to be unfounded

N.J.S.A. 18A:6-11 Written charges; written statement of evidence; filing; statement of position by employee; certification of determination; notice

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

N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

N.J.S.A. 47:1A et seq. Examination and copies of public records ("Open Public Records Act")

N.J.S.A. 47:3-15 et seq. Destruction of Public Records Law

N.J.A.C. 6A:32-6.1 et seq. School Employee Physical Examinations

N.J.A.C. 12:100-4.2 Safety and health standards for public employees
occupational exposure to bloodborne pathogens
(Adoption by reference)

29 CFR 1910.1030 - Bloodborne Pathogen Standard

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Executive Order No. 9, September 30, 1963; modified by Executive Order No. 11, November 15, 1974

Citizens for Better Education v. Camden Bd. of Ed., 124 N.J. Super. 523 (App. Div. 1973)

Trenton Times Corp. v. Trenton Bd. of Ed., 138 N.J. Super. 357 (App. Div. 1976)

Nero v. Hyland, 76 N.J. 213 (1978), rev'd 146 N.J. Super. 46 (App. Div. 1977), 136 N.J. Super. 537 (Law Div. 1975)

Brick Township Education Association v. Brick Township Bd. of Ed., 1974 S.L.D. 111

Sayreville Education Association v. Sayreville Bd. of Ed., S.L.D. 197

White v. Galloway Township Bd. of Ed., 1977 S.L.D. 900, aff'd St. Bd. 1977 S.L.D. 903

Witchel v. Cannici and the Passaic Bd. of Ed., 1966 S.L.D. 159

Mendell v. Cimmino and the Kinnelon Bd. of Ed., 1970 S.L.D. 185

Cordano v. Weehawken Bd. of Ed., 1974 S.L.D. 316, appeal dismissed St. Bd. 1974 S.L.D. 323

Horner v. Kingsway Regional Board of Education, 1990 S.L.D. 752

Lacey Township Board of Education v. Lacey Township Education Association, 130 N.J. 312 (1992)

Beatty v. Chester 1999 S.L.D. August 31

Ciambrone v. Bloomingdale 2000 S.L.D. May 7

Possible

<u>Cross References:</u>	*3570	School records and reports
	*4111	Recruitment, selection and hiring
	*4112.4	Employee health
	*4115	Supervision
	*4116	Evaluation
	*5141.4	Child abuse and neglect

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

ASSIGNMENT; TRANSFER

The Chief School Administrator shall make certified staff assignments in the manner best calculated, in his/her judgment, to enhance the educational program.

Teaching, supervisory, administrative and support personnel are subject to assignment and transfer after recommendation of the Chief School Administrator and approval by the board of trustees. Procedures for such transfers shall comply with provisions of current negotiated agreements and state and federal law. Disciplinary transfers are prohibited. Particular attention shall be paid to ensuring to the extent possible that there shall be equivalence of teachers and administrative staff among the schools. Discrimination in assignment, transfer and promotion shall not be tolerated (see 2224, 4111 and 4111.1).

NJSBA Review/Update: April 2010

Adopted: June 2010

Key Words

Personnel Assignment, Personnel Transfer, Assignment and Transfer, Assignment, Transfer

Legal References:	<u>N.J.S.A.</u> 18A:25-1	Transfer of teaching staff members
	<u>N.J.S.A.</u> 18A:27-4	Power of boards of education to make rules governing employment of teacher, etc.; employment thereunder
	<u>N.J.S.A.</u> 18A:27-4.1	Appointment, transfer, removal, or renewal of officers and employees; exceptions
	<u>N.J.S.A.</u> 18A:59-1 through -3	Apportionment and distribution of federal funds; exceptions
	<u>N.J.S.A.</u> 34:13A-1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.S.A.</u> 34:13A-23, -25, -27, -29	New Jersey Employer-Employee Relations Act
	<u>N.J.A.C.</u> 6A:7-1.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:32-14.1	Managing for Equality and Equity in Education Review of mandated programs and services

42 U.S.C.A. 2000d - 2000d4 - Title VI of the Civil Rights Act of 1964

20 U.S.C.A. 1681 - Title IX of the Education Amendments of 1972

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act

of Hawkins-Stafford Elementary and Secondary School Improvement Amendments
 1988 (P.L. 100-297)
 34 CFR 200.1 to 200.89 - Part 200
 34 CFR Part 204
Ridgefield Park Education Association v. Ridgefield Park Board of Education, 78
N.J. 144 (1978)

Division The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

Cross References:

*2224	Nondiscrimination/affirmative action
*3220/3230	State funds; federal funds
*4111	Recruitment, selection and hiring
*4111.1	Nondiscrimination/affirmative action
*4131/4131.1	Staff development; inserviceeducation/visitations/conferences
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6141	Curriculum design/development
*6145	Extracurricular activities
*6160	Instructional services and resources
*6171.3	At-risk and Title 1
*6171.4	Special education

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

SUPERVISION

The Hope Academy Board of Trustees acknowledges that the purpose of supervision is to improve teacher performance in the classroom so that all students have an opportunity to achieve the Core Curriculum Content Standards.

Each teacher employed in this school as of the effective date specified in code shall be responsible for fulfilling requirements for continuing education and for making annual progress toward the goal

of 100 clock hours of state-approved professional development every five years. Each teacher's professional improvement plan (PIP) shall incorporate appropriate steps toward this goal and shall be designed to assist teachers in obtaining and maintaining the knowledge and skills essential to student achievement of the CCSS. The professional improvement plan shall describe specific activities designed to provide guidance for that teacher in improving his/her performance. Such activities may include, but are not limited to, seminars, course work, day-long workshops, and classes on certain instructional approaches. Although supervisors shall develop professional improvement plans in collaboration with teachers, the Chief School Administrator shall maintain final authority in determining their appropriate content.

Supervisory assistance and support in achieving the 100 clock hours of state-approved continuing education shall be offered in the context of the school's evaluation process, negotiated agreements, other policies, student safety and well-being, continuity of instruction, and budgetary constraints.

The CSA shall develop procedures for supervision of the teaching and administrative staff in performance of their duties that shall not be limited to the observations required for evaluation. Such supervision may include, but need not be limited to, review of lesson plans and teacher-made examinations; regularly scheduled curriculum conferences; and brief, informal classroom observations. The supervisor shall note the teacher's satisfactory fulfillment or non-fulfillment of continuing education requirements identified in the professional improvement plan.

This policy shall be distributed to each teaching staff member at the beginning of his/her employment.

NJSBA Review/Update: April 2010

Adopted: June 2010

Key Words

Continuing Education, Professional Improvement Plans, Personnel Supervision, Supervision

Legal References: N.J.S.A. 18A:4-15 General rule-making power
N.J.S.A. 18A:4-16 Incidental powers conferred
N.J.S.A. 18A:6-10 et seq. Dismissal and reduction in compensation of persons

	under tenure in public school system ...
<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:27-3.1	
through -3.3	Non-tenured teaching staff; observation and evaluation; conference; purpose ...
<u>N.J.S.A.</u> 18A:28-5	Tenure of teaching staff members
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
<u>N.J.A.C.</u> 6:30-2.1(a)8	Purpose and program descriptions
<u>N.J.A.C.</u> 6A:9-15.1 <u>et seq.</u>	Required Professional Development for Teachers
<u>N.J.A.C.</u> 6A:32-4.4	Evaluation of tenured teaching staff member
<u>N.J.A.C.</u> 6A:32-4.5	Supervision of instruction: observation and evaluation of nontenured teaching staff members

Possible

Cross References:

*2131	Chief School Administrator
4000	Concepts and roles in personnel
4010	Goals and objectives
*4112.6	Personnel records
*4116	Evaluation
*4117.41	Nonrenewal
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4215	Supervision
*4216	Evaluation
*6143.1	Lesson plans

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

Teacher Evaluation System

Introduction

As part of the federal requirements for states' receiving funding under Phase 2 of the State Fiscal Stabilization Funds Program, all school districts in New Jersey are providing information to the public on procedures they use to evaluate teachers and Chief School Administrators. The information presented below will help you understand Hope Academy's policies and procedures for evaluating teachers.

Section 1: Description of Teacher Evaluation System

Policy 4116: EVALUATION

The Hope Academy Board of Trustees believes that the effective evaluation of all staff, including after school program staff, is essential to the achievement of the educational goals of this school, including student achievement of the Common Core Standards. The purpose of this evaluation is to promote professional excellence and improve the skills of teaching staff members; improve student learning and growth; and provide a basis for the review of staff performance.

The board encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is considered of major importance. Therefore, the administration has developed evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

The evaluation procedures shall provide continuous, constructive, cooperative interaction and communication between the staff member and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of staff members shall be in compliance with law and regulation.

The CSA shall provide each staff member with a copy of this policy statement, his/her job description, and his/her evaluation criteria annually by October 1, and shall distribute any amendments to those documents within 10 working days of their becoming effective. Evaluations shall be completed before April 30 in compliance with law.

The preparation by the supervisor of an annual written performance report which shall include the annual evaluation of staff.

Teaching Staff

Each tenured teaching staff member who will be evaluated in accordance with board Policy 4116 and shall be evaluated minimally annually, but not to exceed three times per year, by appropriately certified and trained administrators or supervisors against criteria that evolve logically from the instructional priorities and program objectives set forth in the teaching staff member's job description and the NJ Teaching Standards. Non-tenured teaching staff members shall be observed and evaluated at least three times each year by properly certified school staff.

All evaluative procedures shall include review of each teacher's progress toward achievement of the state-required goal of 100 clock hours of professional development every five years. Evaluative procedures shall recognize that the purpose of this goal is to assist teaching staff in obtaining and maintaining the essential knowledge and skills essential to student achievement of the state's Core

Curriculum Content Standards. In any instance where an individual teacher fails to make annual progress toward meeting the 100-hour requirement, or where a professional fails to satisfy the requirement fully within the five-year period, the school administration shall take appropriate remedial action, applying sound and accepted principles of progressive supervision as well as by using existing laws and rules to the fullest extent.

The school administration shall recognize each teacher's fulfillment of the continuing education requirement. For evaluative purposes, a teacher has fulfilled his/her professional improvement plan when he/she has demonstrated satisfactory progress toward achievement of the curriculum standards, as well as the educational goals of this school.

At the end of the first five-year cycle, the school administration shall annually report all instances of noncompliance and actions taken to address them to the State Department of Education. The board of education shall cooperate with the County Professional Development Board and the Executive County Superintendent in evaluating its program and progress toward goals.

The Chief School Administrator shall report at least annually on the effectiveness of the evaluation system and shall recommend means to improve it whenever desirable.

The Chief School Administrator shall, in the implementation of this policy, develop procedures in consultation with teaching staff members for:

- A. The collection and reporting of data that are appropriate to the job description and minimally include the observation of classroom instruction;
- B. Observation conferences between the teaching staff member and the supervisor; the preparation of a written evaluation for each of the three observations of non-tenured staff members; and an evaluation for each observation of a tenured staff member;
- C. The preparation of individual professional improvement plans that include specific guidance to the teacher on activities that would contribute to his/her obtaining and maintaining the essential knowledge and skills essential to student achievement of the state's core curriculum standards;
- D. The preparation by the supervisor of an annual written performance report which shall include the annual evaluation of the teacher, an individual professional improvement plan developed by the staff member and the supervisor, and a summary of the results of the formal and informal assessment of his/her students along with a statement of how these indicators relate to the effectiveness of the overall program and the performance of the staff member;
- E. The conduct of the annual summary conference; and
- F. The signing of the annual written performance report by the properly certified supervisor/evaluator and the staff member.

All such procedures shall conform to law.

This policy and related procedures shall be reviewed at least yearly, and any necessary revisions made before re-adoption by the board.

NJSBA Review/Update: April 2010

Adopted: June 2010

Revised and Adopted: August 25, 2011

Revised and Adopted: October 5, 2011

Key Words

Evaluation, Teacher Evaluation, Personnel Evaluation

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:4-15 <u>N.J.S.A.</u> 18A:4-16 <u>N.J.S.A.</u> 18A:6-10 <u>et seq.</u> <u>N.J.S.A.</u> 18A:27-3.1 through -3.3 <u>N.J.S.A.</u> 18A:27-10 <u>et seq.</u> <u>N.J.S.A.</u> 18A:28-5 <u>N.J.S.A.</u> 18A:29-14 <u>N.J.A.C.</u> 6:30-2.1(a)8 <u>N.J.A.C.</u> 6A:9-15.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:32-4.1(e) (f) <u>N.J.A.C.</u> 6A:32-4.4 <u>N.J.A.C.</u> 6A:32-4.5 <u>N.J.A.C.</u> 6A:32-4.6 <u>N.J.A.C.</u> 6A:32-5.1 <u>et seq.</u>	General rule-making power Incidental powers conferred Dismissal and reduction in compensation of persons under tenure in public school system Non-tenured teaching staff; observation and evaluation; conference; purpose Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31 Tenure of teaching staff members Withholding increments; causes; notice of appeals Purpose and program descriptions Required Professional Development for Teachers Employment of teaching staff Evaluation of tenured teaching staff members Evaluation of nontenured teaching staff members Procedure for appearance of nontenured teaching staff members before a district board of education upon receipt of a notice of nonreemployment Standards for determining seniority
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Lacey Township Bd. of Ed. v. Lacey Township Education Association, 130 N.J. 312 (1992), aff'g 259 N.J. Super. 397 (App. Div. 1991)

Possible

<u>Cross References:</u>	*2131 4000 4010 *4112.6 *4115 *4117.41 *4131/4131.1 *4215 *4216 *6143.1	Chief School Administrator Concepts and roles in personnel Goals and objectives Personnel records Supervision Nonrenewal Staff development; inservice education/visitations/conferences Supervision Evaluation Lesson plans
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Policy

CONDUCT AND DRESS

The Hope Academy Board of Trustees expects staff conduct to be that of appropriate role models for students.

The board expects all staff members to be neatly groomed and dressed in clothing suitable for the subject of instruction, the work being performed, or the occasion.

The board retains the authority to specify the following dress and grooming guidelines for staff, within law, that will prevent such matters from having an adverse impact on the educational process. All staff members shall, when assigned to school duty:

- A. Be physically clean, neat and well groomed;
- B. Dress in a manner reflecting their assignments;
- C. Dress in a manner that does not cause damage to school property;
- D. Dress and be groomed in such a way so as not to cause a health or safety hazard.

If a staff member feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request shall be made to the Chief School Administrator.

Unbecoming Conduct

When an employee, either within the school or outside normal duties, creates conditions under which the proper operation of the schools is affected, the board upon recommendation of the Chief School Administrator and in accordance with statute shall determine whether such acts or lack of actions constitute conduct unbecoming a school employee, and if so, will proceed against the employee in accordance with law.

Unbecoming conduct sufficient to warrant board review may result from a single flagrant incident or from a series of incidents.

NJSBA Review/Update: April 2010

Adopted: June 2010

Key Words

Employee Conduct, Employee Dress

Legal References: N.J.S.A. 18A:6-10 Dismissal and reduction in compensation of persons under

tenure in public school system

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

N.J.S.A. 18A:27-4 Power of boards of education to make rules governing
employment of teacher, etc., employment thereunder

Hicks v. Pemberton Bd. of Ed., 1975 S.L.D. 332

Quiroli v. Linwood Bd. of Ed., 1974 S.L.D. 1035

Carlstadt Teachers Ass'n v. Carlstadt Bd. of Ed., App. Div., unreported decision
(docket no. A-1469-80-T4, decided March 26, 1982), 1982 S.L.D. 1448

Possible

<u>Cross References:</u>	4117.50	Standards for staff discipline
	4119.2	Responsibilities
	*4119.21	Conflict of interest
	*4119.23	Employee substance abuse
	4119.24	Staff/student relations
	*4138	Nonschool employment
	*4138.2	Private tutoring
	*6144	Controversial issues

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

SUBSTITUTE TEACHERS

The lead person shall make provision to employ the services of substitute teachers in order to maintain the effective operation of the educational program.

The board shall approve potential substitute personnel and the positions in which they may substitute.

Teacher substitutes must have at least a valid substitute teaching credential issued by the Executive County Superintendent, and preferably hold a degree.

Any substitute teacher shall be entitled only to the wages approved by the board on a per diem basis, and to no other benefits.

Persons employed as aides may not perform as substitutes for professional employees unless they are board -approved substitute teachers.

The lead person shall recruit, screen and recommend to the board candidates for employment as instructional substitutes. He/she shall:

- A. Develop procedures for the assignment of substitutes;
- B. Develop methods of evaluating substitute teachers and recommend the retention on the board's approved substitute list of those substitutes who have performed their duties satisfactorily.

Vacant Positions and Use of Substitutes

It is the goal of the school to provide continuity in the educational program by employing permanent qualified teaching staff. When a position in the school is vacant, the school shall observe the limits as provided for in law, in the employment of substitute teachers.

Definitions

- A. A *Substitute Credential* allows the holder to temporarily perform the duties of a fully licensed and regularly employed teacher.
- A. B. A *Certificate of Eligibility (CE)* is a credential with lifetime validity issued to persons who have completed a degree program of academic study and the applicable test requirements for certification. The CE permits the applicant to seek and accept employment in positions requiring certification through the State Alternate Route Program.

A *Certificate of Eligibility with Advanced Standing (CEAS)* is a credential with lifetime validity issued to persons who have completed a degree program of academic study and the applicable test requirements and traditional professional preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.

Limits on Filling Vacant Teaching Positions with Substitutes

A vacant teaching position shall not be filled in any school year by one or more individuals:

- A. A. Holding a substitute credential issued by the State Board of Education for a total amount of

time exceeding 20 school days (N.J.S.A. 18A:16-1.1a);

- B. B. Employed as a substitute teacher, holding a certificate of eligibility (CE) or a certificate of eligibility with advanced standing (CEAS) issued by the State Board of Examiners and *working in an area authorized by their credentials* for a total amount of time exceeding 60 school days (N.J.S.A. 18A:16-1.1b). If the substitute is employed more than 60 days, compensation shall be adjusted on a pro-rata basis, consistent with the salary provided to a teacher with similar credentials employed by the school;
- A. C. Employed as a substitute teacher, holding a certificate of eligibility (CE) or a certificate of eligibility with advanced standing (CEAS) issued by the State Board of Examiners and *working in an area not authorized by their credentials* for a total amount of time exceeding 20 school days (N.J.S.A. 18A:16-1.1c);
- A. D. Employed as a substitute teacher and holding a standard instructional certificate issued by the State Board of Examiners and *working in an area not authorized by their credentials* for a total amount of time exceeding 40 school days (N.J.S.A. 18A:16-1.1d).

The executive county superintendent of schools may grant an extension of time in accordance with law, upon written application from the school demonstrating the school's inability to hire an appropriately certified teacher for the vacant position within the original time limit.

Adopted: June 2014
NJSBA Review/Update: May 2014
Readopted:

Key Words

Substitute Teachers, Vacant Position, Vacancy, Long Term Substitute

Legal References:	<u>N.J.S.A.</u> 18A:6 -7.1	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception ...
	through -7.5	
	<u>N.J.S.A.</u> 18A:16 -1.1	May appoint temporary officers and employees
	<u>See Particularly:</u>	
	<u>N.J.S.A.</u> 18A:16 -1.1a	
	through -1.1d	
	<u>N.J.S.A.</u> 18A:27 -4	Power of boards of education to make rules governing employment of teacher, etc.
	<u>N.J.S.A.</u> 18A:27 -4.1	Appointment, transfer, removal, or renewal of officers and employees; exceptions
	<u>N.J.S.A.</u> 18A:29 -16	Emergency certificates; day
	<u>N.J.A.C.</u> 6A:9 -6.5	County substitute credential
	<u>N.J.A.C.</u> 6A:32-6.1 et seq.	School Employee Physical Examinations

P.L. 2010, c. 97, (N.J.S.A. 18A:16-1.1a) limits long term (over 20 days) employment of substitutes.

8 U.S.C.A. 1100 et seq. - Immigration Reform and Control Act of 1986

Sayreville Education Assoc. on behalf of Rucki et. al. v. Board of Education of the Borough of Sayreville, 193 N.J. Super. 390 (App.Div. 1984)

Lammers v. Board of Education of Borough of Point Pleasant, 260 N.J. Super. 390 (App.Div. 1992)

Possible

- Cross References:** *4111 Recruitment, selection and hiring
 *4112.2 Certification
 *4112.4 Employee health

*Indicates policy is included in the Critical Policy Reference Manual.

Hope Academy Charter School Policy Manual
Asbury Park, New Jersey

FILE CODE: 4131/4131.1

<u> X </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

Policy

STAFF DEVELOPMENT; INSERVICE EDUCATION/VISITATIONS/CONFERENCES

The Hope Academy Board of Trustees recognizes its legal obligation to provide inservice activities to further the ability of the teaching staff to progress toward achievement of Hope Academy Charter School goals and objectives. It is of particular concern to the board that continuing education for teaching staff provide demonstrable contributions toward student achievement of the Core Curriculum Content Standards.

The CSA shall develop a comprehensive management system for staff professional improvement and shall assist staff members in the area of professional improvement by providing relevant information regarding workshops, professional meetings and course offerings.

To be in compliance with state requirements, each teacher employed in this school as of the effective date specified in code shall complete 100 clock hours of state-approved continuing professional development and/or inservice every five years. Appropriate steps toward achieving this goal shall be included in the content of each teaching staff member's annual professional improvement plan. It is the individual teacher's responsibility in accordance with school policies, to assure that a teacher meets the professional development requirement. There is no mandated financial obligation on the part of the school.

The 100-hour requirement may be satisfied through a combination of state-approved experiences including: formal courses and conferences sponsored by colleges, district boards of education, professional associations, training organizations or other entities recommended by the Professional Teaching Standards Board and approved by the Commissioner of Education. Part or all of the 100-hour requirement may be satisfied through an inservice program that has been approved by the County Professional Development Board under standards established by the Commissioner based on the recommendation of the Professional Teaching Standards Board. Completion of each actual hour of approved training shall satisfy the requirement for one hour of continuing education.

In accordance with administrative code, the board shall establish a Professional Development Committee in order to assess inservice needs and professional development opportunities and to plan and implement professional development programs to assure that the students of this school achieve the Core Curriculum Content Standards. This committee shall be comprised of three teachers and two administrative staff appointed by the Chief School Administrator. Plans developed by the committee shall be submitted for approval to the County Professional Development Board and then to the board of trustees.

The board of trustees reserves the right to deny any plan that fails to advance school goals and objectives; is not conducive to student achievement of the Core Curriculum Content Standards; or

contravenes current negotiated agreements, other board policies, student safety and well-being, continuity of the instructional program, or budgetary constraints.

Staff participation that may require released time and/or financial reimbursement from the board will be determined by the board of trustees after recommendation by the Chief School Administrator.

Staff members who participate in out-of-Hope Academy Charter School programs at board expense shall submit a written report highlighting the main thrust and ideas observed by the participant.

Mandated Inservice Programs

The CSA shall arrange development of appropriate inservice presentations, seminars

and/or workshops on equity issues, special education, child abuse and neglect, suicide prevention, drug/alcohol abuse awareness, handling blood and body fluids, possible hazardous substances in the workplace, crises response, school violence and other topics specifically required by federal or New Jersey law. These required presentations, seminars and/or workshops shall not count automatically toward the required 100 clock hours of continuing education every five years.

Adopted: April 22, 2004

NJSBA Review/Update: April 2010

Readopted:

Key Words

Staff Development, Professional Inservice, Visitations, Conferences, Continuing Education

<u>Legal References:</u>	<u>N.J.S.A. 18A:6-111 et seq.</u>	Instruction in Suicide Prevention
	See particularly:	
	<u>N.J.S.A. 18A:6-112</u>	Instruction in suicide prevention for public school teaching staff
	<u>N.J.S.A. 18A:6-113</u>	Instruction in suicide prevention in public school curriculum
	<u>N.J.S.A. 18A:7A-11</u>	Annual report of local school district; contents;
	<u>See particularly:</u>	annual report of commissioner; report on improvement of basic skills
	<u>N.J.S.A. 18A:7A-11e</u>	
	<u>N.J.S.A. 18A:17-46</u>	Act of violence; report by school employee; notice of action taken; annual report
	<u>N.J.S.A. 18A:27-4</u>	Power of boards of education to make rules governing employment of teacher, etc.;

		employment thereunder
	<u>N.J.S.A.</u> 18A:30-7	Power of boards of education to pay salaries
	<u>N.J.S.A.</u> 18A:31-2	Attendance at conventions of New Jersey Education Association
	<u>N.J.S.A.</u> 18A:40A-3	Initial inservice training programs; curriculum; availability
	<u>See particularly:</u>	
	<u>N.J.S.A.</u> 18A:40A-3a, -18c	
	<u>N.J.S.A.</u> 34:5A-10	Retention of workplace surveys
	<u>N.J.S.A.</u> 34:5A-13	Employee education and training program; certification of instructors
	<u>N.J.A.C.</u> 6A:7-1.6	Professional development
Part B	<u>N.J.A.C.</u> 6A:14-1.2(b)13	District eligibility for assistance under IDEA
	<u>N.J.A.C.</u> 6A:15-1.8	Inservice training
	<u>N.J.A.C.</u> 6A:9-15.1 <u>et seq.</u>	Required Professional Development for Teachers
	<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:16-3.1(a)4, -5.1(d), 6.2(b)12	
Neglect	<u>N.J.A.C.</u> 6A:16-11.1 <u>et seq.</u>	Reporting Allegations of Child Abuse and
Districts	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School
	<u>N.J.A.C.</u> 6A:32-4.1	Employment of teaching staff
	<u>N.J.A.C.</u> 6A:32-4.4	Evaluation of tenured teaching staff members
	<u>N.J.A.C.</u> 6A:32-4.5	Evaluation of nontenured teaching staff members
	<u>No Child Left Behind Act of 2001</u> , Pub. L. 107-110, <u>20 U.S.C.A.</u> 6301 <u>et seq.</u>	

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

<u>Cross References:</u>	*4115	Supervision
	*4116	Evaluation
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5141	Health
	*5141.4	Child abuse and neglect
	*6142.2	English as a second language; bilingual/bicultural
	*6171.3	At-risk and Title 1
	*6171.4	Special education

*Indicates policy is included in the Critical Policy Reference Manual.

PROFESSIONAL DEVELOPMENT/TUITION REIMBURSEMENT POLICY

Professional Development

It is the policy of the Hope Academy Board of Trustees to allow certificated and non-certificated staff members certain out-of-district professional development opportunities.

It is understood and agreed that all courses, seminars, etc. must be pre-approved by the CSA and School Business Administrator to ensure that they are directly related to their work at Hope Academy Charter School. When application is made for approval, all relevant paperwork must be submitted for evaluation.

Tuition Reimbursement

Hope Academy Charter School will reimburse eligible employees for tuition expenses including fees, books, supplies, and the Praxis paid to accredited schools, colleges and universities, as set forth in this policy; if it is determined by the Administration that these courses are necessary for a change in assignment. This also includes reimbursement for the Praxis and supplies.

Maximum Reimbursement

Hope Academy Charter School will reimburse 100% of the tuition cost to employees at the conclusion of a successfully completed course, for a grade no less than "C" (not a "C-") under the following circumstances:

- A. The employee must have the course of study approved prior to the start date by the Chief School Administrator and the School Business Administrator;
- B. The course(s) are required to fulfill the Highly Qualified status for a teaching assignment in Hope Academy Charter School that is initiated by the Chief School Administrator and School Business Administrator.
- C. Hope Academy Charter School will reimburse employees for courses in which the employee can receive a grade of only "PASS" or "FAIL," if there is no other grade option available for the course.
- D. Numerical equivalents of a letter grade may be accepted in lieu of a letter grade, provided Hope Academy Charter School receives what it considers in its sole discretion to be adequate assurances from the accredited institution that the numerical grade is equivalent to a letter grade.

Eligibility

To be eligible for tuition reimbursement under this policy an employee must:

- A. Be a full-time employee;
- B. Have completed a year of service; and
- C. Be on the payroll when the course is completed.

Otherwise eligible employees are or become ineligible for tuition reimbursement under this policy, if:

- A. The employee has received a formal warning within six months prior to his or her request for pre-approval; or
- B. The employee receives a formal warning following pre-approval and before the course is completed.

Accordingly, despite pre-approval, Hope Academy Charter School will not reimburse the tuition payment if the employee receives a formal warning at any time prior to completing the course.

Application for Pre-Approval of Tuition Reimbursement

Employees must obtain pre-approval for tuition reimbursement under this policy. To do so, employees must complete and return to the Chief School Administrator a "Request for Tuition Reimbursement" form (the form can be obtained from the Administrative Assistant). If and when the course is pre-approved, this form will also serve as a request for payment form at the conclusion of the course.

Application For Reimbursement Upon Completion Of Course

Upon completion of the pre-approved course, the employee must submit a copy of the "Request for Tuition Reimbursement" form to the Chief School Administrator, along with an official transcript of grades and proof of payment. Proof of payment can be established by the presentation of either a bursar's receipt or a copy of a canceled check (front and back).

It is understood and agreed upon that the employee will pay for the course and any other related expenses out-of-pocket and Hope Academy Charter School (after reviewing grades and expenses) will reimburse the employee directly.

Adopted: December 17, 2009
NJSBA Review/Update: April 2009
Readopted: August 23, 3012

Key Words

Staff Development, Professional In-service, Visitations, Conferences, Continuing Education

Legal References:	N.J.S.A. 18A:7A-11	Annual report of local school district; contents;
	See particularly:	annual report of commissioner; report on
	N.J.S.A. 18A:7A-11e	improvement of basic skills
	N.J.S.A. 18A:30-7	Power of boards of education to pay
		salaries
	N.J.S.A. 18A:31-2	Attendance at conventions of New Jersey
		Education Association
	N.J.S.A. 18A:40A-3	Initial inservice training programs; curriculum;
	See particularly:	availability
	N.J.S.A. 18A:40A-3a, -18c	
	N.J.S.A. 34:5A-10	Retention of workplace surveys
	N.J.S.A. 34:5A-13	Employee education and training program;
		certification of instructors
	N.J.A.C. 6A:7-1.6	Professional development
	N.J.A.C. 6A:14-1.2(b)13	District eligibility for assistance under IDEA

Part B

N.J.A.C. 6A:15-1.8	Inservice training
N.J.A.C. 6A:9-15.1 et seq.	Required Professional Development for
	Teachers
N.J.A.C. 6A:10A-1.1 et seq.	Improving Standards-Driven Instruction and
	Literacy and Increasing Efficiency in Abbott
	School Districts
N.J.A.C. 6A:16-1.1et seq.	Programs to Support Student Development
See particularly:	
N.J.A.C. 6A:16-3.1(a)4, -5.1(d),	

6.2(b)12	
N.J.A.C. 6A:16-11.1 et seq.	Reporting Allegations of Child Abuse and Neglect
N.J.A.C. 6A:32-4.1	Employment of teaching staff
N.J.A.C. 6A:32-4.4	Evaluation of tenured teaching staff members
N.J.A.C. 6A:32-4.5	Evaluation of non-tenured teaching staff members

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

Cross References:

*4115	Supervision
*4116	Evaluation
4133	Travel/reimbursement
*4231/4231.1	Staff development; in-service education/visitations/conferences
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5141	Health
*5141.4	Child abuse and neglect
*6142.2	English as a second language; bilingual/bicultural
*6171.3	At-risk and Title 1
*6171.4	Special education

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

GRIEVANCE COMMITTEE POLICY

The Statute

18A:36A-15. Complaints to board of trustees

Any individual or group may bring a complaint to the board of trustees of a charter school alleging a violation of the provisions of this act. If, after presenting the complaint to the board of trustees, the individual or group determines that the board of trustees has not adequately addressed the complaint, they may present that complaint to the commissioner who shall investigate and respond to the complaint. The board shall establish an advisory grievance committee consisting of both parents and teachers who are selected by the parents and teachers of the school to make nonbinding recommendations to the board concerning the disposition of a complaint.

The Board of Trustees of Hope Academy Charter School, in accordance with the law, has established an Advisory Grievance Committee. The committee consists of three parents and two teachers elected annually by their peers at the beginning of each school year. Parents of an enrolled student and any faculty member employed by the Hope Academy Charter School are permitted to offer him or herself as a candidate for the committee, subject to a seconding nomination by a peer (a parent must second the nomination of a parent and a teacher must second the nomination of a teacher). All parent candidates are included on one ballot, and all teacher candidates are included on a second ballot; the ballots will be distributed to the respective groups, with instructions that the parents vote for three candidates and the teachers vote for two. The winners will serve a one year term.

The role of the Grievance Committee is to make nonbinding recommendations to the Board of Trustees concerning the disposition of a complaint made by any individual or group who alleges a violation of the school's charter or provisions of the Charter School Act of 1995.

Procedure for Filing a Grievance

All grievances must be submitted in writing to one of the teacher representatives within thirty school days of its occurrence. The grievances must specify:

1. The nature of the grievance and the date of occurrence
2. The results of previous discussions to resolve the conflict
3. The plaintiff's reasons for dissatisfaction of the decisions previously rendered
4. A description of the relief sought

Resolution Procedures for the Grievance

In response, the Grievance Committee reviews the complaint and makes a recommendation to the Hope Academy Charter School's Board of Trustees. The board reviews the recommendation and makes a decision that will be binding on all parties.

*Indicates policy is included in the Critical Policy Reference Manual.

Hope Academy Charter School Policy Manual
Asbury Park, New Jersey

FILE CODE: 4144

Policy

HEALTH INSURANCE POLICY

An employee at Hope Academy, upon employment, is eligible for single health, prescription, and dental insurance, at no cost to the employee.

Employees have the option to take insurance or not during the open enrollment period. There will be no reimbursement for the cost differential between the two plan options. Each year, the employee will have the option to change their plan at the open enrollment period.

Effective July 1, 2014, current tenure employees will continue to be eligible for husband and wife health, prescription and dental insurance, if needed, at no cost to the employees. Employees that will receive tenure as of September 1, 2014 will also be eligible to receive the same benefits. Any employee hired after the 2009-2010 school year will not be eligible for free husband and wife health, prescription, and dental insurance (i.e. an employee hired as of September 1, 2010 is not eligible). The insurance waiver that Hope Academy presently offers to employees will be in effect for single, as well as, husband and wife coverage, i.e., if the employee waives coverage with Hope Academy, they will be eligible to receive one-half of the cost of single or, if tenured as of September 1, 2014 or before, husband/wife coverage. This waiver benefit is payable in ~~two~~ three payments, December, March, and June.

If an employee desires coverage other than described above, the employee will pay the difference between that coverage and what is provided, i.e., family coverage or employee and child(ren).

It is understood and agreed that the additional benefit of free husband/wife coverage and related waivers will be reviewed at the beginning of each fiscal year to determine if it is fiscally possible to continue the benefit. If not, the benefit will revert to the original employee only coverage for the school year. At the discretion of administration, these free benefits and waivers can be topped at any time.

Effective July 1, 2010 all eligible employees will be required to contribute 1.5% of their base salary towards the cost of health care coverage. This is in accordance with Chapter 2, P.L. 2010 effective May 21, 2010.

Waiver of Coverage

All eligible employees of Hope Academy Charter School who have elected to waive their health coverage have been entitled to receive one half of the cost of the current annual premium. Effective July 1, 2010, all such employees will be required to contribute .75% of their base salary toward the cost of the health care waiver.

Health Benefits for Employees on Maternity/Family Leave

It is the policy of the Board of Trustees of Hope Academy Charter School to offer employer-paid health, prescription and dental benefits for employees as part of their employment with Hope Academy if the employee works in excess of 25 hours per week.

If the employee goes out on maternity or family leave, the employee will remain on Hope Academy's health insurance rolls at no cost to him/her, until he/she returns from such leave or for a maximum of 12 weeks, whichever is less. If the employee does not return to work at the conclusion of the leave, the coverage will be terminated immediately.

If an employee goes out on maternity/family leave and such leave commences with a Hope Academy paid holiday or vacation week, the employee shall be entitled to full salary for that day and/or time period. Their maternity/family leave will commence on the first business day thereafter. But, if a Hope Academy holiday or vacation week falls during a maternity/family leave but does not commence with said week, the employee shall not be entitled to be paid for that time by Hope Academy.

Adopted: August 26, 2004
Revised: April 23, 2009
Revised: May 22, 2010
NJSBA Review/Update: April 2010
Readopted: June 2010
Revised & Adopted: March 22, 2012
Revised: December 20, 2014

Key Words

Insurance

Legal References: N.J.S.A. 18A:16-9 Responsibility of the Board
N.J.S.A. 18A:16-12 through 22 Group Insurance Program

Possible Cross References: 4150/4250 Leaves
*4151/4252 Attendance patterns
*4151.1/4251.1 Personal Illness and Injury/Health and Hardship

*Indicates policy is included in the Critical Policy Reference Manual.

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 4151/4251
 Monitored
 Mandated
 Other Reasons

Policy

ATTENDANCE PATTERNS

The Hope Academy Board of Trustees believes that the regular presence of assigned personnel is vital to the success of the school's educational program. Consistent absenteeism or tardiness is unacceptable and subject to disciplinary action.

The Chief School Administrator shall develop and the board shall adopt a plan to encourage all staff to strive for excellent attendance and punctuality records. These procedures should include a requirement that the staff member personally report all illnesses and request all leave at the earliest possible time. Procedures shall be in accordance with New Jersey statutes.

The Chief School Administrator shall report on staff attendance and punctuality at every regular monthly board meeting.

Provisions shall be made for public acknowledgment of outstanding staff attendance records.

NJSBA Review/Update: April 2010
Adopted:

Key Words

Employee Attendance, Attendance Patterns, Attendance

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:27-4 Power of boards of education to make rules governing employment of teacher, etc.; employment thereunder
N.J.S.A. 18A:29-14 Withholding increments; causes; notice of appeals
N.J.S.A. 18A:30-1 et seq. Sick Leave
N.J.A.C. 6A:32-2.1 Definitions

Montville Education Ass'n v. Montville Bd. of Ed., 1984 S.L.D. 550, rev'd St. Bd. 1984 S.L.D. 559, rev'd App. Div., unreported decision (docket no. A-1178-84T7, decided December 6, 1985) 1985 S.L.D. 1972, decision on remand, St. Bd., 1986 S.L.D. 3113

Burlington Educational Ass'n v. Burlington Bd. of Ed., 1985 S.L.D. 889, aff'd St. Bd. 1985 S.L.D. 912

Scotch Plains-Fanwood Board of Education v. Scotch Plains-Fanwood Education Association, 270 NJ Super 444 (App. Div. 1994); rev'd. 139 NJ 141 (1995)

Possible Cross References: 4150 Leaves
*4151.1 Personal illness and injury/health and hardship
4151.6 Religious observance

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 4151.1/4251.1

Policy

SICK AND PERSONAL DAYS POLICY

Sick Days. Sick and personal days are a benefit and are only to be used for personal business that cannot be conducted after school or on weekends and absences caused by illness, injury, or exposure to contagious disease. These days used for any other reason do a disservice to our students, to co-workers, and to taxpayers.

Sick Days. Full-time employees shall earn one sick day per month of the employee's regular position (10 or 12 months). Part-time employees shall earn and may use a sick day in proportion to the part of the day for which they are employed. Any employee who begins working after September shall be granted sick days prorated on the above basis. No sick days shall be granted to employees who fill positions for the summer months only. The Chief School Administrator or designee, in his/her discretion due to administrative leeway, may permit employees to use sick days before they are earned upon the request of the employee, provided however, that if an employee requests to use unearned sick days, that request may only be granted if that employee agrees in writing at the time the request is made that, in the event the employee resigns or is otherwise separated from employment after having been paid for unearned sick days, the Chief School Administrator or designee may deduct the amount of paid unearned sick days from any final compensation due to the employee, including any final payout of vacation days on separation.

The Chief School Administrator or designee may allow the use of a sick day or personal day to be used for temporary disability that prevents an employee from performing his or her usual duties, illness in the employee's immediate family and medical appointments for the employee.

In the event that a staff member becomes ill during the workday, the staff member will be charged an appropriate portion of a sick day if the staff member has worked less than six (6) hours.

Physician's Certificate. Any employee who is absent three (3) or more consecutive days shall provide a certificate of treatment and "Return to Work" slip from a physician as condition of his/her return to work. If administrative personnel have a reasonable suspicion that an employee is abusing sick leave, he or she may demand that the employee provide a certificate that the employee has received treatment from a physician, advisor or practitioner regardless of the number of days of absence.

The physician's certificate should be on the physician's letterhead and should include:

1. A statement that the physician understands the nature of the employee's duties and that the employee is incapable of performing the duties and responsibilities of his/her position
2. A statement of anticipated duration of the absence or the expected date of the return to work (if the duration is unknown, the letter should indicate when the employee will be seeing a physician again and an updated letter would be required after that visit).

Failure to provide the proper physician's certificate when required may lead to loss of pay.

As per Holiday Policy #4515.2, calling out the day before or after a holiday will only be permitted with a physician's certificate. If a physician's certificate is not obtained, the staff member may not be paid for the day. Exceptions due to extenuating circumstances are at the discretion of the Chief School Administrator or designee.

It is the policy of Hope Academy Charter School to offer a bonus to staff members for unused sick days, at the end of each school year. The policy is amended as follows:

	FULL-TIME	PART-TIME (UNDER 25 HRS/WK)
CERTIFICATED STAFF	\$100/day	\$35/day
NON-CERTIFICATED STAFF	\$50/day	\$35/day

* Amount may vary and is based on what the budget will allow as well as approval by the Board of Trustee Members.

According to N.J.S.A. 18A:30-3, staff members may carry all, some, or none of their sick days into the next school year, and each succeeding school year.

Upon retirement of a staff member, it is stipulated that payment can be made for all accrued sick days, not to exceed \$15,000 (according to N.J.S.A. 18A:30-3.6).

This Policy shall not apply to any transferred sick days, as there is no transference of sick days from another school district.

Personal Days. All employees, except substitute teachers, retired teachers and miscellaneous employees, shall be granted four (4) personal days during each calendar year which eligible employees may use during the calendar year to conduct personal business without loss of pay or deduction from sick leave on the basis of and during the period set up for their position in the budget. Substitute teachers, retired teachers and miscellaneous employees shall not be awarded personal days. Newly hired employees who are eligible for personal days shall be granted personal days prorated according to their date of hire.

As with sick days, personal days are accrued and the four (4) days are available to staff who complete their contract year. The Chief School Administrator or designee, in his/her discretion due to administrative leeway, may permit employees to use personal days before they are earned upon the request of the employee, provided however, that if an employee requests to use unearned personal days, that request may only be granted if that employee agrees in writing at the time the request is made that, in the event the employee resigns or is otherwise separated from employment after having been paid for unearned personal days, the Chief School Administrator or designee may deduct the amount of paid unearned personal days from any final compensation due to the employee, including any final payout of vacation days on separation.

Donation of Sick Days amongst Employees

It is the policy of the Board of Trustees of the Hope Academy Charter School that an employee may donate sick days to another employee if that employee is dealing with a catastrophic illness that will require them to be out of work and their allotment of sick days has been exhausted.

It is understood that the employee who is the recipient of the sick days may not get paid for those sick days at the end of the year or carry them over into the next school year. They are to be used for illness only.

If any sick days remain at the end of the year, they will be returned to the employee who made the donation.

Adopted: November 29, 2004
Revised: May 2014
Revised: February 28, 2013

X Monitored
 X Mandated
 X Other Reason

Policy

**STAFF ATTENDANCE EXPECTATIONS
THE DAY BEFORE/DAY AFTER HOLIDAY PAY POLICY**

Regular teacher attendance is important for the success of students. This fact has been proven over time in our community. It is understandable that people get sick or cannot make it to work for various reasons. In absence of a teacher, the education of students must go on. There are procedures that must be followed when a staff member is absent to ensure the smoothness of this process.

All staff members are expected to maintain regular attendance and report to work at their scheduled time, unless other arrangements have been made due to extenuating circumstances approved by administration. If for some reason you will be absent, please call the school between 6:00 and 6:30 AM and leave a message for the School Secretary.

Transitions before and after holidays can be very problematic and stressful for HACS students. It is imperative, therefore, that all staff is in attendance the last scheduled day before and the first scheduled day following a holiday to qualify for holiday pay.

Exception

Staff must work the day before and the day after, but there are specific cases, which can override this provision and will be considered on a case-by-case basis.

- Pre-approved absences (i.e. workshop/conference) would warrant an override of the Holiday Pay Policy.
- Other extenuating circumstances will be considered on a case-by-case basis.

Available sick days do not qualify for holiday pay.

This policy applies to the regular school year, September 1 – June 30, and to regular full-time staff members and regular part-time staff members hired to work a minimum of twenty (20) hours per week. Temporary or hourly part-time staff members are not eligible for holiday pay.

Quality Criteria

The policy supports the aims and objectives of the school and is not in conflict with any other school or Local Authority policy. It supports best practice in being clear and understood by users and managers.

Adopted: August 25, 2011

Policy

STAFF BEREAVEMENT DAYS

It is the policy of the Hope Academy Charter School Board of Trustees to allow the teaching and support staff as well as administrative staff to take 5 bereavement days for the death of an immediate family member defined as mother, father, son, daughter, sibling, grandmother, and grandfather, spouse or domestic partner.

Any other family member will be considered on a case-by-case basis. If another death occurs in the same school year an additional 3 days will be allowed. The cumulative amount of bereavement days allowed in any school year is eight. It is understood and agreed that these days can not be carried over to the next school year.

Adopted: December 18, 2008
NJSBA Review/Update: April 2010
Adopted: June 2010

Policy

JURY DUTY

It is the policy of the Hope Academy Board of Trustees that if an employee is called to Jury Duty they will be paid their full salary and the time will not be charged against their sick and/or personal time.

It is the responsibility of the employee to give proper notice to the Chief School Administrator when they receive their Jury Duty notice so that sufficient coverage can be arranged for their students. It is also the responsibility of the employee to keep the Chief School Administrators up-to-date on their status if they are, in fact, held over for a trial.

If the employee receives the stipend from Monmouth County in payment of their jury duty service, they must turn this check over to Hope Academy to offset their salary.

Adopted: May 20, 2008
NJSBA Review/Update: January 2010

Key Word

Jury Duty

<u>Legal Reference:</u>	<u>N.J.S.A. 2B:20-10</u>	Grounds for excuse from jury service
	<u>N.J.S.A. 2B:20-16</u>	Excuse from employment for jury duty; compensation
	<u>N.J.S.A. 2B:20-17</u>	Employment protection

Possible Cross References:

*2131	Chief School Administrator
4000	Concepts and roles in personnel
*4111/4211	Recruitment, selection and hiring
*4115/4215	Supervision
*4116/4216	Evaluation
*4111.1/4211.1	Nondiscrimination/affirmative action
*4112.6/4212.6	Personnel records

*Indicates policy is included in the Critical Policy Reference Manual.

Hope Academy Charter School Policy Manual

FILE CODE: 4152/4252

Asbury Park, New Jersey

Policy

VACATION POLICY FOR 12-MONTH EMPLOYEES

All 12-month employees must adhere to the following policy relative to vacation time:

- A. Any and all unused vacation accumulated up to June 30, 2005, can be carried over into the new year;
 - B. Effective July 1, 2005, any and all earned vacation time must be used within the fiscal year. No vacation days may be carried over into the next year;
 - i. Exception: N.J.S.A. 18A:30-9 and 9.1: Vacation leave not taken in a given year because of business demands shall be granted that accrued leave only during the next succeeding year.
 - ii. Or vacation leave not taken in a given year because of duties directly related to a state of emergency declared by the governor may accumulate at the discretion of the appointing authority until, pursuant to a plan established by the officer or employee's appointing authority, the leave is used or the employee or officer is compensated for that leave.
 - C. 12-month employees eligible for vacation may apply to be paid for a maximum of 1 week at their current daily rate of pay. This payment will be made only if the budget permits and will be re-evaluated on a year-to-year basis. If the budget does not permit this payment, then all vacation will have to be used within the fiscal year;
 - 1. In light of the new regulations, effective June 7, 2007, the Chief School Administrator and the Business Administrator are entitled to a stipend equal to the amount of any unused sick days and vacation days up to 1 week in a given fiscal year.
 - D. If possible, vacation time should be taken in the summer months. A maximum of 1 week can be used during the school year. This will be evaluated on a case-by-case basis.
- Vacation Benefits:

- i. The Business Administrator is entitled to four (4) weeks of vacation time at the beginning of her employment (Policy # 4152/4252).

Whenever possible, vacation requests should be submitted one week in advance.

Adopted: April 23, 2009
 NJSBA Review/Update: April 2010
 Revised and Readopted: March 31, 2011
 Revised and Readopted: June 30, 2011
 Revised and Readopted: May 29, 2013
 Revised and Readopted: August 23, 2014

Key Words

Vacation, Carried over time, Paid time off.

Legal Reference: N.J.S.A. 18A:30-9. Payment for accumulated vacation leave by board of education

Possible

Cross References: 9311 Formulation, adoption, amendment of policies
 9313 Formulation, adoption, amendment of administrative reg.

**Hope Academy Charter School Policy Manual
 Asbury Park, New Jersey**

FILE CODE: 4231/4231.1
 Monitored
 Mandated
 Other Reasons

Policy

STAFF DEVELOPMENT; INSERVICE EDUCATION/VISITATIONS/CONFERENCES

The Hope Academy Board of Trustees recognizes that the skills required of support staff members change with changing technology. In order to ensure both optimum efficiency in school operations, and the continued growth in expertise of the staff, the Chief School Administrator shall ensure that appropriate programs of in-service training shall be developed for support staff as necessary.

The Chief School Administrator may recommend to the board the granting of leave for attendance of personnel at state, regional, and national job-related meetings without pay deduction and with expenses paid by the school system according to established allowances.

Mandated In-service Programs

The Chief School Administrator shall arrange development of appropriate in-service presentations, seminars and/or workshops on equity issues, special education, child abuse and neglect, drug/alcohol abuse awareness, handling blood and body fluids, possible hazardous substances in the workplace, crises response, school violence and other topics specifically required by federal or New Jersey law.

NJSBA Review/Update: April 2010

Adopted: July 2010

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 6143.1
 X **Monitored**
 Mandated
 Other Reasons

Policy

LESSON PLANS

All teachers are required to maintain and use an updated curriculum guide for preparation of lesson plans for each subject taught. Lesson plans must include objectives and standards which specify what students should know, or be able to do, at the completion of that lesson. Lesson plans should be prepared in enough detail with enough clarity to enable a substitute teacher to carry on the program during the absence of a teacher.

When the teacher plans to use materials not included in the curriculum guide, he/she should list these materials in the lesson plan.

The building supervisor shall check lesson plans on a regular basis.

NJSBA Review/Update: April 2010
Adopted: June 2010

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 6147
 X **Monitored**
 X **Mandated**
 X **Other Reasons**

Policy

STANDARDS OF PROFICIENCY

The Chief School Administrator, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses and programs offered by the school. The criteria, indicators and standards must be related to school goals and objectives. Parents/guardians shall be informed in a timely manner whenever their child appears in danger of failing to meet required proficiency levels. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to the Core Curriculum Content Standards identified by the State Department of Education and shall form the basis for the school's grading system. The specific indicators of achievement and standards of proficiency developed for all courses and programs accepted for credit toward high school graduation shall be given to students and parents/guardians, in writing, at the time the student registers for the course.

By the date required by law, the Chief School Administrator shall annually report to the board and the community at a regularly scheduled meeting an evaluation of student achievement toward meeting school goals and objectives.

Low student achievement shall be regarded by the board as an indication that revisions are needed in educational programming, general strategy, staff resource use, staff evaluation, and/or other aspects of the learning program.

NJSBA Review/Update: April 2010
Adopted: July 2010

Hope Academy Charter School Policy Manual
Asbury Park, New Jersey

FILE CODE: 6147.1
 X **Monitored**
 Mandated
 Other Reasons

Policy

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The Chief School Administrator, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents/guardians and students, and able to be applied with consistency of interpretation. Computation of grade-point average and rank in class shall be uniform throughout the school. Evaluation and grading symbols shall be intended to appraise the student's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The board of trustees encourages the certified staff, under the direction of the Chief School Administrator, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring student progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative student records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the board.

The Chief School Administrator shall have the right to review disputed grades and with board approval to adjust them.

Testing

In addition to testing procedures established in policy 5120 Assessment of individual needs, the school shall establish and maintain a general testing program to:

- A. Improve the instructional program to assist students in achieving the Core Curriculum Content Standards;
- B. Measure the needs and progress of individual students;
- C. Measure the achievement of grade levels;
- D. Allow comparison of the school's students with national or other norms;
- E. Aid in evaluation of programs.

The school testing program shall embody at least the tests required by state and federal law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the school.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, religion, gender, affectional or sexual orientation, ancestry, national origin or social or economic status.

Any requests for surveys, student observations, or student questionnaires must be forwarded through the Chief School Administrator's office to the Chief School Administrator's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute,

the Chief School Administrator shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School test results shall be discussed in a public meeting.

NJSBA Review/Update: April 2010
Adopted: July 2010

Policy

AT-RISK AND TITLE 1

The Hope Academy Charter School shall comply with all state and federal requirements in developing, implementing, administering and evaluating funded compensatory education programs and programs for students determined to be at risk.

Such instructional services and activities shall be designed to improve the level of proficiency in reading, writing, mathematics and other skills of students, whose academic, social or environmental needs prevent them from succeeding in regular school programs, and to prevent their regression in such skills when regular programs are not in session. Parents/guardians shall be kept informed of their children's progress and shall be invited to consult with staff on ways to give their children the maximum benefits of such programs.

At least once annually, a public meeting shall be held for the express purpose of informing parents/guardians of the programs and activities provided with Title 1 funds. The agenda shall include:

- A. Informing parents/guardians of their right to consult in the design and implementation of the Title 1 project;
- B. Providing parents/guardians with information about the Title 1 law, regulations and instructional programs;
- C. Soliciting parents/guardians' input about basic skills improvement programs and related activities;
- D. Providing parents/guardians an opportunity to establish mechanisms for maintaining ongoing communication among parents/guardians, staff, and the board.

The parents/guardians of all eligible children shall be invited to attend.

Mandated Policy Statements in Addition to Parent Consultation

- A. Comparability of personnel
To be in compliance with the requirements of federal law the board of trustees of Hope Academy Charter School directs the Chief School Administrator to assign teachers, administrators, and auxiliary personnel to the schools in such a way that equivalence of personnel is ensured among the schools.
- B. Comparability of materials and supplies
To be in compliance with the requirements of federal law the board of trustees of Hope Academy Charter School directs the Chief School Administrator to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence is ensured among the schools.
- C. Supplement not supplant
The Hope Academy Charter School shall use Title 1 funds only to supplement and to the extent practical increase the level of funds that would, in the absence of Title 1 funds, be made available for the education of students participating in Title 1 or state compensatory education projects. In no case shall Title 1 funds be used to supplant those non-Title 1 or non-state compensatory education funds.
- D. Maintenance of effort

The board of trustees will maintain a combined fiscal effort per student or aggregate expenditures of state and local funds with respect to the provision of the public education for the preceding fiscal year that is not less than the required amount of the combined fiscal effort per student or the aggregate expenditures for the second preceding fiscal year.

Eligibility for State and Federal Funds

The Chief School Administrator shall ensure that all requirements for receiving state and federal funds shall be fulfilled in an accurate and timely manner.

Control over such funds and title to all equipment and supplies purchased with such funds shall remain with the board of trustees. Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with the law.

General

The trustees shall direct appropriate administrative personnel to pursue vigorously all possible sources of funding, either state or federal, that support such compensatory services, and shall keep abreast of all changes in the law which restrict or expand the school's use of state or federal funds.

Programs especially designed for migrant children shall be provided as necessary.

NJSBA Review/Update: April 2010

Adopted: July 2010

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 9250

 Monitored

 X **Mandated**

 X **Other Reasons**

Bylaw

EXPENSES AND REIMBURSEMENTS

Charter school trustees receive no payment for their services. With board approval, they may be reimbursed for out-of-pocket expenses incurred on board business.

Travel and Related Expenses

Travel reimbursement will be paid only upon compliance with the board's policy provisions and approval requirements. Board trustees and employees shall only be reimbursed for work-related travel that is directly related to and within the scope of the board trustee's and employee's current work responsibilities. Board trustees and employees shall only be reimbursed for travel that:

- A. Promotes the delivery of instruction and is critical to the instructional needs of the school or furthers the efficient operation of the school;
- B. Is educationally necessary and fiscally prudent; and
- C. Is directly related to and within the scope of the board member's current responsibilities, and for school employees, the school's professional development plan.

As described in this policy, school travel expenditures include, but are not limited to, all costs for transportation, meals, lodging, and registration or conference fees to and for the travel event. School travel expenditures include costs for all required training and all travel authorized in existing school employee contracts and school board policies. This includes, but is not limited to, required professional development and other staff training, required training for new school board members, and attendance at specific conferences authorized in existing employee contracts.

Travel Payments

Travel payments will be paid only upon compliance with the school board's policy provisions and approval requirements. The school board will not ratify or approve payments or reimbursements for travel after completion of the travel event. All board members, trustees and employees shall adhere to the following specifications to be considered for reimbursement:

- A. Reimbursement may not exceed State travel reimbursement guidelines as established by the Department of Treasury in NJOMB circular, including but not limited to the types of travel, methods of transportation, mileage allowance, meal allowance, overnight travel and supporting documentation.
- B. Reimbursement must also be in compliance with OMB Circular A-87 (found at http://www.whitehouse.gov/omb/circulars/a087/a87_2004.html). No reimbursement will be issued without submission of written documentation such as receipts, checks and vouchers detailing the amount the expenditures. Such documentation must be submitted within a timeframe to be established by the board.
- C. Travel expenditures must be in compliance with state travel payment guidelines as established by the Department of the Treasury and with guidelines established by the federal Office of Management and Budget; except that those guidelines that conflict with the provisions of Title 18A of the New Jersey Statutes shall not be applicable, including, but not limited to, the authority to issue travel charge cards. The board of trustees shall specify in its travel policy the applicable restrictions and requirements set forth in the State and federal guidelines including, but not limited to, types of travel, methods of transportation, mileage allowance, subsistence allowance, and submission of supporting documentation including receipts, checks or vouchers.
- D. Board trustees and employees shall provide within one week, a brief report that includes, as appropriate, but may not be limited to, a description of the primary purpose for the travel, and a summary of the goals and key issues that were addressed at the event and their relevance to improving instruction or the operation of the school. This report will be submitted to the board secretary or other appropriate party designated by the board.
- E. Pursuant to N.J.A.C. 6A:23A-5.8 concerning out-of state and high-cost travel events, out-of-state travel shall be limited to the fewest number of board members or employees needed to present the content at the conclusion of the event. Lodging may only be provided if the event occurs on two or more consecutive days and where home-to-event commute exceeds 50 miles. Prior written approval of the Executive County Superintendent may be required when the travel event has a total cost that exceeds \$5000.

In addition to the requirements above, employee travel, to be reimbursable, must be directly related to the employee's professional development. No employee shall be reimbursed for travel and related expenses without prior written approval of the Chief School Administrator and prior approval by a majority of the full voting membership of the board (as set forth below).

Prior Approval Is Required

Board trustees shall only be reimbursed for travel and related expenses that have received prior approval by a majority of the full voting membership of the board, and is in compliance with N.J.S.A. 18A:12-24 and 24.1 of the School Ethics Act.

- A. Specifically, a board member must recuse himself from voting on travel if the board member, a member of his immediate family, or a business organization in which he has an interest, has a direct or indirect financial involvement that may reasonably be expected to impair his objectivity or independence of judgment.
- B. Also, a board member shall not: act in his official capacity in any matter in which he or a member of his immediate family has a personal involvement that is or creates some benefit to the school official or member of his immediate family; or undertake any employment or service, whether compensated or not, which may reasonably be expected to prejudice his independence of judgment in the execution of his official duties.
- C. For employees, a board of trustees requires that travel occur only upon prior written approval of the Chief School Administrator and prior approval by a majority of the full voting membership of the board.
- D. For board members, travel may occur only upon prior approval by a majority of the full voting membership of the board and that the travel be in compliance with section 4 of P.L.1991, c.393 (C.18A:12-24) and section 5 of P.L.2001, c.178 (C.18A:12-24.1).

Regular Business Travel Authorization and Approval

Regular business travel, such as NJDOE meetings and association events, is authorized by the board not to exceed \$1,500 per employee, pursuant to N.J.A.C. 6A:23A-7.3(b). Approval by the Chief School Administrator or designee is required, including justification for the travel. Regular business travel is authorized for regularly scheduled in-state professional development activities for which the registration fee does not exceed \$150 per employee or board member.

Travel Advances Are Banned.

An employee of the school board, a school board member, or organization, shall not receive an amount for travel and travel-related expenses in advance of the travel pursuant to N.J.S.A 18A:19-1 et seq.

Annual Maximum Travel Expenditure Amount

The board shall:

- A. Allot in its annual budget a maximum travel expenditure amount and annually review its policy to assure that it properly reflects the amount budgeted.
- B. Vote to authorize each reimbursement; specifying the way in which it promotes the delivery of instruction or furthers the efficient operation of the school, within the maximum annual amount.
- C. Annually in the prebudget year, establish by school board resolution, a maximum travel expenditure amount for the budget year, which the school shall not exceed in that budget year. The school board resolution shall also include the maximum amount established for the prebudget year and the amount spent to date.
- D. Provide that the maximum school travel expenditure amount shall include all travel in accordance with this policy supported by local and State funds.

Additional Detailed Accounting Requirements which Demonstrate Compliance

In order to demonstrate compliance with this policy, documentation of all reimbursed travel expenses shall be maintained on file. This record may include receipts, checks and vouchers submitted in connection with any reimbursement. The school shall maintain separate accounting for school travel expenditures as necessary, to ensure compliance with the school's maximum travel expenditure amount. This may include, but need not be limited to, a separate or offline accounting of such expenditures or expanding the school's accounting system. The tracking system shall be sufficient to demonstrate compliance with the board's policy and this section, and shall provide auditable information.

To minimize travel expenditures, school boards and staff will take the following steps:

- A. "Retreats" will be held at school facilities, if available. A retreat is a meeting of school employees and school board members, held away from the normal work environment, at which organizational goals and objectives are discussed.
- B. A school shall not bare costs for car rentals, limousine services, and chauffeuring costs to or during the event, as well as costs for employee attendance for coordinating other attendees accommodations at the travel event.
- C. One-day trips that do not involve overnight lodging are not eligible for a subsistence payment or reimbursement except in limited circumstances authorized in Department of the Treasury guidelines.
- D. Overnight travel is eligible for a subsistence payment or reimbursement as authorized in Department of the Treasury guidelines, except as otherwise superseded by the following:
 1. Per diem payment or reimbursement for lodging and meals will be actual reasonable costs, not to exceed the federal per diem rates as established in the federal register for the current year;
 2. Lodging expenses may exceed the federal per diem rates if the hotel is the site of the convention, conference, seminar or meeting and the going rate of the hotel is in excess of the federal per diem rates. If the hotel at the site of the convention, conference, seminar, or meeting is no longer available, lodging may be paid for similar accommodations at a rate not to exceed the hotel rate

- for the event;
3. Receipts are required for hotel expenses. Meal expenses under the federal per diem allowance limits do not require receipts;
 4. In any case in which the total per diem reimbursement is greater than the federal per diem rate, except when the going rate for lodging at the site of the convention or meeting exceeds federal per diem rates, the costs will be considered to be excessive and shall not be paid by school funds;
 5. School shall patronize hotels and motels that offer special rates to government employees unless alternative lodging offers greater cost benefits;
 6. Payment or reimbursement is approved for the full cost of an official convention meal that the employee or school board member attends, when the meal is scheduled as an integral part of the convention or conference proceedings. If a meal is included in the registration fee, the allowance for the meal is not eligible for reimbursement; and
 7. Air and rail tickets shall be purchased via the internet, if possible, using online travel services.

Blanket or general pre-approval for travel is not authorized, and will not be permitted by the board. Specifically, approval shall be itemized by event, event total cost, and number of employees and school board members attending the event. However a school board may also approve, at any time prior to the event, travel for multiple months as long as the school board approval, as detailed in school board minutes, itemizes the approval by event, total cost, and number of employees and school board members attending the event.

Types of Expenditures Not Eligible for Reimbursement

Unnecessary and excessive travel expenditures as listed in N.J.A.C. 6A:23A:7.8 are prohibited. Prohibited types of expenditures include: travel by spouses and other relatives; costs for unnecessary employee attendance (for example employees who merely coordinate other attendees' accommodations at the travel event); charges for laundry, valet service and entertainment; school payment for alcoholic beverages; excessive tipping and gratuities; airfare without documentation of at least three (3) price quotes; and souvenirs. Travel expenses, subsistence expenses and incidental travel expenses shall only be allowable when consistent with N.J.A.C. 6A:23A-7.

Penalties

The board by this policy informs its members and staffs that the penalties for violating this policy based on state law include:

- A. By law, if the board of trustees violates its established maximum travel expenditure, or that otherwise is not in compliance with the travel limitations set forth in this section may be subject to sanctions by the commissioner as authorized pursuant to N.J.S.A. 18A:4-23 and N.J.S.A. 18A:4-24, including reduction of State aid in an amount equal to any excess expenditure.
- B. A person who approves any travel in violation of the school's policy or this section shall be required to reimburse the school in an amount equal to three times the cost associated with attending the event.
- C. An employee or member of the board of trustees who travels in violation of the school's policy or this section shall be required to reimburse the school in an amount equal to three times the cost associated with attending the event.

The Chief School Administrator may develop regulations to implement this policy.

Adopted: December 15, 2005

Revised: December 18, 2008

NJSBA Review/Update: April 2010

Readopted:

Key Words

Reimbursement of Board Members, Board Member Reimbursement, Board Member Expenses, Employee Reimbursement, Employee Expenses, Reimbursement of Employees

Legal References: N.J.S.A. 18A:2-1 Power to effectuate action
N.J.S.A. 18A:4-23 Supervision of schools; enforcement of rules
and 24 Determining efficiency of schools; report to state board
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:12-4 Compensation of members
N.J.S.A. 18A:12-24 School Ethics Act
and 24.1 Code of Ethics
N.J.A.C. 6A:23A-5.9 Out of state and high cost travel
N.J.A.C. 6A:23A-22.9 Board of trustees expenditures
N.J.A.C. 6A:23B-1.1 et. seq.
Travel and Related Expense Reimbursement (Non-Abbott
Districts)
P.L., 2005, c.132 Appropriations Act
P.L., 2007, c. 52 A5 provides for various school district accountability
measures
In the Matter of Anthony Esgro, Luis Perez, Clifford Meeks and Frank
Speziali, Glassboro Board of Education, CO7-97, March 30, 1998

Possible

Cross References: 3571 Financial reports
*9200 Orientation and training of board members
*9270 Conflict of interest

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Hope Academy Board of Trustees directs the Chief School Administrator to develop and implement a systematic short-range and long-range plan for the continuing assessment of the progress of the educational program toward the goals established by the school. To this end, he/she shall recommend tests and methods indicated by his/her best professional judgment.

The board reserves the right to review each test and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or their parents/guardians. The results of any evaluation may be released by the Chief School Administrator using school-wide data. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

The Chief School Administrator shall annually recommend improvements in the program and staff based upon the evaluation of the school's program. He/she will ensure that all required data is submitted to the Commissioner for inclusion in the school report card.

The board will cooperate with the Commissioner in the conduct of such state-wide assessment programs as are required by the State Board of Education and shall use the data gained thereby toward the improvement of the school.

NJSBA Review/Update: April 2010
Adopted: July 2010

Policy

INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION STUDENTS

The Hope Academy Board of Trustees shall provide a program of intervention and referral services for general education students who are experiencing personal, interpersonal or academic difficulties to help them function productively and develop positively in the classroom environment.

The Chief School Administrator shall prepare procedures to:

- A. Identify students in need, and plan and provide for appropriate intervention or referral services and/or referral to school and community resources;
- B. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral services;
- C. Provide support, guidance and professional development to school staff who identify and refer students and to school staff who participate in planning and providing intervention and referral services;
- D. Actively involve parents/guardians in the development and implementation of intervention and referral plans;
- E. Coordinate the access to and delivery of school services for identified students;
- F. Coordinate the services of community-based social and health provider agencies;

- G. Maintain records of all requests for assistance and all intervention and referral services plans;
- H. Annually review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.

The board shall review and adopt these procedures, and the Chief School Administrator shall report to the board on their implementation.

NJSBA Review/Update:	April 2010
Adopted:	July 2010
Revised and Readopted:	12/16/10

Policy

CHILD STUDY TEAM

The Hope Academy Board of Trustees shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The Chief School Administrator shall present to the board for approval job descriptions, qualifications and evaluation criteria for positions required, and shall present to the board for hiring the best qualified applicants.

When complete evaluations of students are necessary, the Chief School Administrator shall recommend for board approval qualified persons or agencies to supplement the school team. Appropriate staff members, such as the nurse and teachers assigned to the student, shall also be involved.

Students who have been identified by any professional staff member, the parents/guardians of the child, a child welfare agency or by the health services staff as possibly having an educational disability shall be considered for evaluation.

Teachers and administrators shall provide intervention resources (e.g., adaptive teaching methods and materials, schedule changes, modified workloads, corrective or remedial instruction, etc.) in order to discover whether an observed difficulty is the result of problems within the educational delivery system. Parents/guardians shall be notified of such interventions. The members of the child study team shall be available to discuss problems informally with teachers and parents/guardians.

If the problems persist despite these intervention techniques, a formal referral, requiring due process procedures, shall be initiated. The examination of each such student shall proceed promptly in strict accordance with law. The board shall review and adopt the regulations governing the referral process. Examination of each identified child shall consist of a physical examination, a psychological examination, an educational examination, a social case study, and such other examinations as may be deemed necessary by the child study team.

Disaffected Students

In addition to the educationally disabled, the child study team shall consider and recommend appropriate remedies and/or programs for students exhibiting disaffected behavior patterns. A survey of needs shall be conducted for each such student. If the survey indicates the advisability of a complete evaluation, a referral shall be initiated and due process followed. If the survey indicates a change in program, the child study team shall cooperate with the teaching staff in developing an appropriate program, including, if necessary, alternative programs.

Disruptive Students

All staff members shall be familiar with and implement the discipline policies and procedures adopted by this board. This implementation will identify the student who is disruptive. Staff members shall report the names of students who disrupt the educational program to the appropriate administrator who shall initiate actions that will ensure the involvement of the student's family and the provision of counseling and assessment services, so as to determine the causes of the student's disruptive behavior. A request for pre-referral intervention or for referral for evaluation may be made to the child study team. Throughout this process, administrators, support staff, teachers, parents/guardians, and if prudent, the student are to be involved. If all strategies prove unsuccessful, referral to the appropriate outside agency may be made.

In accordance with state law and board policy, disruptive students whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion.

NJSBA Review/Update: April 2010

Adopted: July 2010

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 6171
 X **Monitored**
 Mandated
 X **Other Reasons**

Policy

SPECIAL INSTRUCTIONAL PROGRAMS

The regular curriculum of the Hope Academy Charter School is designed to accomplish the school's educational goals and objectives for a thorough and efficient system of education for all students.

When necessary, the regular program shall be altered or supplemented or other means used to provide for the identified needs of the following students:

- A. The classifiable educationally disabled
- B. The gifted and talented
- C. Those requiring compensatory or remedial programs
- D. The disaffected and alienated
- E. Pregnant students
- F. Students requiring home instruction
- G. The physically disabled
- H. Those with limited English proficiency
- I. The disruptive

NJSBA Review/Update: April 2010
Adopted: July 2010

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 6171.1
 Monitored
 X **Mandated**
 Other Reasons

Policy

REMEDIAL INSTRUCTION

Students who perform below acceptable levels on statewide assessments of the Core Curriculum Content Standards shall participate in remedial programs. Proficiency shall also be evaluated through multi-skills assessment, standardized tests, diagnostic instruments, teacher observation and student progress reports.

The programs shall include procedures to evaluate student achievement related to the remedial program objectives and standards. Continuous communication between teaching staff members and parents/guardians of students participating in remedial educational programs shall be coordinated by the Chief School Administrator. These programs shall be supplemental to the regular program and designed to assist students who have academic, social, economic or environmental needs that prevent them from succeeding in regular school programs.

All parents/guardians shall be notified in writing of a student's need for a remedial/skill maintenance program and shall be encouraged to participate in its design.

Regulations governing these programs and procedures shall be reviewed and adopted by the board as required by law.

The Chief School Administrator shall evaluate the remedial education programs each school year and report to the board of trustees as to their effectiveness in achieving and maintaining acceptable levels of student proficiency.

NJSBA Review/Update: April 2010
Adopted: July 2010

Hope Academy Charter School Policy Manual
Asbury Park, New Jersey

FILE CODE: 6173
 Monitored
 Mandated
 Other Reasons

Policy

HOME INSTRUCTION

Temporary or Chronic Health Condition

Hope Academy will provide instructional services to an enrolled student whether a general education or special education student at the student's home or another suitable out-of-school setting when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment which precludes participation in their usual education setting, whether general education or special education.

- A. To request home instruction due to a temporary or chronic health condition, the parent must submit a request to Hope Academy that includes a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for 10 consecutive school days or 15 cumulative school days or more during the school year.
 - 1. Hope Academy will forward the written determination to the school physician, who will verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment and will verify the need for home instruction or will provide reasons for denial to the Hope Academy Board of Trustees.
 - 2. Hope Academy will notify the parent concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.
 - 3. Hope Academy will provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.
- B. Hope Academy will incur the costs of providing instruction in the home or out-of-school setting either directly or through contract with another district board of education, educational services commission, jointure commission, or approved clinic.
- C. The home or out-of-school instruction will meet the following minimum standards:
 - 1. Hope Academy will establish a written plan for the delivery of instruction and maintain a record of delivery of instructional services and student progress.
 - a. For a student without disabilities whose projected confinement will exceed 30 consecutive calendar days, Hope Academy will develop an Individualized Program Plan (IPP) for the student within no more than 30 calendar days from the date on which Hope Academy receives the school physician's verification that the period of confinement would likely exceed this 30 consecutive calendar day threshold.
 - 2. The teacher providing instruction will be appropriately certified for the subject, grade level and special needs of the student pursuant to N.J.A.C. 6A:9, Professional licensure and Standards.

3. The teacher will provide one-on-one instruction for no fewer than five hours per week on three separate days of the week and, if the student is physically able, no fewer than five hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom.

This can also include audio and visual connections to the teacher or teachers providing the instruction from the school the teachers' homes or other appropriate and approved facility.

4. For a student with disabilities the home instruction will be consistent with the student's Individualized Education plan (IEP) to the extent appropriate and will meet the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8, Standards and Assessment. When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP team will convene a meeting to review and, if appropriate, revise the student's IEP.
5. For a student without disability, the home instruction will meet the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8, Standards and Assessment, and the requirements of the Board of Trustees for promotion at that grade level. When the provision of home instruction will exceed 60 calendar days the school physician will refer the student to the child study team for evaluation according to the requirements of N.J.A.C. 6A:14.

Reasons Other Than a Temporary or Chronic Health Condition

- A. The Hope Academy Board of Trustees will provide instructional services to an enrolled general education student at the student's home or other suitable out-of-school setting under the following conditions:
 1. The student is mandated by State law and rule for placement in an alternative education program for violations of N.J.A.C. 6A:16-5.5 and 5.6 but placement is not immediately available;
 2. The student is placed on short-term or long-term suspension from participation in the general education program pursuant to N.J.A.C. 6A:16-7.2 and 7.3; or
 3. A court order requires that the student receive instructional services in the home or other out-of-school setting.
- B. Hope Academy will provide services no later than five school days after the student has left the general education program.
- C. Hope Academy will incur the costs of providing instruction in the home or out-of-school setting either directly or through contract with another board of education, educational services commission, jointure commission or approved clinic or agency.
- D. The services will meet the following minimum standards:
 1. Hope Academy will develop an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and student progress.
 - a. For a student expected to be on home instruction for 30 calendar days or more the IPP will be developed within 30 calendar days after placement.
 - i. For a student on short-term suspension from the general education program pursuant to N.J.A.C. 6A:16-7.2, development of an IPP is not required.
 - ii. For a student on long-term suspension from the general education program pursuant to N.J.A.C. 6A:16-7.3 the Board of Trustees will develop the IPP within 30 days following a determination.
 - b. The IPP will be based upon consultation with the student's parent and a multidisciplinary team of professionals with appropriate instructional and educational services credentials to assess the educational, behavioral, emotional, social, and health needs of the student and recommend a program to address both educational and behavioral goals;
 - c. The IPP will incorporate any prior findings and actions recommended through the school building system of Intervention and Referral Services, pursuant to N.J.A.C. 6A:16-8, Intervention and Referral Services;

- d. The IPP will recommend placement in an appropriate educational program, including supports for transition back to the general education setting; and
 - e. Hope Academy will review the student's progress, consult with the student's parent and revise the IPP no less than every 60-calendar day.
- E. The teacher providing instruction will be appropriately certified for the subject and grade level of the student pursuant to N.J.A.C. 6A:9, Professional licensure and Standards.
 - F. The teacher will provide one-on-one instruction for no fewer than 5 hours per week on three separate days of the week and no fewer than 5 hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom.

This can also include audio and visual connections to the teacher or teachers providing the instruction from the school the teachers' homes or other appropriate and approved facility.

- 1. The instruction will meet the Core Curriculum Content Standards in accordance with N.J.A.C. 6A:8 and the requirements of the Hope Academy Board of Trustees for promotion and graduation.
- G. If instruction is delivered in the students home, a parent or other adult 21 years of age or older who has been designated by the parent will be present during all periods of home instruction.
 - H. Refusal or failure by a parent to participate in the development and revision of the student's IPP as required or to be present in the home as required may be deemed a violation of compulsory education laws, pursuant to N.J.S.A. 18A:38-25 through 31, and child neglect laws, pursuant to N.J.S.A. 9:6-1 et seq.
 - I. The Hope Academy Board of Trustees will maintain a summary record concerning students receiving home or out-of-school instruction because they could not be placed in the setting recommended as most appropriate in the students' IPPs.
 - 1. The summary record will provide information concerning the number of students categorized by age, grade and gender, the number of weeks on home instruction before placement in the recommended setting, and the reasons for delay.
 - 2. The Hope Academy Board of Trustees will provide the summary report annually to the Executive County Superintendent.

Adopted:	July 2007
Revised:	November 2009
NJSBA Review/Update:	April 2010
Readopted:	July 2010

STUDENT ELIGIBILITY POLICY

This policy outlines the basis for eligibility for continued enrollment in Hope Academy Charter School.

Considerations for continued eligibility include but are not limited to the following:

- Behavior that does not compromise the education of other students
- Regularly and timely attendance
- Adherence to the Hope Academy Core Values and code of behavior
- Regular attendance at Parents' Academy

At the point a student is deemed in violation of these considerations, the student will be considered referred to the Attendance/ Disciplinary Committee.

Dated: 12/21/12

SCHOOL EMERGENCY INFORMATION RECORD POLICY

As it is necessary for the staff/administration of Hope Academy Charter School to be able to reach the parent/guardian during the school day, the School Emergency Card must be completed in its entirety and returned to the School Nurse/Main Office. Refusal to provide accurate and current emergency contact information will result in a report to DYFS and is a "failure to exercise a minimum degree of care, putting the child's physical or mental health in danger". (NJSA 9:6-8.21c)

In the event of an emergency/disaster, any student who does not have an emergency card with working telephone numbers where a parent/guardian can be reached during the school day, will be transported to "DYFS, Asbury Park Police Department or another authority will be contacted and the student may be removed from the school as appropriate" (NJSA 9:6-1 et seq.)

DYFS is now referred to as Child Protection and Permanency (CP&P)

Effective: December 15, 2005

Approved: 12/15/05

Revised: 1/10/13

Policy

HARASSMENT, INTIMIDATION AND BULLYING

The board of trustees believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school will not tolerate acts of harassment, intimidation or bullying.

The board of trustees expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the Hope Academy Charter School's Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The lead person shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the lead person shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The lead person has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board directs the lead person or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the school.

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by 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 grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

A. 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/her person or damage to his/her property; or

- B. Has the effect of insulting or demeaning any student or group of students; or
- C. 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.

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager.

Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying

Students

Consequences and remedial measures for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

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- A. Consequences
 - 1. Admonishment;
 - 2. Temporary removal from the classroom;
 - 3. Deprivation of privileges;
 - 4. Classroom or administrative detention;
 - 5. Referral to disciplinarian;
 - 6. In-school suspension during the school week or the weekend;
 - 7. After-school programs;
 - 8. Out-of-school suspension (short-term or long-term);
 - 9. Legal action; and
 - 10. Expulsion.
- B. Remedial Measures
 - 1. Personal
 - a. Restitution and restoration;
 - b. Mediation;
 - c. Peer support group;
 - d. Recommendations of a student behavior or ethics council;

- e. Corrective instruction or other relevant learning or service experience;
 - f. Supportive student interventions, including participation of the intervention and referral services team;
 - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 - h. Behavioral management plan, with benchmarks that are closely monitored;
 - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 - j. Involvement of school disciplinarian;
 - k. Student counseling;
 - l. Parent conferences;
 - m. Student treatment; or
 - n. Student therapy.
2. Environmental (Classroom, School Building or School System)
- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Adjustments in hallway traffic;
 - h. Modifications in student routes or patterns traveling to and from school;
 - i. Supervision of students before and after school, including school transportation;
 - j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
 - k. Teacher aides;
 - l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - m. General professional development programs for certificated and non-certificated staff;
 - n. Professional development plans for involved staff;
 - o. Disciplinary action for school staff who contributed to the problem;
 - p. Supportive institutional interventions, including participation of the intervention and referral services team;
 - q. Parent conferences;
 - r. Family counseling;
 - s. Involvement of parent-teacher organizations;

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

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

Staff

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

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- A. Consequences
 - 1. Admonishment;
 - 2. Temporary removal from the classroom;
 - 3. Deprivation of privileges;
 - 4. Referral to disciplinarian;
 - 5. Withholding of Increment
 - 6. Suspension;
 - 7. Legal action; and
 - 8. Termination
- B. Remedial Measures
 - 1. Personal
 - a. Restitution and restoration;
 - b. Mediation;
 - c. Support group;
 - d. Recommendations of behavior or ethics council;
 - e. Corrective action plan;
 - f. Behavioral assessment or evaluation;
 - g. Behavioral management plan, with benchmarks that are closely monitored;
 - h. Involvement of school disciplinarian;
 - i. Counseling;
 - j. Conferences;
 - k. Treatment; or
 - l. Therapy.
 - 2. Environmental (Classroom, School Building or School System)
 - a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Supervision;
 - h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - i. General professional development programs for certificated and non-certificated staff;
 - j. Professional development plans for involved staff;
 - k. Disciplinary action;
 - l. Supportive institutional interventions, including participation of the intervention and referral services team;
 - m. Conferences;
 - n. Counseling;

Reporting Harassment, Intimidation and Bullying Behavior

The lead person, Chief School Administrator and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to

harassment, intimidation or bullying, must report the incident to the building Chief School Administrator or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying:

- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school Chief School Administrator on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The Chief School Administrator shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school Chief School Administrator within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building Chief School Administrator and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school's procedures concerning school bullying.

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

A school administrator who receives a report of harassment, intimidation, or bullying from a school employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

School Anti-Bullying Specialist

The Chief School Administrator in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Chief School Administrator shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the Chief School Administrator shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

- A. Chair the school safety team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Team

The school shall form a school safety team in the school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety team shall meet at least two times per school year.

The school safety team shall be appointed by the Chief School Administrator and consist of the Chief School Administrator or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members to be determined by the Chief School Administrator. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the Chief School Administrator;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A.18A:37-13 et seq.) and other training which the Chief School Administrator or the school anti-bullying coordinator may request;
- G. Execute such other duties related to harassment, intimidation, and bullying as requested by the Chief School Administrator or school anti-bullying coordinator.

No parent/guardian who is a member of the school safety team shall:

- A. Receive complaints of harassment, intimidation or bullying of students that have been reported to the Chief School Administrator;
- B. Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident;
- C. Identify and address patterns of harassment, intimidation or bullying of students; or
- D. Participate in any other activities of the team which may compromise the confidentiality of a student.

Investigating Reported Harassment, Intimidation and Bullying

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with law and the following procedures:

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
 - 1. Taking of statements from victims, witnesses and accused;
 - 2. Careful examination of the facts;
 - 3. Support for the victim; and
 - 4. Determination if alleged act constitutes a violation of this policy.
- B. The investigation shall be initiated by the Chief School Administrator or the Chief School Administrator's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The Chief School Administrator may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- D. The results of the investigation shall be reported to the lead person within two school days of the completion of the investigation, and in accordance with law and board policy. The lead person may initiate intervention services, establish training programs to reduce harassment, intimidation, or

bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.

- E. The results of each investigation shall be reported to the board of trustees no later than the date of the next board meeting following the completion of the investigation, and include:
 - 1. Any services provided;
 - 2. Training established;
 - 3. Discipline imposed; or
 - 4. Other action taken or recommended by the lead person.
- F. The lead person or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:
 - 1. The nature of the investigation;
 - 2. Whether the school found evidence of harassment, intimidation, or bullying; or
 - 3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The board of trustees recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, 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 system) responses include:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the school shall respond to the individual who committed the act. Responses may include:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. School responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with

community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the Chief School Administrator in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the lead person and/or Chief School Administrator or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

A. Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

B. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with board policies, procedures and agreements, up to and including suspension or dismissal from service;

C. Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with board policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

D. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the lead person after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and remediation for students, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

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- A. Consequences
 - 1. Admonishment;
 - 2. Temporary removal from the classroom or school;
 - 3. Deprivation of privileges
 - 4. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
 - 5. Classroom or administrative detention;
 - 6. Referral to disciplinarian;
 - 7. In-school suspension during the school week or the weekend;
 - 8. After-school programs;
 - 9. Out-of-school suspension (short-term or long-term);
 - 10. Legal action;
 - 11. Withholding of Increment;
 - 12. Suspension;
 - 13. Expulsion;
 - 14. Termination;
 - 15. Termination of service agreements or contracts (vendors, volunteers);
 - 16. Public sanction (board members);
 - 17. Ethics charges (some administrators, board members).
- B. Remedial Measures
 - 1. Personal
 - a. Restitution and restoration;
 - b. Mediation;
 - c. Peer support group;
 - d. Recommendations of a student behavior or ethics council;
 - e. Corrective instruction or other relevant learning or service experience;
 - f. Supportive student interventions, including participation of the intervention and referral services team;
 - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 - h. Behavioral management plan, with benchmarks that are closely monitored;
 - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 - j. Involvement of school disciplinarian;
 - k. Counseling;
 - l. Conferences;
 - m. Treatment; or
 - n. Therapy.
 - 2. Environmental (Classroom, School Building or School System)
 - a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Supervision;
 - h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - i. General professional development programs for certificated and non-certificated staff;
 - j. Professional development plans for involved staff;
 - k. Disciplinary action;

- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

Appeal Process

The parent or guardian may request a hearing before the board after receiving the information from the lead person regarding the investigation. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board of trustees meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the lead person's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The school, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law (N.J.S.A. 18A:37-14). Throughout the school year the school shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the Core Curriculum Content Standards.

Training

A. School Leaders

Any school leader who holds a position that requires the possession of a lead person, Chief School Administrator, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying (N.J.S.A. 18A:26-8.2).

B. Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide (N.J.S.A. 18A:6-112).

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of trustees, a board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school's responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

D. Staff, Student and Volunteer Training

The school shall:

1. Provide training on the school's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A.18A:37-14) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying; and
4. Develop a process for discussing the school's harassment, intimidation or bullying policy with students.

Information regarding the school policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the school to provide services to students.

Throughout the school year, the school shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the Core Curriculum Content Standards.

Reporting to the Board

Two times each year between September 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the lead person will report to the board of trustees all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

- A. The number of reports of harassment, intimidation, or bullying;
- B. The status of all investigations;
- C. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 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;
- D. The names of the investigators;
- E. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and
- F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

Reporting to the Department of Education

The information, including but not limited to, oral reports, written reports or electronic reports shall also be reported once during each reporting period between September 1 and January 1 and between January 1 and June 30, to the Department of Education. The report shall include:

- A. Data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation and bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents); and
- B. Data broken down by each school.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with law (N.J.S.A. 18A:37-13 et seq.). The school shall receive a grade determined by averaging the grades of all the schools.

Each school shall post the grade received by the school on the homepage of the school's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school.

It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The lead person will annually submit the report to the Department of Education utilizing the Electronic Violence and Vandalism Reporting system (EVVRS). The lead person shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incident of harassment intimidation and bullying within each school. Any allegations of falsification of data will be reviewed by the board of trustees using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the lead person shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

Program Assessment and Review

Hope Academy Charter School shall annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

Policy Development and Review

The school harassment, intimidation and bullying policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.

The school shall annually conduct a re-evaluation, reassessment, and review of this policy, making any necessary revisions and additions. The board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The school shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision (beginning September 1, 2011).

Publication, Dissemination and Implementation

In publicizing this policy, the community including students, staff, board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment intimidation and bullying that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students in accordance with law.

The lead person shall take the following steps to publicize this policy:

- A. Provide a link to this policy on a prominent place on each school's website;
- B. Distribute this policy annually to all staff, students and parents/guardians; and
- C. Print this policy in any school publication that sets forth the comprehensive rules, procedures and standards of student conduct and in student handbooks;

The school shall notify students and parents/guardians that the policy is available on the website. The school shall publish the name, school phone number, school address and school email address of the school anti-bullying coordinator on the home page of the website. The information concerning the school anti-bullying specialists shall also be maintained on the Department of Education's website.

Additionally, the school shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parent/guardians, students and staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

The lead person shall ensure that the rules for this policy are applied consistently with the school's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

Adopted: February 2001
Revised: August 2007
NJSBA Review/Update: April 2010
Revised and Readopted: May 26, 2011

Key Words

Harassment, Intimidation, Bullying, False Accusation, Retaliation, Reprisal, Conduct, Discipline, Student Conduct

<u>Legal References:</u>	<u>N.J.S.A. 2A:4A-60 et al.</u>	Disclosure of juvenile information; penalties for disclosure
	<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
school	<u>N.J.S.A. 18A:6-112</u>	Instruction on suicide prevention for public teaching staff
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:12-33</u>	Training program; requirements
	<u>N.J.S.A. 18A:17-46</u>	Reporting of certain acts by school employee; annual report; public hearing (acts of violence)
	<u>N.J.S.A. 18A:25-2</u>	Authority over students
	<u>N.J.S.A. 18A:26-8.2</u>	School leader defined; training as part of professional development
	<u>N.J.S.A. 18A:36-19</u>	Student records; creation, maintenance and retention, security and access; regulations; nonliability
	<u>N.J.S.A. 18A:36-19a</u>	Student records (Newly enrolled students; transfers of records, identification)
	<u>N.J.S.A. 18A:37-1 et seq.</u>	Submission of Students to Authority (Discipline)
	<u>N.J.S.A. 18A:37-13 et seq.</u>	<u>Anti-Bullying Bill of Rights Act</u>
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:37-14, -15, -17</u>	Harassment, intimidation, and bullying

<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.A.C.</u> 6A:14-2.8	Discipline/suspension/expulsions (students with disabilities)
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to support student development (includes student conduct code)

See particularly:

N.J.A.C. 6A:16-1.4, -7.1,
-7.6, -7.9

<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

Gebser v. Lago Vista Independent School District 524 U.S. 274 (1989) United States Supreme Court addresses the standard by which a district will be held liable for sexual harassment of a student by a school employee under Title IX --requires actual notice and deliberate indifference.

Davis v. Monroe County Board of Education 526 U.S. 629 (1999) United States Supreme Court establishes the standard under which a school district may be liable under Title IX for sexual harassment of one student by another student. The district will be liable for damages only where the school officials are proven to have been deliberately indifferent to harassment of which it is actually aware. The harassment must be "severe, pervasive and objectively offensive."

Saxe v. State College Area School District 240 F.3d 200 (3rd Cir 2001) A Pennsylvania school district's anti-harassment policy was overly broad and therefore violated the Constitutional guarantee of freedom of speech.

L. W. v. Toms River Regional Schools Board of Education 189 N.J. 381 (2007) The New Jersey Supreme Court held that the standard under which a school district may be liable under the New Jersey Law Against Discrimination for student-on-student bullying or harassment is not the Title IX deliberate indifference standard, but is rather the same standard used under the NJLAD for hostile work environment cases. A district will be judged by whether the district's response met the "reasonable person" test: what would a reasonable person (teacher, supervisor, vice Chief School Administrator, Chief School Administrator, etc.) do in a similar situation. School districts will be shielded from liability under NJLAD when their preventive and remedial actions are reasonable in light of the totality of the circumstances.

Possible

<u>Cross References:</u>	*1220	<u>Ad hoc</u> advisory committees
	*1410	Local units
	3517	Security
	*3541.33	Transportation safety

*4131/4131.1	Staff development; inservice education/visitation conferences
4148/4248	Employee protection
*4231/4231.1	Staff development; inservice education/visitation conferences
5000	Concepts and roles for students
5010	Goals and objectives for students
*5020	Role of parents/guardians
*5113	Attendance, absences and excuses
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5131	Conduct and discipline
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
*5142	Student safety
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Student grievance procedure
*5145.1	Questioning and apprehension
*5145.1	Search and seizure
*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

GRADUATION REQUIREMENTS

In order to be graduated from the HOPE ACADEMY CHARTER SCHOOL and receive a state-endorsed board of trustee's diploma, a student must:

- A. Meet school proficiency standards in the core curriculum content areas
- B. Complete successfully any course requirements stated in the administrative code, unless those of the school are greater, in which case the school's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the State Board of Education;
- C. Select and complete successfully enough community service hours to meet the school minimum of required service.

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

Transfer students must meet all state and local requirements in order to receive a _____ diploma.

NOTE: IF THE BOARD WANTS TO ADOPT GRADUATION REQUIREMENTS BASED ON "OPTION TWO," INDIVIDUALIZED STUDENT LEARNING OPPORTUNITIES, THEY SHOULD BE DETAILED IN REGULATIONS AND CONSISTENT WITH N.J.A.C. 6A: 8-5.1(a)2i.

The lead person shall put into effect the procedures necessary to assess each student upon entry into the system, and, annually thereafter, to identify those students not meeting the state or school proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

SPECIFIC TO 8TH GRADE AT HACS

In order to participate in the graduation ceremony, a student must:

- A. Be eligible to receive a diploma;
- B. Have no more than 2 suspensions during the 8th grade school year. Hope Academy Charter School administration reserves the right to revoke the privilege of walking in graduation to students who are suspended in the 4th marking period (dependent upon the offense and previous disciplinary infractions).

Major disciplinary incidents during the school year or during graduation rehearsals, or a pattern of unexcused absences or tardiness, may also disqualify a student from participation in the graduation activities.

All eighth grade students:

- A. Must attain an academic achievement of 2.0 GPA as certified by the homeroom teacher.
- B. No student will graduate who has a chronic record of being absent without satisfactory reason. A doctor must verify any lengthy absence due to illness. If a student's total number of days of absence

exceeds 15% of the total school days and no verification of illness is forthcoming, that student will be declared ineligible to graduate.

- C. Any student who anticipates graduating must retain a respectable level of conduct with no more than eight (8) referrals or two (2) suspensions. HACS administration reserves the right to deny walking in graduation to students suspended in the 4th marking period (dependent upon the offense and previous disciplinary infractions).
- D. Any student wishing to participate in the graduation ceremonies must be in attendance (except for an emergency) the last full week of school.
- E. The official dress code policy for graduation states: "Gowns will be purchased by or for students and worn for the ceremony and group graduation picture. At a minimum, school clothes will be worn under the gown."
- F. Any student found to be in possession of any alcoholic beverages, illegal drugs, or narcotics at any time throughout his 8th grade year will not be permitted to take part in the graduation ceremonies.
- G. Any 8th grade student who enrolls during the last five weeks of his/her last year will not be included in the graduation ceremonies unless acceptable documentation is received by the district that the student has achieved an academic level commensurate with HACS standards.
- H. Any student with any of the above violations will have their report card and diploma mailed to them.

A student's diploma will not be released if there are any outstanding charges for lunches, library, textbooks, etc. for the parent or student. Also, diplomas will be held for any student needing to complete a summer program for completion of the 8th grade (proof of completion will be required).

This information shall be reported to the board at a public meeting prior to the date prescribed by law.

The board shall review this policy annually and shall adopt all regulations required by law.

Students with Limited English Proficiency

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

Special Education Students

A disabled student must meet all state and school high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the lead person.

A student who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

By June 30 of a disabled student's last year in the elementary program, the student's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the student's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the student exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and school graduation requirements including HSPA, along with the rationale for the exemptions. The exemptions must be approved in writing by the lead person.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why

the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

NJSBA Review/Update:	March 2010
Adopted:	April 2010
Revised and Readopted:	12/16/10

Policy

ATTENDANCE, ABSENCES, AND EXCUSES

The Hope Academy Board of Trustees believes that the regular attendance of students in each class and in school in general is critical to its educational mission. The school shall endeavor to achieve the ninety percent (90%) attendance rate. Continuity of instruction is an essential element in student performance and allows students the greatest opportunity to succeed at meeting the state learning standards in the Core Curriculum Content Standards. The Chief School Administrator shall oversee the development of effective strategies that maximize student attendance at all scheduled periods of actual instruction or supervised study activities and strive to:

- A. Encourage good attendance;
- B. Discourage unexcused absences;
- C. Identify patterns of absence, tardiness and early departures from school; and
- D. Intervene to prevent and correct problems with attendance.

Definitions

- A. "Attendance" is a student's presence in school and in the classroom to which he or she is assigned at the times scheduled for instruction or other school activities.
 - 1. A student will be considered to have attended if he or she has been present at least four hours during the school day. A doctor's note must be attached to the reason for leaving.
 - 2. A kindergarten student will be considered to have attended school if he or she has been present at least two and one half hours during the kindergarten session to which the student is assigned.
 - 3. A student not present in school because of his or her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.
- B. "Excused absence" is a student's absence from school for a full day or a portion of a day for one or more of the following reasons:
 - 1. The student's illness;
 - 2. Requirements of a student's individual health care plan;
 - 3. A death or critical illness in the student's immediate family, or others with permission of Chief School Administrator;
 - 4. Quarantine;
 - 5. Observance of the student's religion on a day approved for that purpose by the State Board of Education;
 - 6. The student's suspension from school;
 - 7. Requirements of the student's Individualized Education Program (IEP);
 - 8. Alternate short or long term accommodations for students with disabilities;
 - 9. The student's required attendance in court;
 - 10. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day.
 - 11. Such good cause as may be acceptable to the Chief School Administrator.

Attendance need not always be within the school facilities. A student will be considered to be in attendance if he/she is present at any place where school is in session by authority of the board. The board shall consider each student assigned to a program of independent study, with parent/guardian

permission, to be in regular attendance for that program, provided that he/she is under the guidance of a staff member so assigned, reports daily or weekly, as prescribed, to such staff member the place in which he/she is conducting his/her study, and regularly demonstrates progress toward the objectives of his/her course of study.

- C. "Unexcused absence" is a student's absence for all or part of a school day for any reason other than those listed in paragraph "Excused Absences" above. Absence is expressly not excused for any of the following purposes (this list is intended to be illustrative and is not inclusive):
1. Family travel;
 2. Performance of household or babysitting duties; and
 3. Other daytime activities unrelated to the school program.
 4. A student who is absent because of the illness of others (i.e. siblings or parent) is considered an unexcused absence.

Attendance

In order for the board of trustees to fulfill its responsibility for providing a thorough and efficient education for each student, the complete cooperation of parents/guardians and students is required to maintain a high level of school attendance.

The frequent absence of students from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of students to complete the prescribed curriculum requirements successfully. The following rules shall apply for student absences:

- A. A student shall be considered absent from class for tardiness in excess of one half of the total class period.
- B. A student shall be considered absent from school for participation in less than four instructional hours during the school day.

A student must be in attendance in order to be considered to have successfully completed the instructional program requirements of the grade/course to which he/she is assigned.

A waiver of these attendance requirements may be granted for good cause by the school Chief School Administrator upon recommendation of a review committee, appointed by him/her, and consisting of representative staff, including student service personnel and classroom teachers.

In recommending the granting of a waiver of this attendance requirement, the review committee shall consider the nature and causes of all absences rather than only those in excess. Documentation of the nature and causes of these absences shall be the responsibility of the student and parent/guardian.

Parents/guardians are responsible for notifying the school early in the day when a child will be absent and for informing the school of the reason for the absence.

Unexcused Absences

When a student fails to report to class or school accumulating up to four unexcused absences, the school shall:

- A. Make a reasonable attempt to notify the student's parents/guardians of each unexcused absence the day of the unexcused absence;
- B. Attempt to contact the parents/guardians by telephone, email and/or cellular phone to determine the cause of the unexcused absence;
- C. Develop an action plan to assist the student to return to school and maintain regular attendance.

If contact through these means is unsuccessful the school may follow-up with another attempt to contact the parents/guardians or send a letter reporting the unexcused absence and requesting the parent/guardian to contact the school.

If at any time it is suspected that there is a potential of abuse, neglect and/or a student is potentially missing the school shall implement all procedures required by law including reporting protocols, notification of parents/guardians and cooperation with law enforcement and other authorities and agencies, as appropriate.

Persistent Absences

If the pattern of unexcused absences continues and five to nine unexcused absences are accumulated the school shall:

- A. Make a reasonable attempt to notify the student's parents/guardians of each unexcused absence the day of the unexcused absence;
- B. Attempt to contact the parents/guardians by telephone, email and/or cellular phone to determine the cause of the unexcused absence.
- C. Conduct a follow-up investigation by contacting the student's parents/guardians in writing to determine the cause of each unexcused absence
- D. The Chief School Administrator or his or her designee shall schedule a meeting with the parent/guardian and the student.

The purpose of this meeting shall be to evaluate the appropriateness of the action plan to assist the student to return to school and maintain regular attendance. The plan shall be reviewed and revised in coordination with the parent/guardian and may include the participation of the classroom teacher, school nurse, guidance counselor, Chief School Administrator or other appropriate staff. The plan shall establish outcomes based upon the student's needs and specify the interventions for achieving the outcomes and supporting the student's return to school and regular attendance. That plan may include any or all of the following:

1. Referral or consultation with the building's Intervention and Referral Services team;
2. Testing, assessments or evaluations of the student's academic, behavioral and health needs;
3. The consideration of an alternate educational placement;
4. Referral to a community-based social and health provider agency or other community resource;
5. Referral to the court program designated by the New Jersey Administrative Office of the Courts;
6. The implementation of all required procedures for potential abuse, neglect or missing child including cooperation with law enforcement and other authorities and agencies, as appropriate.

Excessive absence from school jeopardizes the ability of a student to satisfactorily complete the prescribed curriculum and violates New Jersey Statutes requiring compulsory school attendance (N.J.S.A. 18A:38-25-30). Students cannot receive the maximum benefit from their instructional program if they are not present in school. Any student who exceeds nineteen (19 days) allowable absences in a school year may be required to repeat the grade.

Discipline

All discipline regarding the attendance of students shall be consistent with the board policy 5131 Conduct and Discipline and the code of student conduct. Consequences for absences may include:

- A. Students may be denied participation in co-curricular activities if their attendance fails to meet the standards set forth herein.

- B. Students may be denied participation in athletic competition if their attendance fails to meet the standards set forth herein.
- C. Loss of partial or total course credit;
- D. Detention or suspension.

No student who is absent from school for observance of a religious holiday or other excused absence shall be disciplined and/or deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.

Students, parents and guardians shall be notified of disciplinary actions for attendance including loss of credit and may appeal this determination through the procedure as set forth in board policy 5145.6 Student Grievance Procedure.

Truancy

For cumulative unexcused absences of 10 or more, the student between the ages of six and 16 is truant, pursuant to law. The school shall:

- A. Make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts;
- B. Make a reasonable attempt to notify the student's parents of the mandatory referral;
- C. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
- D. Cooperate with law enforcement and other authorities and agencies, as appropriate;
- E. Follow all procedures required by N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School and other applicable state and federal statutes.

Unexcused Absences for Students in Special Education

The attendance guidelines, discipline and remedial measures set forth in this policy shall apply to classified students where appropriate and in accordance with the student's:

- A. Individualized Education Program (IEP);
- B. Procedural protections set forth in N.J.A.C. 6A:14;
- C. Alternate short or long term accommodations for students with disabilities as required by law;
- D. Requirements of a student's individual health care plan.

Regular Release of Students Before the End of the Normal School Day

There are varying situations which may justify release of certain students from school before the normal time for closing. Such situations are justifiable only if the release does not jeopardize the student's educational program and the reasons for such release can be shown to have positive benefits for the student.

Late Arrival and Early Dismissal

The board recognizes that from time to time compelling circumstances will require that a student be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of the school, the board shall require that the school be notified in advance of such absences by written request of the student's parent/guardian, which shall state the reason for the tardiness or early dismissal. Justifiable reasons may include:

- A. Medical or dental appointments which cannot be scheduled outside of school hours;

- B. Requirements of a student's individual health care plan;
- C. Requirements of the student's Individual Education Program (IEP);
- D. Alternate short or long term accommodations for students with disabilities;
- E. Medical disability;
- F. Family emergency;
- G. Court appearance;
- H. Such good cause as may be acceptable to the administration.

No student in grades kindergarten through eighth shall be permitted to leave the school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or a person authorized by the parent/guardian to act in his/her behalf.

Tardiness not covered by the causes listed shall be cumulative, and may affect course credit.

Legal Custody

A record shall be kept indicating the legal custodian of each student. Such custodian shall be responsible for informing the board of any change in the student's custodian. The Chief School Administrator may take such steps as seem necessary to ensure that the child is released only to the proper legal custodian.

Potentially Missing Children

- A. If daily attendance records indicate a child is absent, and the parent/guardian has not called, a designated person shall attempt to contact them.
- B. If no telephone contact can be made, the attendance officer shall investigate.
- C. If the attendance officer cannot locate the child, he/she shall inform the Chief School Administrator, who shall inform the appropriate local authorities.
- D. If a child who was present in the morning is absent after lunch, the same procedure shall be followed.

Marking Missing Child's School Record

Whenever the Chief School Administrator receives notice from the Asbury Park Police Department that a child has been reported missing, he/she shall mark the child's records in such a way that whenever a copy of or information regarding the record is requested, school personnel will be aware that the record is that of a missing child. If a copy of a marked school record is requested, the Chief School Administrator shall supply the record to the requestor without alerting him/her to the fact that the record has been marked, according to provisions in code and statute on accessing student records (see policy 5125 Student records). After the Chief School Administrator has complied with the request for copies of records or information, he/she shall immediately report the inquiry or any knowledge as to the whereabouts of the missing child to the Asbury Park Police Department.

Regulations

The Chief School Administrator shall develop procedures for the attendance of students which:

- A. Ensure a school session which is in conformity with requirements of the rules of the state board;
- B. Identify potentially missing and/or abused students;
- C. Govern the keeping of attendance records in accordance with rules of the state board at N.J.A.C. 6A:16-1.1 et seq., including students serving in- or out-of-school suspensions, or excluded for health and cleanliness reasons;
- D. Impose on truant students such disciplinary measures as may be appropriate for infractions of school regulations, but no such penalty may have an irredeemable negative effect on the student's record of achievement beyond that which naturally follows his/her absence from school activities;

- E. Identify the habitual truant, investigate the causes of his/her behavior, and consider modification of his/her educational program to meet his/her particular needs and interests;
- F. Address tardiness and class cutting in terms of the intent of this policy;
- G. Ensure that students absent for any reason have an opportunity to make up work they missed;
- H. Recognize exemplary attendance.

Dissemination and Implementation

The Chief School Administrator shall take all necessary steps to publicize this policy and may include these rules in school handbooks and/or on the school website. Parents/Guardians and students shall be notified annually of the attendance policy.

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

The board shall review the attendance policy on a regular basis.

Adopted:	February 2007
Revised:	August 2007
NJSBA Review/Update:	April 2010
Revised and Readopted:	January 27, 2011

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 5113

Regulation

ATTENDANCE PROTOCOLS

Attendance Information

- A. The school secretary prints out all of the letters to be sent home and gives them to the designated Attendance Officer to sign, copy, and mail out.
- B. File a copy in the student's attendance record/folder.
- C. Call each student's caregiver who has 5 or more absences to give a rendition of the school Attendance Policy and state mandates, and ascertain a reason from the parent for the number of absences.
- D. Discuss with the caregiver the difference between excused and unexcused absences.
- E. Write notes on the content of the conversation in each file.
- F. A suggested time to carry out the above: the Monday after a Saturday school
- G. Keep a separate file with the Attendance File handy for reference.

File Folder Information

- A. The left side of the attendance folder should contain:
 - 1. Copies of parent correspondences mailed out with dates stipulating exactly when mailed.
 - 2. Copies of printouts differentiating unexcused from excused.
- B. Immediately at 10 unexcused absences, the nurse is called to pull the files as a check and balance system (also to check for excuse notes that may have been missed).
- C. Document dates and doctors who provided written notes.
- D. Letter to notify the parent of Hope Academy's intent to file with the court.
 - 1. File the letter.

Pre-Court Information

- A. Go to the court and fill out a complaint titled, "Certification in support of probable cause" with the Court Clerk.
- B. Place all dates of unexcused absences and reasonable efforts to contact the family to make them aware of such and attempts to contact in general.
- C. Provide up-to-date information.
 - 1. Even if a student resides in a town other than Asbury Park, still file in the City of Asbury Park because this is where the school is located and the source of the problem.
- D. Files that are court involved have "COURT" written in red pen on the front
- E. Each file has school year in black ink on the front with the updated amount of unexcused absences for a quick reference.

Court Proceedings

- A. Bring the Attendance Policy to court as the judge may ask for references from it.
- B. The parents of court-involved students must attend the hearing.
- C. Before going to court, print out an undated attendance/absence record for court-involved students to report to the judge the number of absences accrued in total since the last court hearing, or since filing.
- D. Meet with parents prior to going into the courtroom to insure there are no misunderstandings and that they are aware of the exact number of unexcused absences of their child, the plan for improvement, and whether not they are in compliance with the plan.
 - 1. The judge will ask the school representative these questions with the parent present in an open courtroom.
- E. Bring the student's file to the court appearance.

Adopted: April 7, 2008
NJSBA Review/Update: March 2010
Adopted: April 2010
Revised and Readopted: 12/16/10

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 5132

Policy

DRESS CODE/SCHOOL UNIFORMS

Hope Academy Charter School students are expected to adhere to the uniform dress code, one that is designed to eliminate distraction from the educational process. The Hope Academy Charter School strongly believes that the following issues would support such a school uniform policy:

- A. An adopted school dress code will create security through identification, enabling school officials to recognize intruders.
- B. Will instill positive atmosphere conducive to education will be established.
- C. Similar clothing will eliminate peer pressure dealing with student attire.
- D. The dress code will promote a statement of identity.
- E. A sense of school unity will be created.
- F. Students will be instilled with discipline.

- G. School spirit will be enhanced.
- H. The dress code will help assist families with the economic burden of clothing school age children since following the dress code is less costly.

Following is the uniform determined by the Hope Academy Charter School Uniform Parent Committee.

Young Ladies

- A. Navy plain skort or twill pants or navy twill shorts from 9/1 to 10/31 and 5/1 to 6/30;
- B. White collared blouse: short sleeve for fall and spring; long sleeve for winter;
- C. Navy or white tights for winter and knee highs or ankle socks for fall and spring;
- D. Navy button down sweater;
- E. Navy (girls) tie
- F. Dark shoes (navy or black) **no boots, sneakers, or heels (flat shoes only)**

Young Gentlemen

- A. Navy twill pants or navy twill shorts from 9/1 to 10/31 and 5/1 to 6/30;
 - B. White dress shirt - long sleeve in winter, short sleeve in fall and spring;
 - C. Navy tie;
 - D. Navy button down sweater/Navy sleeveless vest;
 - E. Black belt;
 - F. Black shoes (**no boots or sneakers**);
 - G. Navy socks;
- The use of excessive jewelry (i.e. oversized earrings, excessive bangles/bracelets, necklaces/chains, etc.) is prohibited.**

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Revised:	September 2001
Revised:	January 2002
Revised:	September 2004
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Revised and Readopted:	February 3, 2011
Revised and Readopted:	August 25, 2011

Hope Academy Charter School Policy Manual
Asbury Park, New Jersey

FILE CODE: 6146.2
 Monitored
 Mandated
 Other Reasons

Policy

PROMOTION/RETENTION

Promotion standards are based on students' performance either on the NJ ASK program or the students' grades and other indicators of academic achievement in the core content: Language Arts, Mathematics, Social Studies, and Science.

Students are given multiple opportunities to meet standards and extra assistance if they have trouble. Tutoring is required. Hope Academy's procedures include strategies for addressing the needs of students who are not meeting standards, and includes rearranging the school day to give teachers more time to work intensively with failing students.

Grade level retention is the practice of having a student retained in a grade when they do not meet certain performance criteria. The primary goal of student retention is to give students a year to grow and to master the academic tasks of their current grade level before advancing to the next level.

Retention may be considered at any time of the school year, not just at year-end. Regardless of what time of year retention occurs, retention procedures must be followed. Placement in the next grade level shall not be contingent upon completion of summer school.

Grade Level Retention Criteria

Retention of students is an option for students at any grade level who, after intensive intervention strategies, are performing below established targets. Retention is considered only after the following factors have been considered and documented:

- A. Performing significantly below established targets in anyone of the four content areas of Language Arts, Mathematics, Science, and Social Studies for 2 or more marking periods
- B. Evidence of insufficient academic growth over a span of three or more marking periods
- C. Chronological age of student
- D. Language proficiency
- E. Special Education
- F. Attendance record/truancy
- G. Transiency
- H. Previous grade retention

Retention of students having limited English proficiency solely because of a lack of English speaking ability is contrary to federal regulations. Non-English proficient (Beginning and Early -Intermediate) students may not be retained. Any retention of a limited English-proficient (Intermediate) or exited student must include consultation with the ESL/ELL instructor.

The Board of Trustees reserve the right to send a retained student back to the district to repeat a grade if the student or the student's parents are not in good standing or in adherence to the Student Enrollment Policy.

Kindergarten Retention

In the event that a Kindergarten student has not accomplished the required benchmarks necessary for success in the First Grade, the following Retention policy will be in effect.

According to the Charter Application and N.J.S.A. 18A: 36A - 8a, the incoming Kindergarten class for the next school year will be selected by a random lottery selection process. Twenty- 21 students will be selected, with the 21-23 students drawn as the number one and two students on the waiting list. The 22 and 23 seats will remain in reserve for a current Kindergarten student who may require retention for the next school year. If there is no student requiring retention, the 22 and 23 seats will be given to the number one and two students on the incoming Kindergarten Waiting List.

All other Waiting List student will move up one position.

Grades One through Five

To be promoted to the next grade level in grades 1-5, the school shall collect and analyze student achievement data and make educational decisions based on such data. A student must meet the passing requirements based on curriculum benchmarks and the results of state and non-State year-end tests. Students who fail to meet the grade-level requirements shall be retained.

Grades Six through Eight

Students in grades 6-8 may be promoted only on the basis of demonstrated proficiency in the subject matter of the grade level. The school shall collect and analyze student achievement data and make educational decisions based on such data. Students who fail to meet the grade-level requirements shall be retained.

Student Failure - Parent Notification

Parent(s)/guardian(s) of students who are in danger of failing for the year shall be notified by conference or by letter of the student's possible failure at the end of the third marking period. The parent(s) / guardian(s) shall receive final notification of the student's need for retention.

Student Failure Intervention

Any failing student shall receive intensive support. An individualized acceleration plan will be developed in appropriate academic areas.

Adopted: March 2002; June 2009
NJSBA Review/Update: April 2010
Revised and Readopted: 12/16/10

Hope Academy Charter School Policy Manual
Asbury Park, New Jersey

FILE CODE: 6146.2

Regulation

STUDENT GRADE LEVEL RETENTION PROCEDURES

Intervention

Intervention must occur before retention decisions are made. The parent/guardian must be notified of the recommendation for intervention. Each student who is considered a candidate for retention must be referred to the Intervention and Referral Services (I&RS) Team or similar body for intervention recommendations. Intervention may include but is not limited to the following: in-class interventions, summer school, after-school tutoring, extended learning opportunities, or other alternative programs. Documentation of the intervention and the effect on achievement is required.

Grade Level Retention Procedures

A. Parent Notification

Parents must be notified if their child is not making adequate progress and is being considered for retention. The teacher shall consult with the Chief School Administrator or his/her designee and parent in each case concerning possible retention before March 1 of the current school year. An interpreter must be provided for parents whose native language is not English. In all cases, parents must remain involved throughout the process. After intensive interventions have been implemented and the results documented, an education professional collaborative decision to retain may be made.

B. Educational Plan

An educational plan is to be developed as part of the retention process. Grade level appropriate assessments must be completed for every student as a part of the body of evidence.

C. Retention Folder

A retention folder is to be implemented when both the parent and the Chief School Administrator or his or her designee have been consulted (before March 1 of the current school year). Interventions, which must have occurred prior to the recommendation for retention, must be documented on the Student Information page of the retention folder. A Conference Log on the retention folder must be maintained with anecdotal notes. The Student Retention Procedure Checklist is to be dated as items are completed. The signed Elementary Retention Parent Signature Form must be included in the retention folder.

1. Data Gathering Instruments The following data, as applicable, must be recorded on the Student Information page of the retention folder:
 - a. Assessment data as appropriate to grade level:
 - i. Reading Assessments;
 - ii. Mathematics Assessments;
 - iii. Interim Assessments;
 - iv. NJ ASK Results;
 - v. Other secured assessments;
 - vi. Kindergarten Entrance/Exit Assessment;
 - vii. Individual Learning Plan (ILP).
 - b. Report card scores and comments;
 - c. Samples of representative work as compared with proficient work at the same grade level;
 - d. Written summary of student's strengths and weaknesses;
 - e. Other important information.
- D. By April 15 a list of all students being considered for retention must be sent to the Chief School Administrator. Use the School Retention Report. The list will include:
 1. Student name;
 2. Birth date;
 3. Student identification number;
 4. Grade;
 5. Primary reason for retention;
 6. Student assessment data as appropriate.

Deadlines

Prior to March 1 Recommendation for grade level retention

Teacher(s) make a recommendation to the Chief School Administrator for grade level retention of the student. Then the teacher notifies the parent/guardian of the possible retention.

April 15 Parent agrees, submits signed form

If the parent agrees with the recommendation for retention, the parent signs the parent signature form and the student is retained in the current grade level.

April 15 Parent disagrees, appeals, and submits signed form. The parent must be given a copy of this time line that outlines the appeal process.

If the parent/guardian disagrees with the retention recommendation, the parent may choose to appeal. The signed parent signature form must be submitted.

May 1 Chief School Administrator/designee, parent/guardian, teacher(s) meet

In the case of an appeal, the Chief School Administrator/designee will meet with the parent/guardian and teacher(s) within 10 school days to review data from the teacher and the parent.

May 15 - June 1 Chief School Administrator makes decision, notifies parent.

The final decision will be communicated to the parent/guardian within 15 days of receiving the appeal or by June 1.

Adopted: June 2009
Revised: January 2011

Hope Academy Charter School Policy Manual
Asbury Park, New Jersey

FILE CODE: 6153
 Monitored
 X **Mandated**
 X **Other Reasons**

Policy

FIELD TRIPS

The Hope Academy Board of Trustees recognizes that field trips, used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the school.

For purposes of this policy, a field trip shall be defined as any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

When field trips and excursions are to be arranged, the following guidelines apply:

- A. All trips, and the arrangements for them, must be made in advance by the appropriate staff member. This includes advance communication with the business administrator for transportation to and from the destination, preparation of appropriate purchase orders to transportation vendor and site, lunches, etc.
- B. Costs must be ascertained.
- C. Each child who goes on a field trip or excursion must have written parental permission.
- D. Student safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary. Staff member in charge of the field trip must take along a first aid kit and a cellular telephone. If parent chaperones are to be used in addition to school personnel, parents must:
 - 1. Be advised of their responsibilities as a chaperone prior to the date of the field trip;
 - 2. Provide emergency contact information such as home address and telephone number, name and work telephone numbers of spouse or nearest relative and medical and health information on each.
- E. All trips must be well planned, properly timed, and related to regular learning activities, or to school goals and objectives.
- F. Each field trip should be evaluated by students, teachers, and the administration.

The board shall bear all expenses of field trips. In specific cases, parents may be asked to contribute to the cost of a trip, but no student is to be denied the right to participate because of inability to pay.

The Chief School Administrator shall develop guidelines for planning trips suitable to the various grade levels, and regulations governing frequency, distance and expense.

The board does not endorse, support or assume liability in any way for any staff member of the school who takes students on trips not approved by the board. No staff member may solicit students of this school for such trips within the facilities or on the school grounds of the school without board permission.

Student Self-Administration of Medication

The board shall permit self-administration of medication on field trips for asthma or other potentially life-threatening illness by students with a doctor's note and parental consent. All conditions established by law and board policy shall be met (see policy 5141.21).

Epinephrine shall be administered via epi-pen to students in emergencies on field trips by the school nurse, his/her designee(s), the student's parent/guardian or the student himself/herself, in accordance with policy 5141.21 Administering Medication.

Adopted: December 21, 2006
NJSBA Review/Update: April 2010
Readopted:

Hope Academy Charter School Policy Manual
Asbury Park, New Jersey

FILE CODE: 6153

Regulation

FIELD TRIP PLANNING AND SCHOOL NURSE COVERAGE

It is the policy of the Board of Trustees of Hope Academy Charter School to provide safe and enjoyable field trips for the students whenever possible.

To that end, the following guidelines should be followed:

- A. No student can be denied access to a school program or activity based on their disability;
- B. Parents can be asked to attend a trip with their child but cannot be required to do so;
- C. Parents may not delegate the administration of medication to anyone other than the other parent or legal guardian of the student;
- D. The level of nursing care or health services required for a student in the classroom is the standard of care that the student must be provided during school programs outside the classroom;
- E. Administration of medications does not include dispensing of medication;
- F. During field trips, individual student's medications should be individually packaged by a pharmacy in a one dose packet, or sent in their original containers. An original container can include a small properly labeled container from a pharmacy filled only with the number of doses needed on the field trip.
- G. It is considered dispensing medication, when one transfers a drug from its original container into another (including an envelope) for administration to a student at a later time. This practice increases the potential for errors, access by unauthorized individuals and loss of medication
- H. Medications taken on a field trip must be secured and well supervised during the trip, either by the School Nurse on the trip or the parent/legal guardian on the trip of the student requiring medication;
- I. A student may self medicate with an epi-pen, a rescue inhaler, insulin, if all of the Board's policies and procedures are followed (parent permission, healthcare provider written order for the medication, certification by the healthcare provider that the student is capable of self-administration, student knows s/he must report to an adult immediately after use for assessment by the nurse on the trip.) The Nurse will then determine if further medical care is needed;

- J. A healthcare provider may alter the medication schedule, with the parent/guardian permission, on days of field trips or activities outside of the classroom. Written orders must be obtained from the healthcare provider for the specific date(s) of the trips;
- K. The planned trip, events, etc should be safe for all students on the trip. Avoidance of asthma and allergy triggers of the students must be considered when planning a trip. The benefits of the trip must be balanced with the health needs of the students involved;
- L. The School Nurse will be advised of the schedule for class trips so that health concerns, if any, can be addressed;
- M. A basic first aid pack should be available to the field trip nurse with all the necessary supplies to handle any first aid emergencies that might arise;
- N. The field trip nurse must be made aware of the times and places when and where meals or snacks will be eaten (many medications must be given before or after lunch, diabetics many require insulin coverage with means, etc.). Arrivals and departure times, as well as significant events (times and places) should be included in the field trip nurses packet;
- O. For students in grades 7 & 8, it the policy of Hope Academy Charter School that if a student demonstrates the ability to self medicate with an inhaler and appropriate, written permission has been given by the parent/legal guardian, their medication will be transported and held by his/her teacher and the student will self medicate when needed. This medication must be in its original container from the pharmacy showing the student's name, physician's name and the dosage, etc. prescribed by the physician.

Approved: October 26, 2006

Hope Academy Charter School Policy Manual
Asbury Park, New Jersey

FILE CODE: 6145.3

_____ **Monitored**
 _____ **Mandated**
 X **Other Reasons**

Policy

PUBLICATIONS

The Hope Academy Board of Trustees sponsors student publications as important elements of the instructional program. Students are encouraged to develop skills of written and verbal communication and to exercise the right to express their opinions freely and responsibly.

The rights of free speech, and free expression of students in public schools pursuant to the First Amendment, are not automatically coextensive with the rights of adults in other settings and shall be applied in light of the special characteristics of the school environment. The board of trustees reserves the right to exercise prepublication control over school-sponsored publications through administrative staff and faculty. Students shall have the right to appeal the exercise of censorship by school staff to the board of trustees.

Student expression may be restricted, if it can be determined that such expression is inconsistent with the basic educational mission of the school and when censorship action is reasonably related to legitimate educational concerns.

Students who violate this policy by expression, publication or distribution of any materials which are biased or prejudiced, vulgar or profane, unsuitable for immature audiences, or which do not meet the school's high standards of learning and propriety consistent with its educational goals and objectives may be subject to appropriate discipline.

This policy shall be implemented in accordance with regulations to be developed by the Chief School Administrator. The regulations shall:

- A. Identify school staff responsible for student publications;
- B. Establish procedures for prepublication review; and
- C. Specify procedures for appeal by students to the board of trustees with provisions for prompt decisions to be made at each level.

Web Sites

School-sponsored web sites are also subject to this policy and to the same regulatory constraints as are print publications.

NJSBA Review/Update: April 2010

Adopted: July 2010

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 5113.1

 X **Monitored**

 X **Mandated**

 X **Other Reasons**

Regulation

Tardy to School and Sign Out Policy

Tardy Definition

- A. A student is considered tardy when he/she is not with the class during Community Circle or with class at Community Gathering outside prior to Community Circle and prior to the Pledge of Allegiance.
- B. The official start time for school:
 - 1. 7:30 a.m. for students who eat breakfast;
 - 2. All other students should arrive by 7:55 a.m.;
 - 3. Students are expected to be in Community Circle at 8:00 AM when school officially begins.
- C. It is the parents' responsibility to accompany a tardy student into the office to ensure proper recording of attendance information.
- D. Hope Academy Charter School administration will make a concerted effort to prevent and remedy tardiness in its early stages.

Consequences

Following are the consequences for being tardy:

- A. First and second tardy = teacher warning;
- B. Third tardy = parent notification via letter;
- C. Fourth tardy = parent notification and 30 minute detention before school (7:15 AM);
- D. Fifth tardy = 30 minute detention before school (7:15 AM) and parent meeting with the Intervention Referral Service (I & RS) Team.

Consequences may also include:

- A. Notification of the parent/guardian in writing concerning their obligations pursuant to the NJ Code.
- B. A meeting with the Chief School Administrators, teacher, and the parent/guardian prior to the fifth tardy.

- C. The Chief School Administrators may coordinate services with and referrals of children to community agencies providing child and family services.

The Chief School Administrators will file a written complaint with the Executive County Superintendent's office for each habitually tardy student.

Sign Out Policy

Inform the office of the need for your child's doctor's appointment and early sign out in writing the morning of the appointment. **NOTE: Sign outs must occur before 2:30 PM. There are to be no sign-outs after that time.**

Approved: 9/26/2002
Revised and Readopted: 12/16/10

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 5113.1

Regulation

Tardy to School Strategies and Programs

Strategies for Resolution

Actions that can assist are:

- A. Track tardiness patterns through a recordkeeping system;
- B. Inform parents/guardians promptly with phone call or letter;
- C. Document chronic tardiness;
- D. Conference with parents/guardians or student about concerns;
- E. Refer to one of multiple assistance programs if family or child is in need;
- F. Set up programs and get parental commitment.

Programs for Parents and Students

- A. Counseling- arrange for parent/guardian or student assistance if needed;
- B. Contracts- written goals can get commitments from everyone;
- C. Activities- hold early bird activities that draw students to school before it starts;
- D. Mentoring- assign chronically late students to a peer mentor;
- E. Special Jobs- assign students to tasks that help them feel special;
- F. Acknowledge- announce names of students with perfect on-time attendance;
- G. Awards- for on-time behavior with posters, stickers, certificates or prizes;
- H. Clubs- Sunshine Club with breakfast for those with on-time record, possibly held monthly;
- I. Rewards- such as teacher-student ice cream socials for those with on-time record.

Adopted: December 17, 2009
Revised: January 28, 2010

Policy

SUSPENSION AND EXPULSION

While the board believes that positive approaches to acceptable behavior are usually more effective, it is sometimes necessary to penalize students for violations of school regulations to ensure the good order of the school and to teach students the consequences of disruptive behavior.

Students who indulge in disruptive behavior may be suspended or expelled. Disruptive behavior includes, but is not limited to:

- A. Continued and willful disobedience;
- B. Open defiance of the authority of any teacher or person having authority over a student;
- C. Actions that constitute a continuing danger to the physical well-being of other students;
- D. Physical assault upon another student, a teacher, or any school employee with or without a firearm or other weapon;
- E. Taking, or attempting to take, personal property or money from another student whether by force or fear;
- F. Willfully causing, or attempting to cause, substantial damage to school property;
- G. Taking part in any unauthorized occupancy of the school and refusing to leave promptly when directed to do so by a person in authority;
- H. Inciting others to take part in an unauthorized occupancy;
- I. Inciting other students to truancy;
- J. Truancy and class cutting; leaving school property without permission;
- K. Poor attendance and lateness;
- L. Use or possession of unsafe or illegal articles;
- M. Use of any tobacco product on school property;
- N. Use, possession or sale of a controlled dangerous substance, drug paraphernalia, anabolic steroids or alcohol;
- O. Use of profanity or abusive language;
- P. Turning in a false alarm;
- Q. Tampering with or damaging property of other students or staff members;
- R. Selling or buying lottery tickets or any other gambling paraphernalia on school property;
- S. Harassment, intimidation or bullying.

Any student who commits an assault (as defined by N.J.S.A. 2C:12-1) with or without a weapon upon a board member, teacher, administrator or other employee of the board of trustees shall be suspended from school immediately according to procedural due process, and suspension or expulsion proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

Any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The lead person may modify this suspension on a case-by-case basis. Each student so removed shall be placed in an alternative educational program or on home instruction and shall be entitled to a hearing before the board. The hearing shall take place no

later than 30 days following the day the student is removed from the regular education program and shall be closed to the public.

The Chief School Administrator shall be responsible for the removal of such students and notifying the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

The Chief School Administrator shall determine at the end of the year whether the student is prepared to return to the regular education program, in accordance with procedures established by the Commissioner of Education.

In-school Suspension

The board directs the administration to arrange facilities for in-school suspension whenever possible. Students will be required to occupy themselves with school-related work during such suspensions. No socializing shall be permitted. Students shall be counted as present in school but absent (excused) from individual classes.

General

Students on home suspension shall be counted absent (excused) unless the duration of the suspension requires home instruction.

Except when special considerations warrant (at the discretion of the administration), every student will be given a written warning in the form of a disciplinary notice that subsequent violation of school regulations may result in his/her exclusion or suspension.

Students under suspension are prohibited from participating in or attending any school-regulated activity during the period of their suspension. They may not enter the school buildings or grounds of the school without the permission of the lead person. Any student under suspension who enters the school buildings or grounds without the permission of the lead person may have the period of his/her suspension extended. The right to continue the suspension or to expel is reserved to the board of trustees, acting upon the recommendation of the administration.

Serious violations of school regulations which create a dangerous or unsafe condition for other students shall cause a student to be suspended upon the first offense.

Making up Missed Work

Students who are under suspension will be required to make up all assignments missed during the period of their suspension and will be given adequate opportunity to make up this work.

Upon their readmission, failure to complete the makeup assignments will result in a meeting with the parents/guardians. The lead person will notify parents/guardians by telephone and send a letter regarding the telephone conversation immediately.

Procedures

The administration shall establish, and the board shall approve, specific procedures for dealing with suspension cases. Regulations ensuring due process to all students before a suspension is imposed shall be developed with the advice of the board attorney and shall include at least:

- A. Informing the student of the charges against him/her;
- B. Giving the student a chance to reply to them.

These regulations shall also include safeguards for the dismissal of students suspended from school, procedures for calling an immediate conference with parents/guardians, limitations on the length of suspensions, and specifics for the reinstatement of students.

Every effort shall be made to adjust each suspension promptly so that the student can be returned to school with a minimum loss of school time and school work.

When the lead person imposes a suspension, he/she must report it to the board. No suspension for reasons other than assault upon a teacher, administrator, board member or other board employee may continue beyond the second regular meeting of the board following the suspension without board action. No suspension for assault upon a teacher, administrator, board member or other board employee may be continued beyond 30 days without board action. A suspended student may be reinstated by the lead person before board action.

Each student shall be afforded an informal hearing before the suspension or, if circumstances prohibit, as soon as possible after the suspension except that, when extraordinary circumstances involving the health and safety of the student or others in the school require immediate exclusion, the hearing may be delayed to such time as circumstances permit. Students suspended for a period of time longer than a short-term suspension shall be afforded a formal hearing before the board which shall take place not later than the second regular meeting of the board following the suspension. If the offense involves a weapon or assault with or without the weapon (as described above), the hearing shall take place not later than 30 days after the suspension occurs.

The board shall make a decision within five days of the close of the hearing. Any appeal of the board's decision shall be made to the Commissioner of Education within 90 days of the board's decision.

The board requires that such hearings shall be closed to the public, but should all parties thereto agree, the hearing may be publicly held. Each suspended student who has requested a formal hearing shall be restored to the regular educational program pending the outcome of the hearing, except when, in the opinion of the lead person, the presence of the student in school poses such a danger to himself/herself or others as to warrant continued absence.

Each such student suspended from the school shall receive individual instruction commencing not later than five working days after the suspension occurs, except that the board may, on the recommendation of the lead person, assign the student to an alternate educational program to meet his/her particular needs (see policy #6172).

Expulsion

The board will consider expulsion only if:

- A. The lead person with his/her staff have exhausted all means of bringing about a correction of repeated misconduct; or
- B. The nature of a single act presents such a clear possibility of danger to others that immediate definitive action is indicated.

The parents/guardians of the student shall be interviewed, if possible, and advised of the reasons why expulsion is being considered, of the rights of the student to a full hearing which will afford him/her procedural due process, and the right of parents/guardians to appeal to the lead person.

The child shall remain out of school until either:

- A. An appeal made to the lead person is decided in the child's favor; or
- B. The appeal (if made) has been denied and the board has met to hear the lead person's recommendation.

If the board determines that the charges, if true, may warrant expulsion, the board will set a date for the hearing. The board attorney will arrange for the giving of legal notice to all parties concerned for the preparation and presentation of evidence in support of the charges at the hearing.

The student must receive:

- A. Notification of the charges against him/her;
- B. The names of the adverse witnesses;
- C. Copies of the statements and affidavits of those adverse witnesses;
- D. The opportunity to be heard in his/her own defense;
- E. The opportunity to present witnesses and evidence in his/her own defense;
- F. The opportunity to cross-examine adverse witnesses; and
- G. The opportunity to be represented by counsel.

Juvenile authorities and law enforcement agencies shall be notified or consulted if necessary.

If a student is expelled, the board shall continue to supply an educational program for him/her.

Implementation

The lead person shall develop detailed written procedures to implement this policy. He/she shall ensure uniform and consistent application of the policy and shall report to the board as required on its effectiveness.

When an alternative educational program is provided for a student identified as disruptive but not disabled, the lead person shall inform the board.

Adopted: 4/28/11

Asbury Park, New Jersey

<u> X </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

Policy

Summary of changes: reorganized the policy, deleted most of harassment, intimidation and bullying content and added section on code of conduct.

CONDUCT/DISCIPLINE

The board of trustees believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of students.

The board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. Students are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority and respond to those who hold that authority.

The board of trustees believes that standards of student behavior must be set cooperatively by interaction among the students, parents/guardians, staff and community, producing an atmosphere that encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for school and community property.

Board policy requires each student of this school to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The lead person shall provide to students and their parents/guardians the rules of this school regarding student conduct and the sanctions that may be imposed for breach of those rules. Provisions shall be made for informing parents/guardians whose primary language is other than English.

The lead person shall establish the degree of order necessary to the educational program in which students are engaged.

Code of Conduct

The lead person shall oversee the development of and the board shall approve a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The code of conduct shall be based on parent/guardian, student and community involvement, and locally determined core ethical values. The lead person has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board shall direct development of detailed regulations suited to the age level of the students and the physical facilities of the school.

The school code of conduct shall contain:

- A. A description of student responsibilities that includes expectations for academic achievement,

- behavior and attendance;
- B. A description of behaviors that will result in suspension or expulsion;
 - C. A description of the students' rights to:
 1. Advance notice of behaviors that will result in suspensions or expulsions;
 2. Education that supports student development into productive citizens;
 3. Attendance in safe and secure school environment;
 4. Attendance in school irrespective of marriage, pregnancy, or parenthood;
 5. Due process and appeal procedures in accordance with law and board policy;
 6. Parent notifications consistent with board policy and law for law enforcement interviews (5145.11 Questioning and Apprehension), short-term and long-term suspension (5114 Suspension and Expulsion), due process and appeal procedures, and attendance (5113 Attendance, Absences and Excuses);
 7. Records and privacy protections (5125 Student Records).
 - D. A description of behavioral supports that promote positive student development and assist each student in fulfilling the school behavioral expectations established including intervention and referral services, remediation, and intervention and supports services for students with disabilities;
 - E. A description of graded responses to violations of the code of conduct that includes remediation, is consistent with law concerning corporal punishment, and is consistent with laws and board policies concerning violence/vandalism (5131.5) and, weapons and dangerous instruments (5131.7);
 - F. Cover the board attendance policy (5113) and the harassment, intimidation and bullying policy (5131.1);
 - G. Lists community-based health and social service providers, and local legal resources.

Student Behavioral Infractions

Students who display chronic behavioral or academic problems may be referred to the child study team by the lead person for an evaluation to determine disability or the need for other services. Such referrals shall be in strict accordance with the due process regulations prescribed by the administrative code. Students so identified shall be provided with appropriate programs and services as prescribed by the child study team.

A student whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5, following due process. However, one incident alone is not sufficient cause for an expulsion.

Any student who commits an assault (as defined by N.J.S.A. 2C:12-1) upon a board member, teacher, administrator or other employee of the board of trustees shall be suspended from school immediately according to procedural due process, and suspension in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5. However, one incident alone is not sufficient cause for an expulsion. Proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

Substance Abuse

In accordance with statute and code, penalties shall be assigned for use, possession and distribution of proscribed substances and drug paraphernalia. The penalties shall be graded according to the severity of the offense in accordance with policy 5131.6 Substance Abuse. Infractions shall be reported to the local law enforcement agency in accordance with the school's memorandum of agreement. Confidentiality shall be protected in accordance with federal and state law.

Weapons Offenses

Any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school

bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The lead person may modify this suspension on a case-by-case basis. Each student so removed shall be placed in an alternative educational program or on home instruction pending alternative education program placement and shall be entitled to a hearing before the board. The hearing shall take place no later than 30 days following the day the student is removed from the regular education program and shall be closed to the public.

The Chief School Administrator shall be responsible for the removal of such students and shall immediately report them to the lead person. The Chief School Administrator shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

The lead person shall determine at the end of the year whether the student is prepared to return to the regular education program, in accordance with N.J.A.C. 6A:16-5.5(i).

Teaching staff members and other employees of this board having authority over students shall take such lawful means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this board.

Harassment, Intimidation or Bullying

The board expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. This type of behavior interferes with a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school will not tolerate acts of harassment, intimidation or bullying.

The board prohibits acts of harassment, intimidation or bullying against any student in accordance with board policy 5131.1 Harassment, Intimidation and Bullying, and law.

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds in accordance with law, and that:

- A. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students;
- B. A reasonable person should know, under the circumstances, will have the effect of physically or mentally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or mental harm to his/her person or damage to his/her property; or
- C. Has the effect of insulting or demeaning any student or group of students; or
- D. Creates a hostile educational environment by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager, that takes place on school grounds, at any school-sponsored function or on a school bus.

Students with Disabilities

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability;

- B. The program that is being provided meets the student's needs.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all students with disabilities.

Policy and Procedure Development, Review and Dissemination

The standards and procedures developed to implement this policy shall be aligned with the board-approved code of student conduct and accepted board approved core ethical values. Policies, standards and procedures shall be based on parent, student and community involvement which represents, where possible, the composition of the school and community, in accordance with N.J.A.C. 6A:16-7.1.

This policy shall be reviewed annually and updated along with the code of student conduct. This process shall include:

- A. Parent, student and community involvement which represents, where possible, the composition of the school and community;
- B. Consideration of the findings of the annual reports of student conduct, suspensions and expulsions; and incidences reported under the Electronic Violence and Vandalism Reporting System.

The lead person shall annually:

- A. Disseminate the code of student conduct to all staff, students and parents;
- B. Report on the implementation of the code of student conduct to the board of a education at a public meeting in accordance with N.J.A.C. 6A:16-7.1(a) 5, i-iv;
- C. Report to the New Jersey Department of Education on student conduct, including all student suspension and expulsion and incidences reported under the Electronic Violence and Vandalism Reporting System.

Implementation

The lead person shall ensure that the rules for this policy are applied consistently with the school's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations and that all disciplinary sanctions are carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

NJSBA Review/Update: April 2010
Readopted: 4/28/11

Form

PENDING INVESTIGATION LETTER

Letter to Parent/Guardian to be Sent Home Pending an Investigation

Dear Parent/Guardian:

Thank you for bringing to our attention the electronic communication regarding your child. As we discussed, the school will make its best effort to investigate this within the limitation of our capabilities. Further, as you know, the primary responsibility for monitoring a child's Internet usage at home obviously lies with the parent.

We, therefore, appreciate your willingness to fully cooperate with the school in this investigation and to report any information gathered from monitoring your child's activities. This letter will also confirm that you have been advised of how to access "Netsmartz" to assist you in screening your child's email messages and website access.

By signing below, you are acknowledging that you have received, read, understand, and agree with the terms of this policy.

Signature of Parent/Guardian

Date

Printed Name of Parent/Guardian Signature

Policy

GANGS

The Hope Academy Board of Trustees recognizes that a school campus is a place that has appropriate rules and regulations to ensure a safe and healthy environment, which is conducive to learning for all students. All persons shall be knowledgeable of the conduct and expectations on which Hope Academy Charter School operates.

The Gang Policy gives the Chief School Administrator or designee the ability to take a clear, proactive stance toward gangs and gang activity in their school. The policy defines both gangs and gang members, what gang behavior is not acceptable on school grounds and procedures to be taken in the event there is a breach of policy (see Student Conduct Violations and Responses 5.3.7 in the Student Conduct Code).

It is the policy of Hope Academy that membership or affiliation in secret fraternities or in other clubs or gangs not sponsored by established agencies or organizations and recognized by Hope Academy is strictly prohibited.

Persons who initiate, advocate, or promote activities, openly or otherwise, which threaten the safety or well-being of persons or property, which disrupt the school environment and/or are harmful to the education process will be dealt with as if they committed an offense of the most serious category.

The use of hand signals, written or oral comments, stances, stares, graffiti or the presence or use of any apparel, jewelry, accessory or manner of grooming which, by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with a gang or group, whether real or implied, present a clear and present danger to the school environment, its staff and students, and the educational objectives of the community and State and is strictly prohibited.

Any incident involving initiations, intimidation and/or related activity of such gangs affiliates will hereby be considered actions which present the danger or likelihood of bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to students or staff and is strictly prohibited.

Any person wearing, carrying, distributing, displaying gang/group paraphernalia; exhibiting behavior or gestures which symbolize gang/group membership; or causing and/or participating in activities which intimidate or affect the attendance or sense of personal safety or well-being of another student or staff member will be subject to disciplinary action including suspensions and/or permanent expulsions.

Delegation of Responsibility

The Chief School Administrator shall ensure that:

- A. Gang affiliation and activities are included in printed rules and regulations provided to staff, students and parents;
- B. Students identified as possibly involved in gang-related activities, receive counseling to enhance self-esteem, encourage interest and participation in wholesome activities, and promote membership in authorized student organizations;
- C. Parents/Guardians will be notified of the school's concerns;
- D. Staff in-service training regarding gang activities, methods of operation, and current methods of identification is available to staff;
- E. All gang affiliation or gang type incidents are referred to the appropriate law enforcement agency.

- F. Affiliation with a gang, gang activities or claiming gang membership by students is considered exceptional misconduct and subject to penalties that may include suspension or expulsion;
- G. Any student disciplined for gang activities or affiliation may be required to sign a negotiated behavior contract between the student, parent and administrator before he/she will be readmitted;
- H. The Chief School Administrator or designee has the authority to reduce long-term suspension to a shorter duration provided the Chief School Administrator is convinced that a plan is in progress which will result in elimination of future involvement with gangs.

Students who have been expelled or suspended for gang-related activities may be subject to emergency expulsion and may lose their right to remain in school during the appeal process.

Policy Contract

The gang policy contract is used when a student is engaging in gang related activity on school grounds or at school sponsored events. The contract allows the Chief School Administrator or designee to specifically point out what behavior is not acceptable at the school. Further, a parent or guardian is usually required to sit down with both the Chief School Administrator and his/her designee and the student to discuss the school's findings and courses of action before the student is allowed back into school.

Coordination with local law enforcement is critical in this process. Occasionally, it may be necessary for a member of the local law enforcement community to speak with parents in order to convey the seriousness of their child's activities.

Adopted:	February 2007
Revised:	May 22, 2008
NJSBA Review/Update:	April 2010
Readopted:	June 2010

Form

GANG BEHAVIOR CONTRACT

Student Name: _____

DATE: _____

Contract Conditions and Expectations (Student's Name should be printed in the blank provided)

1. _____ is not to wear any gang-affiliated clothing to school; specifically anything which says or symbolizes gang name or names.
2. _____ is not to associate with any known or suspected gang affiliates while in school or at school-related activities.
3. _____ is to refrain from all harassing behaviors while attending HOPE ACADEMY CHARTER SCHOOL. This includes threats or intimidation of others by exhibiting identified gang behaviors.
4. _____ is expected to refrain from all gang-related activity while a HOPE ACADEMY CHARTER SCHOOL student. This includes writing in gang-style script, hand signs, stances, slang talk, and other identified gang behaviors.
5. _____ must comply with all school policies regarding attendance and disciplinary procedures.

These terms are specified for the purpose of providing a safe and orderly environment for both

_____ and all HOPE ACADEMY CHARTER SCHOOL students so that
Student's Name

they may be permitted to achieve their maximum educational potential.

I understand the above conditions and understand the consequences of failing to abide by those conditions.

Any violations of this contract will subject the student to suspension, up to 10 consecutive days, with the possibility of dismissal from HOPE ACADEMY CHARTER SCHOOL.

Signature of Student

Signature of Parent/Guardian

Date Designee

Signature of Chief School Administrator or

Regulation

PSYCHIATRIC EMERGENCIES

- A. Upon a child making a suicidal or homicidal statement (even if it is third party information), draws a picture, gestures or writes statements of the same nature, a staff member must immediately gather all evidence, separate the child, and when possible, place the child on one-on-one supervision.
- B. Contact the School Social Worker. If the School Social Worker is unavailable (not in school that day), contact Project Talk. If Project Talk is not in school that day, contact Mr. Daniels. If Mr. Daniels is not in school that day, contact the Behavioral Specialist.
- C. Interview anyone who may have been involved in any capacity with the student and document times, dates and names. Take notes as to the exact statements or gestures that the student verbalized which caused concern.
- D. Interview the student and document time and date of interview. Take notes and be sure to quote suicidal/ homicidal statements. Pay close attention to body language and affect. Gather all pieces of the puzzle so when you are reporting to the hospital clinician you have the entire story.
- E. The hospital will need to know if the child has any special medical needs, is a behavioral issue, or is classified. Gather this information as well.
- F. Contact caregiver immediately upon interviews being completed. Verify you are speaking with the caregiver and not anyone else prior to disclosing any information. This is to ensure that confidentiality of the child and caregiver is not breached. Disclose all information to the caregiver. Inform the caregiver that you will be contacting the hospital because of the statements and there will be a Psychiatric Assessment conducted by a clinician who will report to a Psychiatrist. Explain there is a zero tolerance policy when there is a child making these kinds of statements and the school must follow through with ensuring the child's safety by contacting the appropriate authorities (hospital). Ask if the parent agrees to a clinician to speaking with their child at school, or if they would rather take their child to the JSMC Crisis Center. If the parent disagrees to both, ask the parent to come in and discuss further. If the parent continues to refuse, the parent must be notified that it is classified as medical neglect and The Division of Youth and Family Services will be notified of the situation. Try not to threaten or call DYFS unless it is a case where the parent is indefinitely unable to be deescalated and is non-compliant.
- G. Do not have clinicians from the hospital meet with the child if the parent is not agreeing. You must wait for DYFS to arrive to handle the situation.
- H. No school is allowed to hold a child when school is dismissed at the end of the day. If this situation occurs at the end of the day and the caregiver is refusing to take the child to JSMC or allow MMC to interview the child in school, document all of your attempts and conversations and contact DYFS. Ensure that you find out where that child will be going once school is out so you can provide that information to DYFS. Never hold a child against the parents will or the child's will upon school dismissing.
- I. Always remember- it is not our determination as to whether or not we feel the child is at risk or is a harm to himself or herself. It is the clinician's job to determine level of acuity and risk. Be mindful to be objective at all times and provide only facts.

When Monmouth County Center (MCC) Child Screeners Respond to Hope Academy:

- A. MCC is the only hospital in the county that has a, "Mobil Unit". There are only two clinicians who are able to respond to the school or the home to conduct a Psychiatric Assessment. When you call to request a response, attempt to only speak with one of these two individuals so you do not have to repeat the scenario again. Make sure you say that you are requesting a response to the school. It makes it easier for the family and the child if this is done on site rather than having to wait hours in the ER at JSMC. Only provide them with factual, objective information pertaining to your reason for calling.

- B. Photocopy any evidence and provide to the clinician for his or her records. Keep the original for Hope Academy's records.
- C. Find a private room for you and the clinician to discuss the case. Have all notes taken from your interviews in front of you. Provide the clinician with any and all verbal information. If they are requesting any paper documents (attendance, grades, behavioral, CST), the clinician must provide us with a release. Allow the clinician to view the records if they do not have a release.
- D. Allow the student to meet with the clinician alone. This provides an atmosphere of least intrusiveness for the child. Allow them as much time as needed and make sure that they are not interrupted by any other staff or students.
- E. Upon the clinician completing the interview with the child, send the child back to the individual designated to provide one-on-one supervision (if possible), and speak with the clinician regarding his or her assessment and recommendations.
 - i. Take notes;
 - ii. Inquire as to whether or not the clinician is going to conduct a follow up assessment at school or at home, Gather date and time if this is going to occur;
 - iii. If there are appointments that the clinician is going to be scheduling for the child (Psychiatric assessments, etc), make sure to get the date and time of any and all appointments scheduled;
 - iv. The clinician will contact the on-call Psychiatrist to give report upon reaching a conclusion;
 - v. The Psychiatrist will make the ultimate decision as to what will happen in the case.
- F. If the caregiver responded to the school, allow the parent time to meet with both you and the clinician so they are fully informed.
- G. If the caregiver is not present at the school, have the clinician contact the caregiver immediately so the clinician can discuss his or her findings and recommendations. You should also have a conversation with the caregiver.

When the Parent Brings the Child to Jersey Shore Medical Center (JSMC) Crisis

- A. Jersey Shore Crisis Unit is located in the JSMC Emergency Department. It is composed of Psychiatric Nurses and clinicians. Within JSMC, both clinicians and Psychiatric nurses conduct Psychiatric Assessments. There are on call Psychiatrists.
- B. Sit down with the caregiver in private and contact JSMC clinicians on the phone with the caregiver in the room. Ensure you are speaking with a clinician or a nurse. Notify them that you are calling to make a referral and the caregiver is sitting with you in the room and agreeing to take the child to the Crisis Unit. Briefly provide the clinician with objective, factual statements regarding the concern with the child. Again, provide the clinician with whether or not the child is classified or is a behavioral issue. Notify the clinician that the child and caregiver will be responding immediately to the Crisis Unit. If the clinician asks you your impression or if you think the child is serious, do not answer the question because it is the clinician's job to make that determination,
- C. Obtain full verbal agreement by the caregiver stating that he or she is going to immediately bring the child to JSMC, Inform the caregiver that you will be following up by calling JSMC within the next 45 minutes as to whether or not the child and caregiver have indeed responded to JSMC.
- D. Type up a letter on Hope Academy letterhead stating the chain of events beginning at what happened with the child and what statements or gestures were made. Keep this brief and to the point. State in the letter that the caregiver agreed to immediately take the child to the Crisis Unit for an assessment and also state that Hope Academy will need to be provided with a letter from the clinician with the on-call Psychiatrists name stating the child has been assessed as not a danger to him/herself and is able to return to school. Place the child's full name and date of birth on the letter as well as the caregiver's full name.
- E. Photocopy any and all written or drawn evidence and send with the caregiver attached to the back of the letter from Hope Academy. Notify the caregiver that they are to provide all of this information to the clinician at JSMC. Make sure that you photocopy the evidence for Hope

Academy's records and keep the letter you typed on file in the computer and print out for our records.

- F. Make sure to obtain a cell phone number of the caregiver to ensure you can get a hold of them.
- G. Follow up with JSMC. Allow enough time for the caregiver to respond to JSMC. Make attempts to contact the caregiver if you feel they have not responded to JSMC within a reasonable time frame, Make reasonable efforts to contact the caregiver, If the caregiver is unable to be reached and the child still has not been taken to the Crisis Unit within a reasonable timeframe, contact Division of Youth and Family Services (DYFS) [1-(800) NJ-ABUSE] and notify them of the situation.

Contact Phone Numbers

- A. Monmouth Medical Center Child Screeners (732) 923-6999
- B. Jersey Shore Medical Center Crisis Unit (732) 776-2325
- C. Division of Youth and Family Services (DYFS) 1 (800) NJ-ABUSE

Adopted: December 20, 2007

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 5142.1
 Monitored
 Mandated
 Other Reasons

Policy

SAFETY PATROLS

The Hope Academy Board of Trustees believes that student safety patrols can contribute greatly to the development of good traffic habits and can provide opportunities for growth in leadership skills.

Therefore, the Chief School Administrator shall develop regulations for the formation of safety patrols.

These regulations shall include, but not be limited to, provision for:

- A. Appointment of a faculty advisor to select, instruct and discipline members of the safety patrol;
- B. Informing candidates and their parents/guardians of the purpose and activities of the patrol and the possible hazards;
- C. Obtaining signed, written consent from the parent/guardian for the student's involvement in the safety patrol;
- D. An outline of duties suitable to each school building;
- E. Cooperation with the police.

NJSBA Review/Update: April 2010
Adopted: June 2010

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 6114

Regulation

EARLY DISMISSAL /DELAYED OPENING

Parental Requested Early Dismissal

Doctor's appointments and other such appointments should generally be scheduled after school hours. If a student must miss part of the school day, the parent/guardian must:

- A. Send in a dismissal note to school with the child to give to the homeroom/main teacher. The classroom teacher will send the note to the Health/Attendance Office. The note must include:
 1. A phone number where the parent/guardian can be contacted to verify the dismissal;
 2. The date and the purpose of dismissal;
 3. Signature of the parent/guardian.
- B. The parent/guardian should phone the Health/Attendance Office at (732) 988.4227, ext. 17 to request dismissal. A valid reason for dismissal is necessary. The Health/Attendance Officer shall contact the parent/guardian to confirm all early dismissal requests.
- C. If a student must be dismissed from school due to illness, the school nurse will make the necessary phone calls. This procedure must be followed regardless of the time a student arrives at school (i.e. the student arrives at 7:30 and is determined to be too sick to remain). No student will be dismissed without a parent/guardian pickup.

Early Dismissal of School

When school dismisses early, no earlier than 12:00 p.m., every effort will be made to contact the parent/guardian or a designated person for each student.

Students who are in attendance, and students who are scheduled to attend the after school program will be directed to go to the regular dismissal area (1st floor main room), and must be picked up within one hour of school's announced closing time.

All after school programs will be cancelled for the day.

Delayed Opening

When school announces a Delayed Opening on the local radio and television stations and/or by the phone announcement system, (see school calendar for station information), school will commence at 10:00 AM unless a subsequent announcement closes school for the entire day.

Students will report to school via the front door and go directly to their classroom via the stairway.

Staff members will be stationed in the stairwell to insure the safety of students.

Policy

EMERGENCIES AND DISASTER PREPAREDNESS

The lead person shall direct the development of plans, procedures and mechanisms for responding to emergencies and crises in the schools that threaten human life and property. He/she shall consult with law enforcement agencies, health and social services agencies and emergency management planners in developing these plans and shall ensure that they provide for the protection of the health, safety and welfare of the school population as well as supportive services for staff, students and their families.

Plans and procedures shall include these elements:

- A. Cooperation with local government agencies in developing and carrying out a school/community disaster plan that includes procedures for building lockdowns when necessary;
- B. Mechanisms for the orderly evacuation of buildings in case of fire or other emergencies;
- C. Means to provide as much protection as possible for children at school and on their way to and from school;
- D. Training in individual self-protection and survival techniques for students and staff;
- E. Communicating specific instructions to students and staff so that the school emergency plan may be carried out with the greatest possible speed and safety.

The lead person shall develop and provide an in-service training program for school staff to enable them to recognize and appropriately respond to crises, consistent with the school's plans, procedures and mechanisms for managing crises. The in-service program shall be reviewed and updated annually.

Fire Drills and School Security Drills

Fire drills shall be held at least once each month for all students. There shall also be at least one school security drill per month. The lead person may order a modification of the fire drills so that they may take the form of indoor drills or of rapid dismissals with outdoor clothing when low temperatures prevail.

A written statement of procedures and instructions for fire drills and school security drills shall be formulated by the lead person and disseminated to all staff. All staff shall also receive training on school safety and security that includes instruction on school security drills by November 2011 or within 60 days of the commencement of that staff member's employment, whichever date is later.

Instruction in fire prevention shall be given and emphasized in appropriate courses in the curriculum of the school. A "school security drill" shall be defined as an exercise to respond to an emergency situation such as a non-fire evacuation, lockdown, bomb threat, lockdown or active shooter situation that is similar in duration to a fire drill.

A. Required Drills

The school shall be required to conduct a minimum of two drills per year for each of the following drills:

- a. Active shooter
- b. Evacuation (non-fire)
- c. Bomb threats
- d. Lockdowns

Students are not required to participate in two of the eight mandated drills.

- B. Within the first 10 days of the new school year each school shall be required to conduct one fire drill.
- C. Within the first 15 days of the new school year each school shall be required to conduct one school security drill.

Reporting

By June 30th of each year the lead person shall submit to the executive county superintendent an annual "Statement of Assurance" report on the forms provided by the Department of Education.

Emergency Closings; Delayed Openings

The lead person is authorized by the board to close the schools, open them late or dismiss them early in hazardous weather or in other extraordinary circumstances which might endanger the health or safety of students or school employees.

Each year, parents/guardians, students, and staff members shall be informed in advance of how they shall be notified in event of emergency closings. Parents/guardians shall be required to make alternative arrangements for their children in case no one is home to receive a child after an unscheduled early closing.

Adopted:	July 6, 2010
NJSBA Review/Update:	April 2010
Revised and Readopted:	August 23, 2010

Hope Academy Charter School Policy Manual FILE CODE: 6142.1

Asbury Park, New Jersey

<u> X </u>	Monitored
<u> </u>	Mandated
<u> X </u>	Other Reasons

Policy

FAMILY LIFE EDUCATION

The Hope Academy Board of Trustees shall maintain a family life education curriculum that provides material suited to each grade level, presented in a manner intended to foster respect for the human body and an understanding of how human sexuality affects personal and family relationships in conformance with the Core Curriculum Content Standards.

The curriculum, developed under the supervision of the Chief School Administrator with the active participation of teachers, administrators, students, parents/guardians, physicians, members of the clergy and representative members of the community, shall be available to all parents/guardians. The board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials. An outline of the curriculum and list of instructional materials for the grades of their children shall be sent to parents/guardians annually.

The Chief School Administrator shall ensure that the curriculum developed is articulated to that of the elementary school(s), so that the transition from elementary to secondary approaches to this material will be easy for all students.

Any student whose parent/guardian presents to the school Chief School Administrator a signed statement that any part of the instruction in health, family life education or sex education is in conflict with their conscience, or moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given, and no penalties as to credit or graduation shall result there from.

The board urges all parents/guardians to become familiar with these courses and to participate in their development.

The board of trustees alone, upon recommendation of the Chief School Administrator, shall determine the content, sequence and materials of family life education.

NJSBA Review/Update: April 2010
Adopted: July 2010

Hope Academy Charter School Policy Manual
Asbury Park, New Jersey

FILE CODE: 6142.13

Policy

HIV PREVENTION/SEXUAL EDUCATION POLICY

Hope Academy Charter School (HACS) is committed to serving as an advocate for "abstinence as the preferred choice" for adolescent and younger students to prevent unintended pregnancy and sexually transmitted infections (STI), including infection with the human immunodeficiency virus (HIV).

Therefore, our effort to encourage abstinence in this context is offered as part of a comprehensive reproductive health program that provides scientific information about contraceptive options and protection from STI.

Because health professionals often are primarily concerned with the potentially serious consequences of adolescent and youth sexual behavior, abstinence from sexual intercourse is an important behavioral strategy for preventing STI's and unwanted pregnancy among adolescents and younger children.

Sexually active teenagers face considerable risk to their reproductive health from unintended pregnancy and STI's including infection with HIV.

Abstinence may be defined in behavioral terms, such as "postponing sex" or "never had vaginal sex," or refraining from further sexual intercourse or other forms of sexual behaviors, whether or not sexually experienced.

Under federal law, abstinence funds are available only to those programs that teach:

- A. Abstinence has social, psychological, and health benefits;
- B. Unmarried, school age children are expected to abstain from sex;
- C. Abstinence is the only certain way to prevent out-of-wedlock pregnancy and sexually transmitted diseases;
- D. A mutually faithful and monogamous married relationship is the standard for sexual activity;
- E. Sexual activity outside marriage is likely to have harmful psychological and physical effects;
- F. Out-of-wedlock childbearing is likely to harm a child, the parents, and society;
- G. How to reject sexual advances and how alcohol and drug use increases vulnerability to them;
- H. The importance of attaining self-sufficiency before engaging in sex.

It is the commitment of HACS to comply with all state and federal requirements to provide medically and scientifically accurate information as part of our comprehensive health education program:

- A. Abstinence will be promoted as a healthy choice for adolescents and younger students;
- B. Abstinence will be advocated as an approach to sexual risk reduction;
- C. HACS will provide information regarding birth and STI control for students who choose to be sexually active;
- D. HACS will refer students to have discussions with their parents about issues of morality and values regarding their own sexual behavior;
- E. HACS will provide students with accurate information about sexual health, personal responsibility, risks of HIV and other STI's, pregnancy outcomes, and contraception;
- F. Individualized counseling about abstinence and sexual risk reduction will be made available for those students.

Adopted: February 28, 2008
NJSBA Review/Update: April 2010
Readopted: July 2010

**Hope Academy Charter School Policy Manual
Asbury Park, New Jersey**

FILE CODE: 5141.21

Regulation

ADMINISTRATION OF MEDICATION

Parents/Guardians should be encouraged to administer medication at home. Medication will be administered in school only when deemed necessary for the health and safety of the student. This applies to prescription drugs and over-the-counter drugs. Herbal remedies and nutritional supplements are not considered drugs and will not be administered.

In accordance with NJ State Law, only the following individuals are authorized to administer medication to students:

- A. Certified school nurse or non-certified school nurse;
- B. A substitute school nurse (RN) employed/contracted by Hope Academy;
- C. The student's parent or legal guardian;
- D. The school physician;
- E. A student who is approved to self administer asthma medication in life-threatening conditions pursuant to N.J.S.A. 18A:40-12.3 and 12.4; and
- F. School staff that have been designated by and instructed by the certified school nurse to administer epinephrine in an emergency pursuant to N.J.S.A. 18A:40-12.5 and 12.6.

In order to comply with law, Hope Academy must provide a copy of Policy 5141.21 to parents/guardians. Parents/Guardians must provide written permission to have the school nurse administer the medication on the Permission to Medicate Form. Medication order must be written on a form by a licensed NJ prescriber, MD, DO, Nurse Practitioner or Dentist.

No medication can be sent in a student's backpack/lunch bag. An adult must give medication (nurse/administrator). All medications must be in the original, labeled container with the student's name clearly affixed.

Approved: January 26, 2005

Policy

ADMINISTERING MEDICATION

The Hope Academy Board of Trustees shall not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to him/her during school hours.

For purposes of this policy, "medication" shall include all medicines prescribed by a physician for the particular student, including emergency medication in the event of bee stings, etc., and all non-prescription "over the counter" medication.

Before any medication may be administered to or by any student during school hours, the board shall require the written request of the parent/guardian which shall give permission for such administration and relieve the board and its employees of liability for administration of medication. In addition, the board requires the written order of the prescribing physician which shall include:

- A. The purpose of the medication;
- B. The dosage;
- C. The time at which or the special circumstances under which medication shall be administered;
- D. The length of time for which medication is prescribed;
- E. The possible side effects of the medication.

Both documents shall be kept on file in the office of the school nurse.

The school medical inspector shall develop procedures for the administration of medication which provide that:

- A. All medications, whether prescribed or "over the counter", shall be administered by the medical inspector, school nurse or substitute school nurse, the parent/guardian or the student himself/herself where the parent/guardian so permits and with the school nurse present;
- B. Medications shall be securely stored and kept in the original labeled container;
- C. The school nurse shall maintain a record of the name of the student to whom medication may be administered, the prescribing physician, the dosage and timing of medication and a notation of each instance of administration;
- D. All medications shall be brought to school by the parent/guardian or adult student and shall be picked up at the end of the school year or the end of the period of medication, whichever is earlier;
- E. A student may self-administer medication without supervision of the school nurse for asthma or other life-threatening illnesses. "Life-threatening illness" has been defined as an illness or condition that requires an immediate response to specific symptoms or sequelae that if left untreated may lead to potential loss of life such as, but not limited to, the use of an inhaler to treat an asthma attack or the use of an adrenalin injection to treat a potential anaphylactic reaction.

The school shall have and maintain at least one nebulizer in the office of the school nurse or at a similar accessible location. The Chief School Administrator shall prepare and the board shall adopt regulations on the administration of asthma medication through the use of a nebulizer by the school nurse or his/her designee(s). Regulations shall be in accord with New Jersey statute and administrative code and shall include, but not be limited to the following:

- A. Requirement that each school nurse shall be authorized to administer asthma medication through use

- of a nebulizer;
- B. Requirement that each school nurse receive training in airway management and in the use of nebulizers and inhalers consistent with nationally recognized standards;
- C. Requirement that each student authorized to use asthma medication or a nebulizer have an asthma treatment plan prepared by the student's physician that identifies, at a minimum, asthma triggers and an individualized health care plan for meeting the medical needs of the student while attending school or a school-sponsored event.

Student Self-Administration of Medication

The board shall permit self-administration of medication for asthma or other potentially life-threatening illnesses by students who have the capability for self-administration of medication, both on school premises during regular school hours and off-site or after regular school hours when a student is participating in field trips or extracurricular activities. Parents/guardians of the student must meet the following conditions:

- A. Provide the board with written authorization for the student's self-administration of medication;
- B. Provide written certification from the student's physician that the student has asthma or another potentially life-threatening illness and is capable of and has been instructed in the proper method of self-administration of medication;
- C. Sign a statement acknowledging that the school shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parents/guardians shall indemnify and hold harmless the school and its employees or agents against any claims arising out of the self-administration of medication by the student.

The board shall:

- A. Inform the student and his/her parents/guardians that permission is effective for the school year for which it is granted and must be renewed for each subsequent school year upon fulfillment of requirements listed above;
- B. Inform parents/guardians in writing that the school and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication.
- C. Maintain the right to revoke a student's permission to self-medicate if he/she has failed to comply with all conditions of this policy and/or has violated in any way the tenets of the agreement to self-medicate. The Chief School Administrator shall confer with the school physician and school nurse prior to recommending termination of a student's permission to self-medicate and shall also consult with the student, the student's parents/guardians and the student's physician.

Emergency Administration of Epinephrine

The board shall permit the school nurse or medical inspector to administer epinephrine via epi-pen or other pre-filled auto-injector mechanism in emergency situations. In their absence, a designee or designees who are employees of the board may do so.

The designees must be properly trained by the school nurse in the administration of the epi-pen or other pre-filled auto-injector mechanism using the standardized training protocol designated by the State Department of Education. Each designee shall receive individual training for each student for whom he/she is designated.

The board shall inform the student's parents/guardians in writing that if the specified procedures are followed, the school, its employees and agents shall have no liability as a result of any injury arising from the administration of the epi-pen or other pre-filled auto-injector mechanism to the student.

Parents/guardians shall provide the board with the following:

- A. Written orders from the physician that the student requires the administration of epinephrine for

- anaphylaxis and does not have the capability for self-administration of the medication;
- B. Written permission for the administration of epinephrine via epi-pen or other pre-filled auto-injector mechanism by the school nurse or designee(s);
 - C. A signed statement acknowledging their understanding that if the specified procedures are followed, the school shall have no liability as a result of any injury arising from the administration of the epi-pen or other pre-filled auto-injector mechanism by the school nurse or designee(s) to the student and that the school, its employees, and agents shall be indemnified and held harmless against any claims arising out of the administration of the epi-pen or other pre-filled auto-injector mechanism to the student.

Permission for the administration of epinephrine via epi-pen or other pre-filled auto-injector mechanism shall be granted annually and must be renewed each school year upon the fulfillment of the above requirements.

Placement and Availability of Epinephrine, and Transportation to Hospital Emergency Room

Pursuant to P.L. 2007, C. 57, school policy requires:

- A. The placement of a student's prescribed epinephrine in a secure but unlocked location easily accessible by the school nurse and designees to ensure prompt availability in the event of an allergic emergency at school or at a school-sponsored function. The location of the epinephrine shall be indicated on the student's emergency care plan. Back-up epinephrine shall also be available at the school if needed;
- B. The school nurse or designee to be promptly available on site at the school and school-sponsored functions in the event of an allergic reaction; and
- C. The transportation of the student to a hospital emergency room by emergency services personnel after the administration of epinephrine, even if the student's symptoms appear to have resolved.

Implementation

The board may adopt additional regulations on all aspects of the administration of medication. When implementing school policy and P.L. 2007, C. 57, staff will consult these NJ Department of Education guidance documents:

- A. Training Protocols for the Emergency Administration of Epinephrine (9/08)
- B. Guidelines for the Management of Life-Threatening Food Allergies in Schools (9/08)

NJSBA Review/Update: April 2010
Adopted: July 2010

Form

MEDICATION FORM

In accordance with board policy, medication will be given to students by the school nurse only in cases that may become emergencies following a written request from the family physician. The parent or guardian must bring the medication to the school nurse and provide written permission to administer medication.

Specific medications may be prescribed for pupils with certain health problems (such as asthma, diabetes, epilepsy, allergy to insect bites, etc.) in order to prevent life threatening conditions.

All medications must be in an original labeled container. Prescribed and over-the-counter medications all require a written doctor's order.

No medication can be sent in a child's lunch bag or backpack. This includes prescription or over-the-counter medicine, herbal preparations, and vitamins. Students needing life saving medication are an exception to this rule, but must have proper documentation from their physician on file in the health room. Permission will be granted for a parent or guardian to administer medication at school when necessary.

Please contact the nurse if you have any question concerning in-school medication.

NAME OF STUDENT _____ DATE _____

DIAGNOSIS OR CONDITION _____

NAME OF MEDICATION _____

INSTRUCTION REGARDING THE ADMINISTRATION OF MEDICATION _____

SIGNATURE OF PHYSICIAN _____ PHONE _____

PHYSICIAN STAMP OR CERTIFICATION _____

(Form invalid without Physician stamp or certification)

Signature of Parent/Guardian _____

Forms

SELF-MEDICATION RELEASE FORM

I, _____ give permission for _____
_____ to _____
(Parent/Guardian) (Name of Child)

self-medicate with _____ as prescribed by _____
(Name of Medication) (Name of Physician)

in emergency situations where the nurse or parent/guardian is not present on-site, or at an afterschool activity.

I agree to provide an identical copy of any inhalers or Epi-pen medication which will be stored in a locked cabinet in its original container in the nurse's office.

A note from the prescribing physician is attached which includes the dosage and timing of medication and a notation of each instance of administration, as well as certification that the student is capable of self-medication and has been instructed on the proper administration of his/her medication.

In the event that my child, _____, self-administers medication according to Hope Academy Charter School Board of Trustees Policy, I release the school of any and all liability.

I have received and reviewed the provisions of the Policy for Medication Distribution to Students.

Date

Parent/Guardian Signature

Regulation

EPINEPHRINE PRE-FILLED AUTO INJECTOR

Selected staff members will understand that an Epinephrine Pre-filled Auto injector is an automatic injection device used for anaphylaxis, which is a severe, life threatening allergic reaction usually associated with insect bites or stings, foods, drugs or other allergens.

Symptoms of anaphylaxis include the following;

- A. Generalized hives or itching;
- B. Severe swelling of the eyes, skin, tongue, or throat;
- C. Wheezing;
- D. Nausea, vomiting, diarrhea;
- E. Low blood pressure; fainting; and
- F. Heart rhythm disturbances.

In the event a student or faculty member develops a severe allergic reaction (anaphylaxis) to:

- A. Insect bites;
- B. Food;
- C. Drugs or other allergens;
- D. Asthma.

The following must be adhered to:

- A. ***Call 911 ***;
- B. Administer Epinephrine Pre-filled Auto Injector

Dosage

- A. Administer to any child weighing less than 66 lbs.- Approximate age 3 - 6 Epinephrine Pre-filled Auto Injector Jr. (0.15mg);
- B. Administer to any child weighing greater than 66 lbs. - Approximate age 7, Adult (faculty and staff)- Epinephrine Pre-filled Auto Injector (0.3mg)

Warnings

- A. Store at room temperature in a dark place;
- B. Do not refrigerate;
- C. Do not use if solution is discolored or precipitate.

Adopted: November 16, 2009

Forms

EPINEPHRINE ADMINISTRATION ANNUAL REVIEW

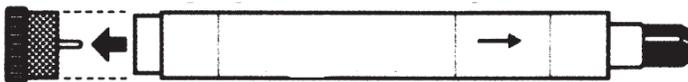
Name _____ Date _____

Power Point presentations reviewed date _____

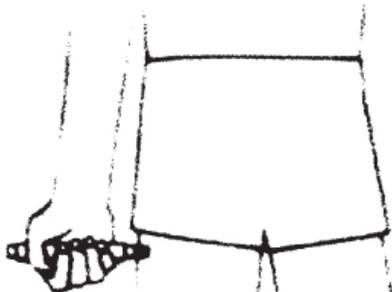
Epinephrine Pre-filled Auto Injector video viewed date _____

Epinephrine Pre-filled Auto Injector Directions

1. Pull off Gray Activation Cap



2. Hold black tip near outer thigh (always apply to thigh).



3. Swing and jab firmly into outer thigh until Auto-injector mechanism functions.
4. Hold in place and count to 10.
5. Massage injection site for 10 seconds.
6. The unit should then be removed and sent to the emergency room with the patient.

Return demonstration #1 Date _____

Return demonstration #2 Date _____

Return demonstration #3 Date _____

Instructor Signature _____

Policy

SUBJECT FIELDS

The Hope Academy Board of Trustees directs that the school offer a comprehensive curriculum to provide for the intellectual, social and emotional growth of all students, kindergarten through grade eight, giving them the basic body of skills, understandings, attitudes and knowledge needed for living in a democracy.

The board believes this program should focus first on those subjects included in the Core Curriculum Content Standards and the skills emphasized by the Cross-Content Workplace Readiness Standards, in addition to those courses mandated by statute.

The Chief School Administrator shall direct development of and present to the board for adoption a written curriculum for each element of the instructional program for the school to include:

- A. All courses mandated by New Jersey statute or administrative code;
- B. Such other courses as shall implement the board's intent as expressed in this policy.

The total curriculum, when adopted, shall be adapted to suit the applicable requirements of the administrative code and shall provide basic, advanced, enriched, or technical instruction or experience to meet the identified needs of the students of the school.

A listing of all courses and programs comprising the instructional program shall be available in the office.

NJSBA Review/Update: April 2010
Adopted: July 2010

Policy

TECHNOLOGY

The Hope Academy Board of Trustees shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the school curriculum to maximize student achievement of the Core Curriculum Content Standards.

ACCEPTABLE USE OF THE INTERNET

Purpose

To support its commitment to providing avenues of access to the universe of information available, the school's system of electronic communication shall include access to the Internet for students and staff.

Limitation of Liability

The Internet constitutes an unregulated collection of resources that changes constantly, so it is not possible to totally predict or control the resources that users may locate. The board cannot guarantee the accuracy of the information or the appropriateness of materials that a user may encounter. Furthermore, the board shall not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. Nor shall the board be responsible for financial obligations arising through the unauthorized use of the system.

Rights and Responsibilities

The computer system is the property of the school, and all computer software and hardware belong to it. Therefore, the school retains the right to monitor all access to and use of the Internet.

The board designates the Chief School Administrator as the coordinator of the school system. He/she shall recommend to the board of trustees qualified staff persons to ensure provision of individual and class accounts necessary for access to the Internet, designation of quotas for disk usage on the system, establishment of a document retention schedule, establishment of a virus protection process and coordination of other activities as required to maintain the system.

The Chief School Administrator shall coordinate their school by approving all activities for the building; ensuring that teachers receive proper training in the use of the system; ensuring that students are adequately supervised when using the system; maintaining executed user agreements; and interpreting this acceptable use policy at the building level.

Access to the System

This acceptable use policy shall govern all use of the system. Sanctions for student misuse of the system shall be included in the disciplinary code for students, as set out in regulations for policy 5131 Conduct/discipline. Employee misuse may result in appropriate discipline in accord with the collective bargaining agreement and/or applicable laws and regulations.

The board shall ensure the acquisition and installation of blocking/filtering software to deny access to certain areas of the Internet.

World Wide Web

All students and employees of the board shall have access to the Web through the school's networked or stand alone computers. An agreement shall be required. To deny a child access, parents/guardians must notify the building Chief School Administrator in writing.

Individual E-mail Accounts for School Employees

School employees shall be provided with an individual account and access to the system. An agreement shall be required.

Supervision of Students

Student use of the Internet shall be supervised by qualified staff.

School Web Site

The board authorizes the Chief School Administrator to establish and maintain a school web site. The purpose of the web site will be to inform the school educational community of programs, policies and practices.

Individual schools and classes may also establish web sites that include information on the activities of that school or class. The building Chief School Administrator shall oversee these web sites.

The Chief School Administrator shall publish and disseminate guidelines on acceptable material for these web sites. The Chief School Administrator shall also ensure that school and school web sites do not disclose personally identifiable information about students without prior written consent from

parents/guardians. Consent shall be obtained on the form developed by the State Department of Education. "Personally identifiable information" refers to student names, photos, addresses, e-mail addresses, phone numbers and locations and times of class trips.

Parental Notification and Responsibility

The Chief School Administrator shall ensure that parents/guardians are notified about the school network and the rules governing its use. Parents/guardians shall sign an agreement to allow their child(ren) to have an individual account. Parents/guardians who do not wish their child(ren) to have access to the Internet must notify the Chief School Administrator in writing.

Acceptable Use

Student Safety Practices

Students shall not post personal contact information about themselves or others. Nor shall students engage in any kind of personal contact with individuals they meet online. Attempts at contact from such individuals shall be reported immediately to the staff person monitoring that child's access to the Internet. Personal contact information includes but is not limited to names, home/school/work addresses, telephone numbers, or personal photographs.

Prohibited Activities

Users shall not attempt to gain unauthorized access to the school system or to any other computer system through the school system, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.

Users shall not deliberately attempt to disrupt the school's computer system performance or destroy data by spreading computer viruses, worms, "Trojan Horses," trap door program codes or any similar product that can damage computer systems, firewalls, servers or network systems.

Users shall not use the school system to engage in illegal activities.

Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.

Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.

Users shall not infringe on copyrighted material and shall follow all dictates of copyright law and the applicable policies of the school.

Prohibited Language

Prohibited language applies to public messages, private messages, and material posted on web pages.

Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language.

Users shall not use the system to spread messages that can reasonably be interpreted as harassing, discriminatory or defamatory.

System Security

Users are responsible for their accounts and should take all reasonable precautions to prevent unauthorized access to them. In no case should a user provide his/her password to another individual.

Users shall immediately notify the supervising staff person or data processing department if they detect a possible security problem. Users shall not access the system solely for the purpose of searching for security problems.

Users shall not install or download software or other applications without permission of the supervising staff person.

Users shall follow all school virus protection procedures when installing or downloading approved software.

System Limits

Users shall access the system only for educational, professional or career development activities. This applies to discussion group mail lists, instant message services and participation in Internet "chat room" conversations.

Users shall check e-mail frequently and delete messages promptly.

Privacy Rights

Users shall respect the privacy of messages that they receive and refrain from reposting messages without the approval of the sender.

Users shall not publish private information about another individual.

Implementation

The Chief School Administrator shall prepare regulations to implement this policy.

NJSBA Review/Update: April 2010
Adopted: July 2010

NUTRITION AND FOOD DURING THE SCHOOL DAY POLICY

Federal regulations mandate healthy nutrition in the school if the public school has 5% of its student population or greater eligible for free or reduced price meals through the federally funded Child Nutrition Program under the US Dept. of Agriculture

Hope Academy's Nutrition and Food Policy will reflect these State of NJ as well as federal government legislation as follows:

1. Students will no longer be permitted to bring to HACS for breakfast or lunch food or drink that is considered Junk Food. Junk Food is defined by NJ legislation as 1) food or drink with the first ingredient listed as sugar or sugar derivative (fructose, corn syrup, such as candy), 2) foods high in trans fat, i.e., chips, doughnuts; and 3) foods of little nutritional value (juice drinks, soda).
2. Students who eat the USDA school breakfast/lunch are not permitted to augment the meal with Junk Food.
3. Students who bring breakfast or lunch from home are not permitted to consume Junk Food for that meal. If banned foods are brought in to the school for the meal, the food must be removed by school staff and replaced by nutritious food.
4. Class trips are an extension of the classroom. The Nutrition and Food Policy would apply to class trips. Junk Food cannot be consumed in school or on a class trip. There is no need to bring food from home on class trips to augment meals either provided by school or brought from home.

Approved: 3/23/06

Readopted: June 2010

SNACK POLICY AT AFTER SCHOOL PROGRAMS

The purpose of the policy is to:

- Provide students with healthy, nutritious snacks
- Encourage the consumption of fresh fruits and vegetables, low fat milk and whole grains to support healthy eating

The standards per serving:

- Total fat – 8 Grams or less
- Saturated fat – 2 Grams or less
- Reduction of trans fats

**Sugar may not be the first ingredient (in any form).

Examples of healthy items that may be consumed at after school programs includes, but are not limited to: fresh fruit, individual low fat pudding cups, 100% fruit juice, pretzels, low fat popcorn, rice cakes, low fat frozen yogurt, vegetable sticks with low fat dressing for dipping.

Please feel free to contact the school regarding any questions or concerns.

Policy

ILLNESS

When students are taken suddenly ill in school, they shall be sent or escorted to the nurse's office. If the nurse is not in the medical office, the student shall be sent or taken to the school's office. In general, the same procedures that apply to accidents shall apply to sudden student illness. The Chief School Administrator, in cooperation with the medical inspector, shall implement this policy.

Control of Contagious Diseases or Conditions

In order to protect the health of the students in our school, all regulations of the State Department of Education, the State Department of Health and the local Board of Health shall be scrupulously observed, particularly those dealing with contagious or infectious diseases or conditions. Students who have been absent because of contagious or infectious diseases or conditions must present a certificate of recovery from a licensed physician or be examined by the medical inspector.

The school nurse shall observe students who show evidence of communicable disease and recommend their exclusion to the school Chief School Administrator. Recommendations shall be consistent with reporting requirements on communicable diseases as set forth in the New Jersey Health Code. Such students shall be isolated in the nurse's office until a parent/guardian picks them up, and any necessary measures have been taken to prevent spread of the infection. The school nurse, under the direction of the medical inspector, shall instruct all teachers in the symptoms of the most common diseases or conditions at least once a year.

Any student with HIV infection or AIDS or who lives with or is related to someone with HIV or AIDS shall not be excluded from general education, transportation services, extracurricular activities, athletic activities, assigned to home instruction or classified as eligible for special education because of the HIV infection. The school nurse shall recommend the exclusion of any individual with weeping skin lesions that cannot be covered.

In addition to the review of health and safety measures required by law, the school nurse shall individually instruct teachers from whose classrooms a student has been excluded in the symptoms of the disease for which the student was excluded. Student rights and confidentiality shall be protected in accordance with law. No teacher shall attempt to diagnose any illness of a student, but shall refer suspected cases to the nurse immediately.

Handling Blood and Body Fluids

The Chief School Administrator and medical inspector shall develop detailed routine procedures based on New Jersey administrative code and guidelines from the Centers for Disease Control for proper handling of blood and body fluids resulting from illness/accidents in the school. These procedures shall be disseminated to all school staff and volunteers.

The medical inspector shall report all cases of communicable disease to the Asbury Park Board of Health as required by law.

NJSBA Review/Update: April 2010
Adopted: July 2010

Regulation

SICK CHILD PROCEDURES

The Hope Academy Charter School has developed a list in order to guide the parent's decision in whether or not your child should be in school and how long it is suggested that they remain out of school.

- A. If a child has a temperature over 100 degrees, and exhibits behavior changes or other signs that your child does not feel well enough to participate comfortably in the daily activities. The child should stay home until their temperature has been normal or longer or until his /her behavior returns to normal.
- B. If a child has had diarrhea in the past 24 hours, child should stay at home until the child has been diarrhea-free for 24 hours.
- C. If a child is vomiting, please keep your child home for up to 24 hours after the vomiting has ended.
- D. If a child has a runny nose, accompanied by fever and crankiness or difficulty breathing, child should stay at home until the child is acting better and fever free.
- E. If a child is experiencing itchy, watery eyes (often symptoms of pink eye), child should stay at home until the condition has been evaluated and treatment has begun.
- F. If a child exhibits an unexplained skin rash, child should stay at home until the condition has been evaluated and treated.
- G. Strep Throat: In cases of suspected or diagnosed strep throat, the child should be kept out of school until the diagnosis is made and/or treatment has been under way for at least 24 hours.
- H. Chicken Pox: A child with chicken pox must be kept out of school for at least 5 days from the appearance of blisters. All pox MUST be crusted over and dry before returning to school.
- I. Head lice: A child with head lice must receive adequate treatment and be free of all live lice. Students and parents must report to school nurse for evaluation prior to the start of the school day.
- J. Flu-Like Symptoms (H1N1) It is the policy of the Hope Academy Charter School Board of Trustees that if a student or staff member reports to the school nurse with a fever >101, accompanied by respiratory symptoms, the student or staff member will be sent home. A physician's note will be required to return to school. The note must be presented to the school nurse prior to the beginning of the school day.

Parents should use their best judgment in determining your child's health. A child should be taken seriously when he/she says they are not feeling well. Parents are ultimately responsible for determining their child's ability to actively participate in the daily activities in the classroom or on the playground.

While Hope Academy Charter School sympathizes with the needs of each parent and their child, we must provide a healthy environment for the other children in the center. A sick child often needs special, one-on-one attention. It is difficult for a teacher to take time away from well children to devote special attention to a sick child.

This regulation is a guide to avoid any confusion over the health and well being of our children. As a general rule, if a child is not up to par due to illness, they should stay at home.

Parents shall call the school if their child is out sick. They must also report the reason why the child is absent so that the school can track certain communicable diseases.

Health Services

The primary goal of our school's Health Service is to promote and maintain the optimal health and well-being of all students. In addition to providing basic health services, the Licensed School Nurse, will

assess, collaborate, intervene, and participate with other staff members and outside agencies regarding health concerns that impact the student's academic performance, including but not limited to:

- A. Crisis intervention;
- B. Accommodating disabilities (physical and mental) child abuse and neglect;
- C. Truancy issues;
- D. Chemical use (drugs, tobacco, alcohol) self mutilation;
- E. Suicide prevention;
- F. Student support services' team special education needs registration assistance;
- G. Eating disorders;
- H. Poverty issues.

Philosophy

The school health program exists because our community cares about the health of its children. The purpose of the school is to educate. Students cannot achieve at their highest potential - sometimes they cannot learn at all - if they have health needs that are not being met.

The primary focus of school nursing is to make sure learning is not hindered by a correctable health problem and to help educate students toward worthwhile decisions affecting present and future physical, social and emotional health.

Our goal must be to educate students toward a high level of "wellness". Many of our present and future health problems can be prevented through learning the proper care of mind and body. Our task is to assist administrators, teachers, and all other support personnel in helping each student achieve his or her optimum potential in a comfortable, caring school climate.

Health Appraisals

Every elementary student is weighed, measured and has a vision screening once a year. A hearing screening is given to students in kindergarten, first, third and fifth grades. Vision and hearing referrals are sent home to the parent when a student fails the screening. Parents should follow-up on the referral in a timely manner in order to enhance their child's success in school.

Pediculosis (Head Lice)

Students who have been sent home should receive prompt treatment for lice and return to school the following day, if free of live organisms and nits (eggs). When returning to school, following removal of all live organisms and nits (eggs), the student must be accompanied by a parent/guardian and must report to the school nurse to have his/her hair checked before reporting to class.

Parents should check their child weekly for head lice. If head lice or nits (eggs) are found, the hair must be treated and nits removed before the child returns to school.

- A. Please call the school nurse to report the case.

Immunizations

State law and school district policy require appropriate documentation of the following immunizations for students in New Jersey elementary and secondary schools

- A. Diphtheria / Tetanus / Pertussis;
- B. Polio;
- C. Measles/Rubella;
- D. Mumps;
- E. Haemophilus Influenza;
- F. Hepatitis B;

G. Varicella.

Proof of the above immunizations shall consist of personal records by a licensed physician or public health clinic with a signature or rubber-stamp validation.

Documentation of immunizations must include day, month and year.

Administering Medication

Prescription medication shall be delivered to the clinic by the parent or responsible adult. Students shall not carry medication on the school bus and shall not deliver medication to the clinic. It is the responsibility of the parent to see that the medicine is picked up from the school by a responsible adult at the end of the day or the end of the week, as appropriate. Students disregarding these restrictions may be held in violation of the Policy 5131.6 and shall be subject to appropriate disciplinary action.

Sickness During the School Day

- A. Nurse/Secretaries will accept students in the nurse's office only if they have a pass from a teacher or administrator.
 - 1. Students will not be accepted during passing period without a pass.
 - 2. Exceptions will be made only for those who are in need of immediate assistance, i.e., bleeding, vomiting, etc.
- B. Nurse/Secretaries will make a determination as to the student's health status. If ill, arrangements will be made to have the student sent home. If the student is not sick enough to be sent home, he/she will be returned to class with a pass from the office.
- C. If the student should miss an entire period, it is his/her responsibility to obtain an admit slip from the attendance office before returning to the missed class.
- D. Students must not leave school grounds without a parent/guardian signing them out.
- E. The teacher, secretary, Chief School Administrator, or school nurse will care for any student, who becomes ill or injured at school.
- F. The parents will be notified. Parents must make sure the office is supplied with an up-to-date emergency number list at all times.
- G. Parents should furnish the school with the name of the family doctor.
- H. Students will be sent home if he/she has a temperature of 99.9 or more.
- I. The individual who is to pick up the child, must be identified on the medical history form.

Adopted: September 25, 2008

Revised: October 2009

METHICILLIN-RESISTANT STAPHYLOCOCCUS (MRSA IN SCHOOLS) POLICY

The following policy is developed to ensure that proper precautions are taken to prevent and/or control MRSA at HACS.

The school nurse will take an active role in evaluating students who complain of painful skin lesions, including lesions that resemble a "bug" bite", or other pustule skin lesion that appears to be infected. The school nurse will provide active surveillance for skin infections. The nurse and gym teacher will be encouraged to assess students for any unusual skin lesions during team or group activities.

When MRSA infection is suspected, the student should be referred to their primary health care provider for evaluation and treatment. Following medical evaluation, the student or parent should be asked to provide verification of the healthcare provider's treatment plan. Those infected with MRSA should follow their healthcare provider's treatment plan, including completing antibiotic therapy, if an antibiotic was prescribed.

If MRSA is diagnosed, the student/parent should be interviewed to investigate the possibility of other cases among their friends and/or family members. Evaluate other risk factors, as appropriate.

The following infection control should include:

- Keeping the wound covered;
- Practicing good basic hygiene
- Prohibiting students from sharing personal items
- Laundering soiled clothing appropriately
- Cleaning environmental surfaces

Precautions that will be taken at HACS will include:

- Students/parents will be provided with information about MRSA and preventive behaviors;
- Frequent hand washing will be encouraged for students and staff
- Proper personal hygiene among students and staff will be encouraged
- Sharing of personal items (clothing, towels, bar soap) will be discouraged
- Proper environmental cleaning with EPA approved disinfectants will be used
- Staff and students will be encouraged to keep any wounds bandaged and to consult with their healthcare provider to evaluation of any suspicious skin lesions

Adopted: 11/29/07

MRSA INFECTION CONTROL PLAN HOPE ACADEMY CHARTER SCHOOL

When a student with a suspect or confirmed MRSA skin infection is in the classroom, the following infection control measures (based on Centers for Disease Control and Prevention guidance) will include:

Keep the Wound Covered. All skin infections, particularly those that produce pus must be covered with a clean, dry bandage to contain the drainage. Students that participate in contact sports or other contact activities should ensure that the wound dressing stays intact during the activity. Keeping the site covered will help control the spread of potentially infectious drainage to others and can protect the environment from contamination. If the wound cannot be adequately covered the student will be excluded from the activity until the lesion is healed.

Practicing Good Basic Hygiene. The infected student, medical staff, gym teacher and anyone expected to have contact with the infected student must be diligent with hand hygiene. Advise the MRSA-infected student and all those who might have contact with the infected wound or dressing to thoroughly wash their hands using soap and warm water or an alcohol-based waterless hand sanitizer immediately after contact.

Prohibit Students from Sharing Personal Items. Students will be instructed to avoid sharing personal hygiene supplies and other items such as athletic clothing, towels, uniforms, skin balms, skin lubricants, razors and certain sports equipment at all times. Risk factors associated with the spread of MRSA include direct skin-to-skin contact with colonized or infected persons (non-intact skin serves as a point of entry for the bacteria), sharing contaminated personal items (e.g., body towels, razors, soap, clothing), poor personal hygiene, direct contact with contaminated environmental surfaces, and living in crowded settings.

Launder Soiled Clothing Appropriately. Parents/Guardians will be instructed to wash clothes and other soiled items (towels, sheets) with hot water and laundry detergent as appropriate. They will be advised to dry items in a hot dryer to help eliminate bacteria when possible.

Clean Environmental Surfaces. A written procedure and schedule for routine surface cleaning has been developed for all environmental surfaces and athletic equipment that has been in contact with potentially infectious wound drainage, blood, or non-intact skin utilizing an EPA-registered disinfectant cleaner that meets the requirements of the Bloodborne Pathogens Standard developed by the Occupational Safety and Health Administration.

Hope Academy Charter School Policy Manual

FILE CODE: 5141.4

Asbury Park, New Jersey

_____	Monitored
X	Mandated
_____	Other Reasons

Policy

CHILD ABUSE AND NEGLECT

The Hope Academy Board of Trustees believes that a child's physical and mental well-being must be maintained as a prerequisite to achievement through the formal educational process. The board therefore believes that it is important to identify and investigate suspected child abuse or neglect immediately. The school will cooperate with the New Jersey Division of Youth and Family Services (DYFS) in identifying and reporting all such cases, whether institutional or noninstitutional. The Chief School Administrator/designee shall act as liaison between DYFS and the school. The liaison shall facilitate communication and cooperation between the school and DYFS and act as primary contact between the school and DYFS.

The board directs the Chief School Administrator/designee to gather, maintain, secure and make available to DYFS the relevant confidential school records of any student alleged either by school personnel or DYFS to be the victim of abuse or neglect as defined by law. The board also directs the Chief School Administrator/designee to cooperate with DYFS in scheduling interviews with any employee, volunteer or student who may have information relevant to an investigation of child abuse.

In order to increase school employees' and volunteers' awareness of the symptoms of child abuse and neglect and cause them to be better informed on all aspects of abuse and neglect, the board directs the Chief School Administrator to provide information and inservice training on the subject to all school employees and volunteers.

The Chief School Administrator is therefore directed to develop procedures for compliance with statutory requirements that child abuse and neglect be reported. All procedures as well as this policy shall be reviewed by the Executive County Superintendent. Procedures shall:

- A. Impress on all staff members and volunteers having contact with students of their responsibility to report directly and immediately to DYFS all cases of suspected abuse, abandonment, cruelty or neglect resulting in physical or mental injury, and the penalties for failing to do so. Point out that institutional abuse--abuse alleged to have taken place in the school or other institutional setting by paid school staff or a volunteer--must be reported on the same basis as noninstitutional abuse. Information reported shall include the name, age, and grade of the child, as well as the name and address of the child's parents/guardians. The report shall also include a description of the child's condition, nature and extent of his/her possible injuries, and any other information pertinent to the child abuse or neglect or identification of the suspected perpetrator;
- B. Require all school personnel and volunteers to report suspected instances of child abuse or neglect to the building Chief School Administrator after reporting to DYFS, unless the reporting personnel believes that he/she may be endangering the welfare of the child or himself/herself or causing retaliation or discrimination against the child or himself/herself by such notice to the building Chief School Administrator;
- C. Provide for the annual delivery of information and inservice training to all school staff members and volunteers concerning child abuse and neglect. This shall include instruction on child abuse and neglect identification and reporting procedures;

- D. Provide for the delivery of information and inservice training to all new school employees, both paid and voluntary, as part of their orientation;
- E. Require prompt action to facilitate treatment options for the children injured by abuse or neglect in order to protect their health and wellbeing;
- F. Provide for cooperation with DYFS in scheduling interviews with any school personnel or volunteers who may have information relevant to the investigation;
- G. Provide for DYFS investigators to interview alleged victims in the presence of the school Chief School Administrator, his/her designee, or any staff member with whom the child is comfortable;
- H. Permit DYFS to remove students from school during the course of the school day when it is necessary to protect the child or take the child to a service provider. Removal shall take place when the Chief School Administrator is provided, either in advance or at the time removal is sought, with appropriate authorization as specified in N.J.S.A. 9:6-8.27 through -8.30;
- I. Require that a report of each case of unexplained absence which might be a cause of child abuse or neglect be reported to DYFS as the law provides, and to other appropriate school staff;
- J. Require that appropriate school staff be assigned as a liaison to facilitate communication and cooperation, and act as the primary contact between the school and DYFS in order to ensure continuance of shared information and training development;
- K. Release all student records of the child(ren) under investigation that are deemed relevant and maintain, secure and release all confidential information about child abuse cases, according to law;
- L. Fulfill other procedural requirements of the law pertaining to school response to child abuse, neglect and missing children.

The board assures all school personnel and volunteers that no one will be discharged from employment or discriminated against in any way as a result of making in good faith any reports of child abuse and neglect.

Due process rights will be provided to school personnel or volunteers who have been reassigned or suspended as a result of an accusation of child abuse or neglect. Temporary reassignment or suspension of school personnel or volunteers alleged to have committed an act of child abuse or neglect shall occur if there is reasonable cause to believe that the life or health of the alleged victim or other children is in imminent danger due to continued contact between the school personnel and a child.

All references to a report of child abuse or neglect against school personnel shall be removed from employee personnel records immediately following the receipt of an official notice from DYFS that such allegations were unfounded.

NJSBA Review/Update: April 2010
 Adopted: July 2010

PEST MANAGEMENT POLICY

July 2008

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. Hope Academy Charter School has adopted an Integrated Pest Management Policy and has

implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy included with this notice.

All Schools in New Jersey are required to have an Integrated Management Coordinator to oversee all activities related to IPM and pesticide use at the school.

Hope Academy's IPM Coordinator is **GEORGE SWAIN**.

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available) of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, staff member or student attending the school. Also, the IPM Coordinator is available to parents, guardians and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan, Hope Academy may use pesticides to control pests. The US Environmental Protection Agency (EPA) and the NJ Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

2014-2015 ADMINISTRATIVE RESPONSIBILITY MATRIX

Chief School Administrator/Principal: DaVisha T. Pratt

I am responsible for administration of the school, consistent with the legal requirements set forth in the New Jersey Department of Education (NJDOE) Administrative Code. I serve as liaison person during any visit by authorized representatives. If I cannot serve as a liaison, the Vice Principal or Designated Leadership Team Member will serve as liaison and are designated to perform all the functions and succeed to my authority when I am absent from the school.

DEVELOP PLANS	DEVELOP/MAINTAIN EDUCATIONAL PROGRAM	DEVELOP/MAINTAIN PROGRAM INFRASTRUCTURE	DEVELOP/MAINTAIN ADMINISTRATIVE PROCEDURES
<p>Conceptualize the vision, mission, and goals of HACS systems, translate goals into plans, plan organization structure capable of accomplishing the goals, assess the degree to which policies and practices are attained and plan responses to assessed needs.</p> <p>Evaluate goals and objectives established the previous year.</p> <p>Lead and coordinate the development and implementation of the <i>Three-Five-Strategic Plan</i>.</p> <p>Lead HACS effort toward achieving school goals and initiatives.</p>	<p>Assure that HACS goals are represented by the educational goals in a manner consistent with legal, fiscal, organizational and community demands.</p> <p>Provide qualified and effective personnel for staffing the school program.</p> <p>Encourage improvement of the educational program through continuing staff and board development.</p> <p>Secure adequate financial resources and adopt a yearly budget.</p> <p>Ensure that individuals with disabilities receive a free and appropriate education in the least restrictive environment, pursuant to federal and state laws.</p> <p>Evaluate policies, programs and all supervisors and administrative team performance.</p> <p>Keep board members advised of community reaction to HACS policies.</p> <p>Evaluate the delivery of the curriculum and educational programs.</p> <p>Evaluate the performance of teachers for retention, tenure or promotion based</p>	<p>Assure that HACS goals are represented by infrastructure objectives pertaining to facilities, personnel, support services, and information management.</p> <p>Provide direction to the administrative team through policy and best practices.</p> <p>Provide and maintain educationally efficient school facilities.</p> <p>Encourage and support the Chief School Administrator/Leadership Team to consult with staff and community to seek opinions and recommendations for board consideration.</p> <p>Ensure that school licenses, registrations, and certifications are current and that application for renewal is submitted within the timeframe established by NJDOE.</p> <p>Ensure that all curricula/courses offered by the school are approved and are submitted within the timeframe established by NJDOE.</p> <p>Ensure that all school personnel are appropriately licensed and that license requests and re-approvals are submitted within the timeframe established by NJDOE.</p>	<p>Create administrative procedures necessary for implementing personnel and fiscal policies consistent with: system policies; assessed needs; and applicable laws, rules and regulations.</p> <p>Provide opportunities for communication between the board and its stakeholders.</p> <p>Review, revise, and create policy for approval by the Board of Trustees.</p> <p>Assist the board in the engagement of a self-evaluation activity.</p>

	<p>upon the recommendation of the Chief School Administrator and Supervisor of Curriculum.</p> <p>Promote excellence in instruction and research at HACS.</p> <p>Approve the professional development agenda and requests from staff members.</p> <p>Approve the Saturday School and Parents Academy programs.</p>	<p>Evaluate staff workload including instructional, research, and service responsibilities.</p>	
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School Business Administrator/Board Secretary:

As the SBA/Board Secretary, I serve to process all correspondence of the Board of Education and expeditiously execute its instructions and to administer the business affairs of the district in such a way as to provide the best possible educational services with the financial resources available.

BUDGET / PLANNING / ACCOUNTING/FINANCE	PAYROLL/PURCHASING / ADMINISTRATIVE	PERSONNEL ADMINISTRATION / COMMUNITY RELATIONS	BUILDING/SUPPORT SERVICES
<p>Budget, as well as long term planning in terms of community resources and needs.</p> <p>Consult with other administrators, architects, attorneys, and financial advisors in planning construction, contracting and in acquiring suitable financing.</p> <p>Supervise a program of budget control.</p> <p>Supervise the accounting system necessary to provide the Board of Trustees and administrators with accurate financial reports.</p> <p>Supervise the management of the financial affairs of HACS.</p> <p>Supervise the collection, safekeeping and distribution of all funds.</p> <p>Assume responsibility for the operation of HACS insurance and benefits program.</p>	<p>Responsible for all purchasing in accordance with the law and board policy.</p> <p>Prepare payroll and checks, maintain records for federal with holding tax, social security, pension fund, tax shelters, health benefits, unemployment compensation, and other deductions authorized by the Board.</p> <p>Responsible for maintaining, controlling, and supervising the school bank accounts.</p> <p>Acts as advisor to the superintendent on all matters relating to the business and financial affairs HACS.</p> <p>Prepares all state and federal reports, which relate to the business office.</p> <p>Attends all Board Meetings, keeping full and accurate minutes.</p> <p>Gives public notice of all Board Meetings as required by Chapter 231, "The Open Public Meeting Act."</p> <p>Prepares, in consultation with the superintendent and board president, an agenda setting forth all known items of business to be considered at a meeting and delivers the agenda to appropriate persons as provided by statute and board policy.</p> <p>Publishes all legal notices concerning district business.</p>	<p>Participate in the recruitment, selection, recommendation and assignment of personnel.</p> <p>Plan and implement programs of staff development to improve the skills of personnel and address state and federal laws and regulations.</p> <p>Supervise building services personnel and all office services personnel assigned to the business office (Adm. Assist., School Sec., Custodian, Custodial Assists/Lunch Aides) and their evaluation.</p> <p>Interpret, in cooperation with other administrators and the Board of Trustees, the school budget and other pertinent areas of school business and financial operations for appropriate audiences</p>	<p>Responsible for maintaining the physical school facilities in a condition of operating excellence, cleanliness, and safety so that full educational use may be made of them at all times.</p> <p>Responsible for maintaining all non-instructional, HACS owned equipment in a condition of operational efficiency so as to ensure full educational use of the school plant and facilities.</p> <p>Responsible for maintaining the grounds of HACS and facilities in a condition of safety, cleanliness, and aesthetic attractiveness.</p> <p>Preserve and protect all HACS property so as to minimize funds needed for repair of property and replacement of equipment.</p> <p>Responsible for the operation of the pupil transportation program.</p> <p>Responsible for the operation of school food services and the efficient business management of the school lunch and nutrition program.</p> <p>Oversee the use of facilities by community organizations and other groups in accordance with Board policy.</p>

	Prepare for the annual audit and oversee the reporting of findings to the Board of Trustees.		
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Dean of Student Services/Building & Grounds (Dean-Stud.Svcs/Bldg): Dennis Daniels
As Dean of Students, I am responsible for the day-to-day School Climate and Student Behavior of HACS. I serve to assist the Chief School Administrator in the development and implementation of the total school program. I serve as the educational leader, responsible for assisting with managing student behavior, the policies, regulations, and procedures to ensure that all students are supervised in a rigorous and relevant learning environment, one that meets the approved curricula and mission of HACS.

ADMINISTRATIVE RESPONSIBILITIES	STAFF/PERSONNEL RELATIONS	STUDENT/PARENT RELATIONS	SCHOOL/COMMUNITY RELATIONS
<p>In the absence of the Chief School Administrator, assume responsibility for the total operation of the school and the welfare of teachers, staff, and students.</p> <p>Participate in the school's planning, development and evaluation.</p> <p>Assist the Chief School Administrator in interviewing, selecting, and orienting new staff.</p> <p>Assist in the development of class schedules and teacher assignments.</p> <p>Assist the Supervisor of Curriculum to develop and implement the standardized testing program and schedule across the grades, and remain current on all standardized testing requirements.</p> <p>Work with the Supervisor of Curriculum and Business Administrator for the requisition of supplies, textbooks, and equipment; check inventory; and maintain records.</p> <p>Attend and participate in all Board of Trustees meetings, workshops, and seminars.</p>	<p>Ensure that teachers are maintaining appropriate attendance records in compliance with NJDOE.</p> <p>Help in the orientation of new staff members to the holistic teaching environment, especially as it relates to the area of students, personnel policy and procedures, and general building practices.</p> <p>Encourage and support developments of innovative instructional programs, helping teachers pilot such efforts</p> <p>Promote the integration of technology in the teaching/learning process.</p> <p>Help support teachers who have students with behavior problems.</p> <p>Assist in the development and implementation of personnel policy.</p> <p>Provide and coordinate staff development opportunities.</p> <p>Collaborate with the Supervisor of Curriculum in the supervision and evaluation of classroom instruction.</p> <p>Monitor yearly PIPs.</p> <p>Work with teachers and staff to identify problems and issues (disparities)</p>	<p>Plan and coordinate Saturday School and Parents Academy programs.</p> <p>Assist teachers with establishing and maintaining open lines of communication with students and their parents concerning behavioral progress.</p> <p>Oversee and supervise student attendance and discipline records.</p> <p>Conduct conferences on students and school issues with parents, students, and teachers.</p> <p>Coordinate and conduct the student lottery in December and June, and provide orientation for incoming Kindergarten students and parents.</p> <p>Supervise/conduct/implement administrative detention for students.</p> <p>Coordinate and oversee school activities i.e., dances, concerts, orientation programs, plays, musicals, field trips, compulsory tutoring, and enrichment programs, and other special events.</p>	<p>Act in a supportive role in working with parents, teachers, and the community to promote the effective flow of communication.</p> <p>Promote good school-parent relationships when discussing specific student problems with parents.</p> <p>Strive to resolve conflicts with parents, students, and staff.</p> <p>Cooperate with the Asbury Park Police Department, the juvenile court system, and social service agencies on matters pertaining to our students and their families.</p> <p>Be visible in the school community and responsive to the school and community's needs.</p> <p>Provide daily lunchroom supervision.</p>

	<p>for which they may need expertise and support services for their own training and development to effectively address the problems and issues (disparities).</p> <p>Coordinate a Substitute Teachers program and support them in carrying out their duties.</p> <p>Organize and direct staff duties throughout the school, including morning routines, cafeteria, and recess supervision during lunch periods.</p> <p>Coordinate/facilitate scheduled Team Planning giving teachers the opportunity to collaborate on standards, curriculum, student behavior, lesson plans, etc.</p>		
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Supervisor of Curriculum: Heather Minsky

As the Supervisor of Curriculum, I serve to Supervise and provide leadership for curriculum and instructional program planning, development, and implementation. I provide am a member of the Leadership Team and provide leadership for the delivery of in-service training for classroom teachers.

ADMINISTRATIVE RESPONSIBILITIES	CURRUCULUM RESPONSIBILITIES	PROFESSIONAL DEVELOPMENT	8 TH GRADE STUDENT/PARENT TRANSITION
<p>Develop and monitor implementation of instructional program to address local and state mandates and priorities.</p> <p>Supervise the evaluation and selection of textbooks, instructional materials and equipment.</p> <p>Collaborates in developing plans for new and renovated facilities.</p> <p>Participate in developing proposals for outside funding to support program improvements.</p> <p>Collect data and prepares responses to requests for information; interpret the curriculum and instructional program to the Board, staff, parents, and community; keep abreast of latest research, developments, and techniques; maintain liaison with appropriate professional organizations, and other groups or individuals who influence the quality or direction of the instruction program.</p> <p>Participates in interviewing, and hiring.</p> <p>Coordinate field trips.</p>	<p>Plan and manage pilot tests of curricular and instructional improvements and disseminate information about successful practices.</p> <p>Participate in the development and pilot of new and revised assessments.</p> <p>Review best practices, recent literature, and research studies and reports. Evaluate findings and suggest changes or modifications to improve existing programs. Apply information/results of research and studies to instructional program.</p> <p>Develop new curriculum and instructional units to support instructional program in school and achievement on the state and local assessments.</p> <p>Works with specialists and school staff in monitoring and evaluating implementation of the instructional program; advise the Chief School Administrator and Chief School Administrator/Leadership Team, resource teachers, and classroom teachers regarding instructionally related concerns, problems, and/or adjustments to new situations/curriculum.</p> <p>Data entry for programs set-up: NWEA MAP, NJASK, DIBELS, and Study Island.</p> <p>Coordinate articulation of curriculum between grade</p>	<p>Design and deliver professional development training activities teachers and support staff to promote innovative teaching approaches and techniques. Provide support and guidance to in-service instructors.</p> <p>Routinely review the alignment of professional development content with CCCS, CCSS, and with the frameworks in all disciplines.</p> <p>Assist teachers in acquiring content knowledge within their own discipline(s) and in application(s) to other disciplines.</p> <p>Assist educators in adapting instruction based on observation and analysis of student work.</p> <p>Enable educators to select, construct, and use assessment strategies for monitoring student learning.</p> <p>Assist educators to develop assessment strategies linked to the Core Curriculum Content Standards (CCCS).</p> <p>Provide for initiation and implementation of desired change to achieve student outcomes.</p> <p>Provide for ongoing support for individual educators within the</p>	<p>Facilitate transition from HACS to secondary school including vocational education.</p> <p>Coordinate timetables for high school orientation activities and high school entrance tests.</p> <p>Schedule, coordinate, and implement 8th grade parent/student orientation dinner to inform both regarding transition requirements.</p> <p>Work with parents/students regarding paperwork and deadlines for high school acceptance and admission.</p> <p>Follow up on 8th grade students' high school designations.</p> <p>Annual review transition services needs for upcoming 8th grade students.</p> <p>Coordinate 8th grade NYC trip.</p>

	and school levels.	<p>school environment.</p> <p>Classroom/Teacher Observations & Evaluations</p> <ul style="list-style-type: none"> - Teacher mentoring & coaching - Demonstration lessons <p>Oversight of teacher certification process and information</p> <p>Alternate/Provisional Teacher program coordination</p>	
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Leadership Team Support: Kristin Zink

As the School Dean, I serve to facilitate the learning environment of the school; insure the educational development of the students; and perform administrative duties directly related to student achievement, discipline, and overall school performance.

ADMINISTRATIVE RESPONSIBILITIES	SCHOOL CULTURE	STUDENT ATTENDANCE/DISCIPLINE	FACILITIES/FIRE/SAFETY MANAGEMENT
<p>Develop, implement, and supervise school activities i.e., dances, concerts, orientation programs, plays, musicals, field trips, compulsory tutoring, and enrichment programs, and other special events.</p> <p>Participate in professional/community activities related to education.</p> <p>Attend and participate in all Board of Trustees meetings, workshops, and seminars.</p> <p>Administer the attendance and disciplinary policies as established by the State of New Jersey and the Board of Trustees.</p> <p>Maintain student records related to student behavior</p> <p>Administer appropriate assessments designed to measure and observe student behavior management.</p> <p>Evaluate student progress or regress and provide feedback to the Administrative Team and classroom teachers.</p> <p>Assist the Chief School Administrator in the planning, coordination, and implementation of the Saturday School and Parents Academy programs. Chair the I & RS Team: Provide the educational background / Family</p>	<p>Implement and monitor support structures to uphold HACS core values and expected school culture.</p> <p>Innovate, implement, promote, and oversee Community Circle as the character building heart of Hope Academy.</p> <p>Promote a positive, caring culture for learning.</p> <p>Promote student behavior that is supportive to and conducive to the implementation of the instructional program and ensure student achievement and success.</p> <p>Assume responsibility and accountability for planning, developing and implementing with the staff, programs, activities and functions designed to achieve school goals and priorities.</p> <p>Analyze programs, activities and functions to identify gaps/disparities between "what is" (current condition) and "what ought to</p>	<p>Develop, implement, and maintain a student discipline management system that results in positive student behavior.</p> <p>Define and disseminate information about school disciplinary policies and procedures to parents, students, staff, and community.</p> <p>Ensure that school rules are uniformly observed and that student discipline is appropriate.</p> <p>Develop innovative strategies, preventative approaches, and proactive plans for students who exhibit at risk behaviors.</p> <p>Effectuate lines of communication with parents, students, teachers, and the community in matters related to student behavior and attendance.</p> <p>Deliver and oversee the discipline code for student behavior and dress.</p> <p>Crunch data related to attendance and discipline, parent contact (as stipulated in the attendance and discipline policies), filing complaints against delinquent parents because of absences, and court appearances.</p> <p>Create plans of action for, monitor, and report the discipline related issues of Hope Academy (usually via the EVVRS and other state related forms and practices; as well as regular filing and monitoring of</p>	<p>Work with the Business Administrator, teachers, and students to promote building maintenance and cleanliness.</p> <p>Assist the Business Administrator with safety inspections and safety-drill practice activities (i.e. fire drills, lock-down drills).</p> <p>Provide daily lunchroom supervision.</p> <p>Monitor status of food on hand and report the status to the Business Administrator.</p> <p>Interact with local law enforcement as needed for issues of community relations, discipline, prevention and safety.</p> <p>Supervise the morning arrival and afternoon dismissal of students to/from Hope Academy (including monitoring of traffic patterns and the supervision of the Hope Academy Safety Officials [HASO]).</p> <p>Provide for technical support on issues regarding PA systems and or/video projections and presentations</p>

<p>history needed assist in identifying specific needs of struggling students and collaborate with CST.</p> <p>Supervise/evaluate Hope Cares Project Chief School Administrator/program.</p>	<p>be" (desired condition) and work with staff to develop plans to eradicate the gaps/disparities as they relate to school goals and priorities.</p> <p>Implement and monitor transition services for new students.</p> <p>Orient new students and parents and transfer students and parents.</p> <p>Assist teachers with establishing and maintaining open lines of communication with students and their parents concerning behavioral progress.</p> <p>Supervise the hallways and common use facilities (such as the bathrooms, cafeteria, playground, etc.) of Hope Academy to monitor noise levels as well as proper facility usage.</p>	<p>daily incident report forms).</p> <p>Provide for counseling to guide students who display inappropriate behavior and students considered "at-risk".</p> <p>Institute and coordinate the Detention Program and set parameters for students being assigned.</p> <p>Supervise follow-up procedures for students assigned detention.</p> <p>Develop, implement, and enforce the rules of behavior for the alternative class and in-school suspension.</p>	
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