



HOPE ACADEMY CHARTER SCHOOL

*Transforming our community, one child at a time*

# Parent/Student Handbook

**THE JOURNEY CONTINUES**

[www.hopeacademycs.org](http://www.hopeacademycs.org)

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*A good head and a good heart are always a formidable combination.*

- Nelson Mandela

*It's not what you look at that matters, it's what you see.*- Henry David Thoreau

## **A MESSAGE FROM THE SUPERINTENDENT**

WELCOME to the 2022-2023 school year!

We are 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.

Our vision is: community transformation, one child at a time, through the vehicle of education. In keeping with the mission of the school we have new programs and curriculum ready and waiting for our youngsters to aid them during their preparation for college and career readiness.

This year promises to be great as we set high expectations for teaching and learning. We want our academic programs to come alive for students. Our students will move beyond the acquisition of knowledge to produce work that is unique and exciting; projects and papers that communicate, persuade and convince. Ultimately, we want HACS girls and boys to become the thinkers, innovators, entrepreneurs and leaders this city and nation require. **This year's entering kindergarten students are the college class of 2036** – and we're glad to be an important part of their path. Our school culture aims to be nurturing and consistent. Being holistic in nature, we build community in each classroom and promote good citizenship and respect. Most importantly, we are ready to motivate and engage all of our children. We know that helping students learn how to synthesize information, problem solve, think critically and organize their materials are essential, lifelong skills.

As we continue our journey in year thirteen, we are very confident in the Hope Academy Charter School community's ability to effectively and efficiently accomplish our continuing focus for the 2019-2020 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, *Superintendent*  
September 2022

## **FOREWORD**

This handbook describes information concerning HOPE ACADEMY CHARTER SCHOOL (HACS) operations. The information provided includes policies, procedures, practices, and other information to enhance learning and teaching.

## **BOARD OF TRUSTEES**



<b>NAME</b>	<b>BOARD TITLE</b>
Claudia Morgan	President
Sheree Jones	Vice President
Felicia Kennedy	Business Administrator
Jakora Holman	Trustee
Kanasha Jones	Trustee
Kevin Elam	Trustee
Jasmine Butler-Marshall	Trustee
Estelle Cadet	Trustee

## **HOPE ACADEMY EDICT**

### **HOPE ACADEMY EDICT from the Founding Team**

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 God-given 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 them 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
  - Interpersonal Skills (also based upon the above values)
  - Crisis Management
  - Moral and Ethical Awareness
  - Self-Discipline
  - Resource Management
  - Problem Solving Skills
  - Critical Consciousness
    - The ability to perceive truth from error; to resist systemic, social, political, psychological, religious or economic oppression; and to take action against tyrannical, autocratic, and iron-fisted elements in society that traps the minds of people.
  - Critical Thinking
    - The retention and retrieval of information; establishing the relationship between word and meaning, thought and language; the ability to reason, analyze, synthesize, judge, and evaluate.
- We decree that we will do everything decently and orderly.

Finally,

- We decree that Hope Academy's complete acquisition of 601 Grand Avenue will be realized. That building will accommodate and house the 5-Year Growth and sustainability.

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

## PARENT COVENANT

I understand that, as a parent of Hope Academy, I am strongly encouraged to contribute to the pursuit of the mission *“to produce intelligent, competent, compassionate, and community-minded citizens who will help others to be, to know, and to do likewise”* and the success of my child. I can best do this and optimize my child’s potential to achieve by:

1. Entrusting my child to the program and process of holistic education that is provided at Hope Academy.
2. Become informed and knowledgeable about the curricular, co-curricular, and student support programs available to my child by:
  - Carefully reviewing school policies in the Parent / Student Handbook.
  - Attending and participating in parent information programs sponsored by the school.
  - Reading all memos and publications that come home with my child, and by listening to all phone broadcasts.
  - Reading/using the Hope Academy website.
3. Assist my children in making important educational decisions by:
  - Helping my child set educational goals that are appropriate to their individual capabilities, interests, and needs.
  - Encouraging involvement in school activities.
  - Helping my child identify and pursue educational and career goals.
4. Engage in open and timely communication with the school by:
  - Becoming familiar with the code of conduct and discipline policies.
  - Responding to the school’s feedback about my child’s academic progress and behavior.
  - Advising school personnel of any special circumstances or needs of my child.
  - Being proactive in asking questions, expressing concerns, and seeking information.
  - Calling the school by 8:00 AM the morning that my child is going to be absent as specified in the Attendance Policy.
  - Giving prior notice to the school of my child’s need to leave school early for any of the reasons specified in the Attendance Policy.
  - Giving prior notice to the school of my intention to observe a religious holiday approved by the NJ Commissioner of Education, as specified in the Attendance Policy.
5. Become actively involved in the life of the school by:



- Attending the Parents Academy program and all conferences with my child's teacher(s).
  - Participating in the Parent/Teacher Organization.
  - Volunteering in the school.
    - Assisting the school as a field trip chaperone and share my expertise with the staff, students, and other parents.
    - Participating in school building improvement activities and projects.
  - Utilizing the resources of the school through adult education and community access programs.
  - Promoting Hope Academy to the extended community.
6. Help my child become a responsible, self-reliant member of the school community by:
- Teaching my child to accept responsibility for his/her own learning, decisions, and behavior.
  - Insisting my child observe the rules of the school.
  - Demonstrating respect, consideration, and cooperation in dealing with others and expecting other children to do the same.
7. Create a supportive environment for learning in my home by:
- Modeling the importance of life-long learning.
  - Providing a quiet time and place for study and homework.
  - Monitor my child's homework each evening.
  - Hold my child responsible for completing all assignments on time and to the best of his/her ability.
  - Reading to my child. If my child is older, I will encourage reading by paying attention to what my child reads as well as how often my child reads.
  - Monitoring my child's television viewing habits.
  - Ensuring that my child has excellent attendance at school.
  - Being knowledgeable about the skills and information my child should master at his/her grade level.
  - Supporting my child's learning by providing nutritious meals and adequate time for sleep.
  - Helping my child make connections between learning experiences and everyday life.
  - Expecting achievement and offering encouragement and praise.
8. Promote healthy lifestyles by:
- Modeling and supporting responsible lifestyle choices.

- Monitoring the activities of my child and responding to behavior that jeopardizes my child health and well-being.
- Becoming informed of the risks associated with the use of alcohol, tobacco, and other drugs.
- Discussing and developing family rules that prohibit illegal use of alcohol, tobacco, and other drugs.



A SMALL PUBLIC  
SCHOOL OF CHOICE

601 GRAND AVENUE • ASBURY PARK, NJ 07712

**STUDENT COVENANT, COMMITMENT & OBLIGATIONS**

As a student enrolled in Hope Academy Charter School I promise to behave in a manner consistent with the Core Values of Hard Work, Open and Honest Communication, Personal Commitment and Excellence; to promote a school environment that is nurturing, orderly, safe and conducive to learning and personal social development.

I promise to be in attendance, on time, at Hope Academy 165 or more school days in order to be considered to have successfully completed the instructional program requirements of the grade or academic program to which I am assigned.

**STUDENT CODE OF CONDUCT:**

- \_\_\_\_\_ I will help create an atmosphere free from Harassment, Intimidation and Bullying (HIB).
- \_\_\_\_\_ I will demonstrate honesty and trustworthiness.
- \_\_\_\_\_ I will treat others with respect, deal peacefully with anger, use good manners and be considerate of the feelings of others.
- \_\_\_\_\_ I will demonstrate responsibility, use self-control and be self-disciplined.
- \_\_\_\_\_ I will demonstrate fairness, play by the rules and will not take advantage of others.
- \_\_\_\_\_ I will demonstrate compassion and caring.
- \_\_\_\_\_ I will demonstrate good citizenship by obeying school policies and rules, respecting authority and by cooperating with others.
- \_\_\_\_\_ I will dress in compliance with the Hope Academy dress code on a daily basis.
- \_\_\_\_\_ I will fully participate in Hope Academy’s Community Gathering when in attendance.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**As per The NJ Department of Education the following Nondiscrimination statement is required:**

**USDA Nondiscrimination Statement**

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at [program.intake@usda.gov](mailto:program.intake@usda.gov).

Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

Persons with disabilities who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotape, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

**Policy**

INTERNET SAFETY AND TECHNOLOGY

The board 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.

It is the policy of the school to establish safe and effective methods for student and staff users of the school's technological resources and to:

- A. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- B. Prevent unauthorized access and other unlawful online activity;
- A. C. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- D. Comply with the Children's Internet Protection Act (CIPA).

## **COMPLIANCE WITH CIPA**

### **Filters Blocking Access to Inappropriate Material**

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

### **Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the school online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- A. Unauthorized access, including so-called "hacking," and other unlawful activities; and
- B. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

### **Education, Supervision and Monitoring**

It shall be the responsibility of all members of the school staff to educate, supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the lead person or his or her designee.

The lead person or his or her designee shall ensure that students and staff who use the school internet facilities receive appropriate training including the following:

- A. The school established standards for the acceptable use of the internet;
- E. B. Internet safety rules;
- A. C. Rules for limited supervised access to and appropriate behavioral expectations for use of online resources, social network websites, and chat rooms;
- A. D. Cyberbullying (board policy 5131.1 Harassment, Intimidation and Bullying) awareness and response.

Student use of the Internet shall be supervised by qualified staff.

### **Policy Development**

The school Internet Safety and Technology policy shall be adopted and revised through a procedure that includes reasonable public notice and at least one public hearing.

## 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 lead person 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.

Each principal shall coordinate the school system in his/her building by approving all activities for that 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 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/shall not**) be required. To deny a child access, parents/guardians must notify the building principal in writing.

#### Classroom E-mail Accounts

Students in grades K-8 shall be granted e-mail access through classroom accounts only. To deny a child access to a classroom account, parents/guardians must notify the building principal in writing.

#### Individual E-mail Accounts for Students

Students in grades K-8 may have individual accounts at the request of teachers and with the consent of parents/guardians. An individual account for any such student shall require an agreement signed by the student and his/her parent/guardian.

Students in grades 9-12 may be granted individual e-mail accounts and dial-up access to the system. An agreement shall be required for an individual e-mail account and must be signed by the student and his/her parent/guardian.

#### Individual E-mail Accounts for School Employees

School employees shall be provided with an individual account and access to the system. An agreement (**shall/shall not**) be required.

#### School Web Site

The board authorizes the lead person 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 principal shall oversee these web sites.

The lead person shall publish and disseminate guidelines on acceptable material for these web sites. The lead person 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 lead person 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 principal 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 (hacking) 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 lead person may prepare regulations to implement this policy.

## **COMPLIANCE WITH ANTI-BIG BROTHER ACT**

Pursuant to N.J.S.A. 18A:36-39 (P.L 1013, c. 44) which requires notification to students about the usage of certain electronic devices effective July 1, 2013. The statute requires that:

*A school district or charter school that furnishes a student with a laptop computer, cellular telephone, or other electronic device shall provide the student with written or electronic notification that the electronic device may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. The notification shall also include a statement that the school district or charter school shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student. The parent or guardian of the student shall acknowledge receipt of the notification. The school district or charter school shall retain the acknowledgement as long as the student retains the use of the electronic device.*

Failure to provide the required notification shall be subject to a fine of \$250 per student, per incident. If imposed, the fine shall be remitted to the Department of Education, and shall be deposited in a fund that shall be used to provide laptop or other portable computer equipment to at-risk pupils.

Guidance to clarify specific terms and references to ensure the statute is implemented in accordance with the intent of the law is provided below:

1) “Furnishes a student ...” refers to those electronic devices that are the responsibility of the school district and issued to students with the ability to use the device outside of school, in connection with the district’s academic program. The intent of the statute does not include limiting or restricting the use of computers, tablets and other such devices in school environments.

2) Many electronic devices automatically store a history of the user’s online and offline activities. The intent

of this law is for the district to notify the student that their electronic device will store information when the device is outside of school, and that the stored information will not be used in any way to violate the student's privacy rights (or that of any individual residing with the student).

3) The method by which the parent/guardian acknowledges the receipt of the notification to the student is determined by the school district, with the understanding that the acknowledgement has to be retained in district as per the district's record retention schedule, and is available upon request.

4) Notification to the student can occur either as an addition to an existing parent/guardian approval form that requires parent/guardian signature, or through the use of a separate parent/guardian approval form when the device is furnished to the student, at the discretion of the district.

#### Rights And Responsibilities Of Students With Remote Access To The School Network

When Hope Academy Charter School (HACS) provide computer equipment, computer services, and network and Internet access outside of the school environment for educational purposes only, these services are provided to improve learning through research, collaboration, dissemination, and use of materials and resources. Access to the school network carries with it the responsibility for proper use of those resources and of HACS's computing facilities. It is expected that all HACS users read, agree to, and adhere to this policy. This policy may be modified at any time and will be posted for users as appropriate.

HACS recognize that most computer users are responsible and thoughtful. However, the actions of a few irresponsible users can disrupt and interfere with the operation of the computer system. Network users are often allowed to access other networks and the computer systems attached to those networks (Internet). Each network or system has its own set of policies and procedures. Actions that are routinely allowed on one network or system may be controlled, or even forbidden, on other networks. It is the responsibility of the user to abide by the policies and procedures of these other networks or systems.

HACS is not responsible for all of the information found on other networks. HACS do not have control over information residing on other systems to which there is access. Some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. Even with the installed content filtering system, HACS cannot completely eliminate access to such information.

HACS does not condone the use of such information in our outside the educational environment and have taken steps to educate users in appropriate uses of network resources and to limit access to objectionable material. Users are responsible for their actions when accessing information on networks. HACS is not responsible for information that may be lost due to system interruptions. Basic computer use guidelines suggest that users should always maintain additional backups of their data beyond that of what is provided by the internal data storage system. Our system provides the resources to create and maintain those backups.

Users are expected to keep their disk storage space at an acceptable level. Unnecessary files should be removed on a regular basis. System administrators reserve the right to set quotas for disk usage on the system and to remove files of users who fail to maintain their storage areas properly. System administrators also reserve the right to moderate, monitor, and modify the network hardware, software, and communications.

Each user is responsible for his or her own individual account. Any policy violations that can be traced to

an individual account name will be treated as the sole responsibility of the account owner.

It is impossible to document all appropriate conduct and use of computer facilities. To help users determine appropriate use and conduct, the following guidelines are provided. They are not intended to be all-inclusive, but should serve as a guide for appropriate use of computer facilities and network resources.

**The following infractions of network use will not be tolerated:**

- Use of networks for purposes that are not educational in nature
- Introduction of viruses
- Vandalism, including equipment damage and willful tampering with data or software
- System tampering, which is any unauthorized alteration of operating systems, software, networking facilities, and/or other programs
- Letting others use your personal account or e-mail address
- Attempts to read, delete, copy or modify the electronic mail of other users
- Attempts to decrypt passwords
- Attempts to gain a higher level of privilege
- Attempts to gain unauthorized access to remote systems
- Interference with other users
- Forgery or attempted forgery of e-mail messages
- Use of obscene, vulgar, abusive or inappropriate language
- Use of the network for purposes other than academic or professional
- The use of commercial advertising, chain letters, and playing of games
- Unauthorized copying or transferring of copyrighted materials
- Placing copyrighted material on the network without permission of the author
- Violation of copyright laws
- Use of networks for illegal activities
- Attempts to libel, slander, or harass other users via e-mail or newsgroups (or similar groups)

NJSBA Review/Update: April 2010  
Adopted: June 2010  
Revised & Readopted: May 29, 2012  
Revised & Readopted: August 22, 2013

Key Words

Acceptable Use, Blocking/Filtering Software, E-mail, Internet, Internet Safety, Technology, Web Site, World Wide Web, CIPA

**Legal References:** N.J.S.A. 2A:38A-1 et seq. Computer System  
N.J.S.A. 2C:20-25 Computer Related Theft  
N.J.S.A. 18A:7A-11 Annual report of local school district; contents;  
annual report of commissioner; report on improvement of basic skills  
N.J.S.A. 18A:36-3539 School Internet websites; disclosure of certain student information prohibited'; "The Anti Bi Brother Act (P.L. 2013, c. 44)

17 U.S.C. 101

United States Copyright Law

47 U.S.C. 254(h)

Children's Internet Protection Act

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T.L.O., State in re T.L.O., 94 N.J. 331 (1983), reversed on other grounds, New Jersey v.  
569 U.S. 325 (1985).

O'Connor v. Ortega 480 U.S. 709 (1987)

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

**Possible**

<b><u>Cross References:</u></b>	*1111	School publications
	*3514	Equipment
	*3515.1	Use of Communication Devices
	3543.	3543 Office services
	*3570	School records and reports
	4118.2/4218.2	Freedom of speech (staff)
	*5114	Suspension and expulsion
	*5124	Reporting to parents/guardians
	*5131	Conduct/discipline
	*5131.5	Vandalism/violence
	*5142	Student safety
	5145.2	Freedom of speech/expression (students)
	*6144	Controversial issues
	*6145.3	Publications
	6161	Equipment, books and materials

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

## **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.

If, after the conclusion of this process, the individual or group determines the Board of Trustees has not adequately addressed the complaint, they may appeal to the Commissioner of Education who shall investigate and respond to the complain.

Established: January 2003

Reference: Applicable State and Federal Laws and Regulation

### 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 Principal 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 Principal or designee.

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

The Principal or designee is responsible for the collection of all dismissal arrangements requested by the parents/guardians. The Principal 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 Principal 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 (this document)
- 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. That parents/guardians will be provided signed the school calendar, including all school closure and early dismissal dates, and the school dismissal policy and procedures (sent home at the start of school year.)
- B. For parents/guardians to indicate and define the circumstances that the student is to be released from the school's care at dismissal.
- C. For the collection and retention of all documents pertaining to emergency contact information along with pick-up and drop-off and escort/transportation arrangements, walking field trip, permission to photograph and the internet use policy (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, the Main Office secretary will keep a log reflecting the date, name of student, cab company & cab number, and time of pickup

### **Supervision Arrangements for Receiving & Dismissing Students**

#### **SCHOOL HOURS**

Kindergarten - Grade 8: 8:00 AM – 2:30PM

#### **ENTRANCE**

Students are admitted at 7:45 a.m. to begin Morning Gathering and breakfast. 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.

#### **ARRIVAL**

All students enter the building through the lower side door from the gathering lot to the left of the building. All other doors will remain locked. Students who enter after 8:00 AM, are considered tardy and must stop in the main office to get a late pass. Students in grades Kindergarten through 4<sup>th</sup> must be signed in by a parent or guardian after 8:00am. Students in grades 5<sup>th</sup> through 8<sup>th</sup> can sign in on their own. If a student is more than 10 minutes late, and is without a parent or guardian for any grade, a phone call may be made to alert the parent regarding the student's arrival time.

## **DOORS LOCKED**

All doors are being locked at 8:00 A.M. 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.

**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 2 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. In the event of inclement weather or if building re-entry is not permitted, the Lower School will be evacuated to the Upper School gym and vice versa.

### ***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.

### **FIRE DRILLS**

The State Department of Education requires that school buildings complete twenty (20) fire drills 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.

### **HOPE ACADEMY PROGRAM DISMISSAL – Teaching, Learning, & Community (TLC)**

These programs are in session from the time regular school is dismissed until the specified time of each specific program (i.e. 4:00PM). Our first priority is the safety and well-being of each student. Please make sure that authorized pick-up person(s), inform the HOPE ACADEMY After School Program staff that a student is being taken. All non-walking students will wait with designated staff members until released into the care of a parent/guardian or designated person. Dismissal procedures for the regular school program applies to the after school program.

Asbury Park, New Jersey

Monitored  
 Mandated  
 Other Reasons

**Policy**

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EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The (CSA) Chief School Administrator/Principal and 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 gradepoint 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 CSA/Principal 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 CSA/Principal's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the CSA/Principal 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

Key Words

Evaluation, Student Evaluation, Student Evaluation, Class Rank, Grading, Testing, Examinations

**Legal References:** N.J.S.A. 18A:7C3, 4, 6, -6.2 Remedial instruction for students not meeting graduation standards ...  
N.J.S.A. 18A:111 General mandatory powers and duties  
N.J.S.A. 18A:35-4.9 Student

promotion and remediation, policies and

N.J.S.A. 18A:3634 Procedures  
 Written approval required prior to acquisition of certain survey information from students  
N.J.A.C. 6A:7-1.7 Equality in school and classroom practice  
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments  
See particularly:  
N.J.A.C. 6A:8-1.3, -4.1, -5.1  
N.J.A.C. 6A:16-1.4(c) District policies and procedures  
N.J.A.C. 6A:32-2.1 Definitions  
N.J.A.C. 6A:32-7.1 Student Records  
N.J.A.C. 6A:32-12.2 School-level planning

34 CFR 98 Protection of Student Rights

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

Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862

**Possible**

**Cross References:** \*1000/1010 Concepts and roles in community relations; goals and objectives  
 \*1120 Board of trustees meetings  
 \*5113 Absences and excuses  
 \*5120 Assessment of individual needs  
 \*5124 Reporting to parents/guardians  
 \*5125 Student records  
 \*5141.3 Health examinations and immunizations

*6142.6	Basic skills
*6146	Graduation requirements
*6146.2	Promotion/retention
*6147	Standards of proficiency

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

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

**FILE CODE: 6164.1**

**Monitored**

**Mandated**

**Other Reasons**

**Policy**

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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 CSA/Principal 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; and
- 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 CSA/Principal shall report to the board on their implementation.

NJSBA Review/Update: April 2010

Adopted: July 2010

Key Words

Student Assistance Committee, Intervention and Referral Services for General Education Students

**Legal Reference:** N.J.A.C. 6A: 16-8.1 et seq. Intervention and Referral Services

**Possible**

**Cross References:** \*6164.4 Child study team

\*6172 Alternative educational programs

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

**Policy**

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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 CSA/Principal 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 CSA/Principal 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 prereferral 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

**Key Words**

Child Study Team, Referrals, Disaffected Students, Disruptive Students, Disaffected Students, Disruptive Students

**Legal References:** N.J.S.A. 18A:463.1 Regional consultants for hearing impaired; appointment; duties  
N.J.S.A. 18A:465.1 Basic child study team services; provision by boards of education and state operated programs  
N.J.S.A. 18A:46-5.2 Participation by parent or guardian  
N.J.A.C. 6A:9-13.5 School social worker  
N.J.A.C. 6A:9-13.6 Speechlanguage specialist  
N.J.A.C. 6A:9-13.7 Director of school counseling services  
N.J.A.C. 6A:9-13.8 School counselor  
N.J.A.C. 6A:9-13.9 School psychologist  
N.J.A.C. 6A:9-13.10 Learning disabilities teacherconsultant  
N.J.A.C. 6A:14-1.1 et seq. Special Education  
N.J.A.C. 6A:32-14.1 Review of mandated programs and services  
 20 U.S.C.A. 1400 et seq. - 1990 Individuals with Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act - Part B)  
 29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

**Possible**

**Cross References:** \*4111 Recruitment, selection and hiring  
 \*5114 Suspension and expulsion  
 \*5120 Assessment of individual needs  
 \*5131 Conduct/discipline  
 \*5200 Nonpublic school students  
 \*6010 Goals and objectives  
 \*6146.2 Promotion/retention  
 \*6164.2 Guidance services  
 \*6171.4 Special education  
 \*6172 Alternative educational programs

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



**Policy**

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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 CSA/Principal. 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 CSA/Principal 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

Key Words

Remedial Instruction, Compensatory Instruction, Supplemental Instruction, Remedial Education

**Legal References:** N.J.S.A. 18A:7C-1 et seq. High School Graduation Standards  
See particularly: N.J.S.A. 18A:7C2, 3, 4, 6  
N.J.S.A. 18A:354.9 Student promotion & remediation; policies & procedures  
N.J.A.C. 6A:84.3 Accountability  
N.J.A.C. 6A:84.4 Annual review and evaluation of school districts  
N.J.A.C. 6A:85.1 Graduation

Possible

**Cross References:** \*4138.2 Private tutoring  
\*5120 Assessment of individual needs  
\*6141 Curriculum design/development  
\*6142 Subject fields  
\*6142.6 Basic skills  
\*6146 Graduation requirements

- \*6146.2 Promotion/retention
- \*6147 Standards of proficiency
- \*6171.3 At-risk and Title 1

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

**Policy**

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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

Key Words

Bedside Instruction, Home Instruction

**Legal References:** N.J.A.C. 6A:14-1.1 et seq. Special education

See particularly:

N.J.A.C. 6A:14-4.8, 4.9

N.J.A.C. 6A:16-4.3 Reporting, notification and examination procedures for students suspected of being under the influence of alcohol or other drugs

N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offenses

N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons offenses

N.J.A.C. 6A:16-10.1 et seq. Home or Out-of-School Instruction

N.J.A.C. 8:611.1 Attendance at school by students or adults infected by Human Immunodeficiency Virus (HIV)

H.A. v. Board of Education Warren Hills Regional, 1976 S.L.D. 336

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

Somerset County Educational Services Commission v. North Plainfield Board of Education 1999 S.L.D. September 7 State in re G.S. 330 N.J. Super. 338 (Ch. Div. 2000)

### **Possible**

**Cross References:** \*4112.2 Certification  
\*5113 Absences and excuses  
\*5114 Suspension and expulsion  
\*5131 Conduct/discipline  
\*5131.6 Drugs, alcohol, tobacco (substance abuse)  
\*5131.7 Weapons and dangerous instruments  
\*5134 Married/pregnant students  
\*5141.2 Illness  
\*6146 Graduation requirements  
\*6164.2 Guidance services  
\*6164.4 Child study team  
\*6171.4 Special education  
\*6172 Alternative educational programs

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

**Regulation**

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**TRIMESTER GRADE REPORTING SYSTEM**

**Trimester System**

Marking Period	Start Date	Interim Report	End Date	Grades Due	Report Card Issued
1	9/6/22	Parent Conferences 10/18-10/19 – 1:00 – 3:00 PM 10/20 – 1:00 – 7:00 PM	12/2/22	12/9/22	12/15/22
2	12/5/22	Parent Conferences 2/6-2/8 – 1:00 – 3:00 PM 2/9 – 1:00 – 7:00 PM	3/17/22	3/24/22	3/31/22
3	3/18/22		6/09/22	6/14/15	6/16/22

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-		



**Policy**

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DRESS CODE/SCHOOL UNIFORMS

Hope Academy Charter School students are expected to adhere to the uniform dress code, one which 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. Dark shoes (navy or black) no boots.

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 button down sweater/Navy sleeveless vest;
- D. Black belt;
- E. Black shoes (no boots or sneakers);
- F. Navy socks;
- G. Navy tie while wearing white dress shirt.

Places where these items can be purchased

- A. JC Penney;
- B. Sears;
- C. Value City;
- D. Target;
- E. Kid City;
- F. Uniform Shop (Pt. Pleasant);
- G. French Toast;
- H. Company website

The school nurse has gently worn clean uniforms for sale on a daily basis.

Adopted June 28, 2001  
Revised September, 2001  
Revised January, 2002  
Revised September 2004  
NJSBA Review/Update: April 2010  
Readopted: July 2010

Key Words

Uniforms, Gangs, Dress Code

**Legal References:**

- N.J.S.A. 18A:11-7 Legislative findings and declaration
- N.J.S.A. 18A:11-8 Adoption of dress codes by boards of education, Uniforms required; request for code by principal, staff, and parents
- N.J.S.A. 18A:11-9 Adoption of dress code policy prohibiting wearing of clothing indicating membership in certain gangs

**Possible**

**Cross References:**

- \*5111 Admission
- \*5125 Pupil records
- \*5131 Conduct/discipline
- \*5131.5 Vandalism/violence
- \*5141.3 Health examinations and immunizations

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

**Policy**

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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. Fourteen students will be selected, with the fifteenth student drawn as the number one student on the waiting list. The fifteenth seat 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 fifteenth seat will be given to the number one student 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, a student must meet the passing requirements based on the HACS Performance Standards. Students who fail to meet the grade-level requirements shall be required to attend an Extended Educational Year Program and meet the promotion requirements of that program.

#### 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. Students who fail to meet the grade-level requirements shall be required to attend an Extended Educational Year Program and meet the promotion requirements of that program.

#### 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 the Extended Educational Year Program at least two weeks prior to the end of the school year.

#### 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

Readopted:

#### Key Words

Promotion, Retention, Bilingual

<b><u>Legal References:</u></b> <u>N.J.S.A.</u> 18A:424	Determining efficiency of schools; report to state board
<u>N.J.S.A.</u> 18A:7C2	Boards of education; establishment of standards
<u>N.J.S.A.</u> 18A:354.9	Student promotion and remediation; policies and procedures
<u>N.J.A.C.</u> 6A:84.1	Statewide assessment system
<u>N.J.A.C.</u> 6A:8-4.2	Documentation of student achievement

N.J.A.C. 6A:8-5.1 Graduation requirements  
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D.  
851

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

### **Possible**

**Cross References:** \*5113 Absences and excuses  
\*5120 Assessment of individual needs  
\*5124 Reporting to parents/guardians  
\*6142 Subject fields  
\*6142.2 English as a second language; bilingual/bicultural  
\*6143 Curriculum guides  
\*6145 Extracurricular activities  
\*6146 Graduation requirements  
6146.1 Acceleration  
\*6147 Standards of proficiency  
\*6147.1 Evaluation of individual student performance  
\*6171.1 Remedial instruction  
\*6171.3 At-risk and Title 1

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

## **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 no longer eligible for enrollment and will be returned to their district of residence.

Dated: 12/21/06

## 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.)

Effective: December 15, 2005

Approved: 12/15/05

Policy

GRADUATION REQUIREMENTS

It is the expectation of the Hope Academy Charter School that all eighth graders will be eligible for a diploma and graduation at the completion of the eighth grade course of study. A student of Hope Academy Charter School must complete and pass all subjects, and meet all attendance requirements according to the policy established by the board of trustees.

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. It will be up to the discretion of the Board of Trustees if there is a single occasion of severe behavior that warrants a student to be denied the privilege of participating in graduation ceremonies.
- 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.



- I. 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).

Adopted: February 26, 2009

NJSBA Review/Update: April 2010

Readopted:

Key Words

High School Graduation, Early Warning Test, HSPT, Graduation, Graduation Requirements

**Legal References:**

<u>N.J.S.A.</u> 18A:425	Prescribing minimum courses of study for public schools; approval of courses of study
<u>N.J.S.A.</u> 18A:7C1	Commissioner of education to develop a program of standards and guidelines
<u>N.J.S.A.</u> 18A:7C2	Boards of education; establishment of standards
<u>N.J.S.A.</u> 18A:7C4.1	Operation Recognition; purpose; eligibility; application procedure
<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
<u>N.J.S.A.</u> 18A:7F-4	Periodic review of curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per student
<u>N.J.S.A.</u> 18A:7F-29	Academic achievement reward program
<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
<u>N.J.S.A.</u> 18A:3617	Credit of seniors in active military and naval service, etc.
<u>N.J.A.C.</u> 6:303.7	Graduation
<u>N.J.A.C.</u> 6A:81.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-1.2,-2.1,-3.1, -3.3,-4.1, -4.2, -4.3, -5.1, -5.2	
<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
<u>N.J.A.C.</u> 6A:14-4.12	Graduation
<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Student Behavior
<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Services

The Department of Education Website, <http://www.nj.gov/njded/assessment/>

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

**Possible**

<b><u>Cross References:</u></b>	*1120	Board of trustee meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5127	Commencement activities
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	*6122	Articulation
	*6140	Curriculum adoption
	6141.4	Independent study
	*6142	Subject fields
	*6142.2	English as a second language; bilingual/bicultural
	*6142.6	Basic skills
	*6145	Extracurricular activities
	*6147	Standards of proficiency
	*6154	Homework/makeup work
	*6171.4	Special education
	*6200	Adult/community education

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

Policy

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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 CSA/Principal 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.
  - 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; **excused with a doctor's note.**
  - 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 principal;
  - 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 principal.

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.

### 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 principal 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 principal 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, principal 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 6 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 principal 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 principal, 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 CSA/Principal 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 CSA/Principal 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 CSA/Principal 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 CSA/Principal 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 outofschool 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 CSA/Principal 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 CSA/Principal 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  
Readopted: July 2010

#### Key Words

Student Attendance, Attendance, Absences and Excuses, Student Attendance

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:354.9	Student promotion & remediation; policies & procedures
	<u>N.J.S.A.</u> 18A:3614, -15, -16	Religious holidays; absence of students on; effect ...
	<u>N.J.S.A.</u> 18A:3619a	Newly enrolled students; records and identification
	<u>N.J.S.A.</u> 18A:3624	through 26 Missing children; legislative findings and
declarations ...	<u>N.J.S.A.</u> 18A:3825	Attendance required of children between six and 16; exceptions
	<u>N.J.S.A.</u> 18A:3826	Days when attendance required; exceptions
	<u>N.J.S.A.</u> 18A:3827	Truancy and juvenile delinquency defined
	<u>N.J.S.A.</u> 18A:3831	Violations of article by parents or guardians; penalties
	<u>N.J.S.A.</u> 18A:3832	District & county vocational school attendance officers
	<u>N.J.S.A.</u> 18A:407	Exclusion of students who are ill
	<u>N.J.S.A.</u> 18A:408	Exclusion of students whose presence is detrimental to health and cleanliness
	<u>N.J.S.A.</u> 18A:40-9	Failure of parent to remove cause for exclusion; penalty
	<u>N.J.S.A.</u> 18A:4010	Exclusion of teachers & students exposed to disease
	<u>N.J.S.A.</u> 18A:4011	Exclusion of students having communicable tuberculosis
	<u>N.J.S.A.</u> 18A:40-12	Closing schools during epidemic
	<u>N.J.S.A.</u> 18A:5420	Powers of board (county vocational schools)



<u>N.J.S.A.</u> 52:17B-9.8a through -9.8c	Marking of missing child's school record
<u>N.J.A.C.</u> 6A:11-4.3	Charter Schools; student attendance
<u>N.J.A.C.</u> 6A:16-1 <u>et seq.</u>	Programs to support student development
<u>N.J.A.C.</u> 6A:32-8.1 <u>et seq.</u>	Student Attendance and Accounting
<u>N.J.A.C.</u> 6A:328.3	Student attendance

Wetherell v. Board of Education of Township of Burlington, 1978 S.L.D. 794

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

C.R. on behalf of J.R. v. Board of Education of the Scotch PlainsFanwood Regional School District, 1988 S.L.D. (June 22)

Student Attendance Policies & Procedures Compliance Checklist, New Jersey Department of Education

**Possible**

**Cross References:**

*5020	Role of parents/guardians
*5111	Admission
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5125	Student records
*5141.2	Illness
*5141.4	Child abuse and neglect
*5142	Student safety
*6146.2	Promotion/retention
*6147	Standards of proficiency
*6147.1	Evaluation of individual student performance
*6154	Homework/makeup work
*6171.4	Special education
*6173	Home instruction

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

**Policy**Tardy to School

The orderly conduct of class activity depends upon the prompt and precise beginning of the program. Tardiness hinders the proper conduct of school activity. Students are expected to arrive to school and class on time. A student who is tardy to any class will be subject to disciplinary action as outlined in board policy 5131 Conduct and Discipline and the student code of conduct. Consequences for accumulated occurrences of tardiness may include detention, loss of credit and an unexcused school day absence.

Tardiness is the absence of a student from school at the time the regularly scheduled session begins, provided that the student is in attendance before the close of the session. Therefore, a student is considered tardy when he/she arrives to school after 8:00 AM or after the beating of the drums during morning circle has ceased. As a result, tardy students are missing a key element of the Hope Academy program - its character development component, one of the pillars of the school. In addition, unintended outcomes of tardiness include the development of behavior patterns that are undesirable in school and later in work and, possibly, the reception of social pressure by peers that can lower their self-esteem.

Students who are tardy to the instructional program fall behind in academic achievement. Chronic tardiness of elementary students tends to be family related problems and require working with the parent and the child in a partner approach.

Reasons for excused tardiness include:

- A. Student illness;
- B. Medical appointment (doctor's note is required for proof);
- C. Death in family;
- D. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed;
- E. Previously approved school-sponsored event;
- F. Other individual student tardiness beyond the control of the parent or student as determined and approved by the principal.

It is the parent's responsibility to **explain in writing any tardiness to school. Failure to provide a written explanation will automatically be considered unexcused tardiness.** Unexcused tardiness includes any tardiness that does not fall into one of the previous excused tardiness categories.

It is the intent of this policy to establish an ongoing tardy prevention program. A successful tardy prevention program will include the following:

- A. Identification of chronic offenders;
- B. Individual assessment of reasons for tardiness;
- C. Work with parents to find solutions (parent conferences);
- D. Referral to appropriate services;
- E. Board of Trustee intervention.

Students and parents who persist in chronic tardiness will be brought before the Board of Trustees to give an explanation of their chronic tardiness. The Board of Trustees can elect at that time to discontinue enrollment in Hope Academy (see Policy 5111).

Adopted:	December 17, 2009
Revised:	January 28, 2010
NJSBA Review/Update:	April 2010

Readopted: July 2010

**Key Words**

Student Attendance, Attendance, Absences and Excuses, Student Attendance

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:354.9	Student promotion and remediation; policies and procedures
	<u>N.J.S.A.</u> 18A:3614, -15, -16	Religious holidays; absence of students on; effect ...
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declarations ...	<u>N.J.S.A.</u> 18A:3825	Attendance required of children between 6 & 16; exceptions
	<u>N.J.S.A.</u> 18A:3826	Days when attendance required; exceptions
	<u>N.J.S.A.</u> 18A:3827	Truancy and juvenile delinquency defined
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	<u>N.J.S.A.</u> 18A:3832	District and county vocational school attendance officers
	<u>N.J.S.A.</u> 18A:407	Exclusion of students who are ill
	<u>N.J.S.A.</u> 18A:408	Exclusion of students whose presence is detrimental to health and cleanliness
	<u>N.J.S.A.</u> 18A:40-9	Failure of parent to remove cause for exclusion; penalty
	<u>N.J.S.A.</u> 18A:4010	Exclusion of teachers and students exposed to disease
	<u>N.J.S.A.</u> 18A:4011	Exclusion of students having communicable tuberculosis
	<u>N.J.S.A.</u> 18A:40-12	Closing schools during epidemic
	<u>N.J.S.A.</u> 18A:5420	Powers of board (county vocational schools)
	<u>N.J.S.A.</u> 52:17B-9.8a through -9.8c	Marking of missing child's school record
	<u>N.J.A.C.</u> 6A:11-4.3	Charter Schools; student attendance
	<u>N.J.A.C.</u> 6A:16-1 <i>et seq.</i>	Programs to support student development
	<u>N.J.A.C.</u> 6A:32-8.1 <i>et seq.</i>	Student Attendance and Accounting
	<u>N.J.A.C.</u> 6A:328.3	Student attendance

Wetherell v. Board of Education of Township of Burlington, 1978 S.L.D. 794

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Student Attendance Policies and Procedures Compliance Checklist, NJDOE

**Possible**

<b>Cross References:</b>	*5020	Role of parents/guardians
	*5111	Admission
	*5114	Suspension and expulsion
	*5124	Reporting to parents/guardians
	*5125	Student records
	*5141.2	Illness
	*5141.4	Child abuse and neglect
	*5142	Student safety
	*6146.2	Promotion/retention

- \*6147 Standards of proficiency
- \*6147.1 Evaluation of individual student performance
- \*6154 Homework/makeup work
- \*6171.4 Special education
- \*6173 Home instruction

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

## Regulation

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### 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 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 8:00 a.m.;
  - 3. Students are expected to be in Community Circle or Homeroom at 8:00 AM when school officially begins.
- C. It is the parents' responsibility to accompany a K-5 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 = warning;
- B. Third tardy = parent notification via letter;
- C. Fourth tardy = parent notification and possible detention after school;
- D. Fifth tardy = detention 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 CSA/Principal and the parent/guardian prior to the fifth tardy.
- C. The CSA/Principal may coordinate services with and referrals of children to community agencies providing child and family services.

The CSA/Principal 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. **All early sign outs are to occur before 2:30 p.m. There are to be no sign-outs after that time.**

Approved: 9/26/2002

Revised: 8/22/2013

**Policy**

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SUSPENSION AND EXPULSION

While the Hope Academy Board of Trustees 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 wellbeing 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.

Any student who commits an assault (as defined by N.J.S.A. 2C:121) 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 CSA/Principal 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 principal 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 principal 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.

#### Inschool Suspension

The board directs the administration to arrange facilities for inschool suspension whenever possible. Students will be required to occupy themselves with schoolrelated 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 schoolregulated activity during the period of their suspension. They may not enter the school buildings or grounds of the school without the permission of the CSA/Principal. Any student under suspension who enters the school buildings or grounds without the permission of the CSA/Principal 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 CSA/Principal 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 CSA/Principal 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 CSA/Principal 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 shortterm 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 CSA/Principal, 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 CSA/Principal, 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 CSA/Principal 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 CSA/Principal.

The child shall remain out of school until either:

- A. An appeal made to the CSA Principal is decided in the child's favor; or
- B. The appeal (if made) has been denied and the board has met to hear the CSA/Principal'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 CSA/Principal 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 CSA/Principal shall inform the board.

NJSBA Review/Update: April 2010

Adopted: July 2010

Key Words

Suspension, Expulsion, Student Suspension/Expulsion, Student Suspension/Expulsion

<b>Legal References:</b>	<u>N.J.S.A.</u> 2C:121	Definition of assault
	<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:36-9	Withdrawal, expulsion from Charter School
	<u>N.J.S.A.</u> 18A:37-1 <i>et seq.</i>	Discipline of students

See particularly:  
N.J.S.A. 18A:37-2.1  
 through -2.5, 18A:37-7  
 through -12  
N.J.S.A. 18A:40A-1 et seq. Substance abuse  
See particularly:  
N.J.S.A. 18A:40A9, 10,  
 -11, 12  
N.J.A.C. 6A:14-2.8 Discipline/suspension/expulsions  
N.J.A.C. 6A:16-1.1 et seq. Programs to Support Student Development  
See particularly:  
N.J.A.C. 6A:16-1.3, -4.3,  
 -5.1, -5.5, -5.6, -5.7  
N.J.A.C. 6A:322.1 Definitions  
N.J.A.C. 6A:3212.2 School-level planning

20 U.S.C.A. 1400 et seq. - Section 504 of the Rehabilitation Act of 1973

P.L. 103-382, Improving America's Schools Act of 1994

Goss v. Lopez, 419 U.S. 565, 581 (1975)

Tibbs v. Franklin Township Board of Education, 114 N.J. Super. 287 (App. Div.) aff'd 59 NJ 506  
 (1971)

R.R. v. Shore Reg. Board of Education, 109 N.J. Super. 337 (Ch. Div. 1970)

H.A. v. Board of Education Warren Hills Regional, 1976 S.L.D. 336

82: July 28, C.F. v. Board of Education of the Upper Freehold Regional School District

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

Somerset County Educational Services Commission v. North Plainfield Board of Education  
 1999 S.L.D. September 7

State in re G.S. 330 N.J. Super. 383 (Ch. Div. 2000)

See also Commissioners' Decisions indexed under "Students—Punishment of" in Index to N.J. School Law Decisions

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials

**Possible**

**Cross References:** \*5113 Absences and excuses  
 \*5124 Reporting to parents/guardians  
 \*5131 Conduct/discipline  
 \*5131.5 Vandalism/violence  
 \*5131.6 Drugs, alcohol, tobacco (substance abuse)  
 \*5131.7 Weapons and dangerous instruments

- \*6154 Homework/makeup work
- \*6164.2 Guidance services
- \*6164.4 Child study team
- \*6171.4 Special education
- \*6172 Alternative educational programs
- \*6173 Home instruction

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

Policy

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CONDUCT/DISCIPLINE

The Hope Academy Charter School 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 of trustees 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 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.

This board policy 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 CSA/Principal 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 or 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 individual schools.

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 CSA/Principal 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 standards and procedures 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 schools and community, in accordance with N.J.A.C. 6A:16-7.1.

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 CSA/Principal shall establish the degree of order necessary to the educational program in which students are engaged.

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 schools 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 CSA/Principal 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 trustees 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.

Students who display chronic behavioral or academic problems may be referred to the child study team by the CAS/Principal 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:121) 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.

### **Expected Student Code of Conduct**

- All students enrolled in Hope Academy Charter School shall behave in a manner that promotes a culture of excellence and embodies the mission and integrity of the school.
- All students will employ the SLANT class participation strategy in the classroom.

**S = “Sit up straight”**

**L = “Lean forward and listen attentively”**

**A = “Activate your thinking by asking relevant questions”**

**T = “Track the speaker”**

- Students will help create an atmosphere free from bullying, intimidation and harassment.

- Students will demonstrate honesty and trustworthiness.
- Students will treat others with respect, deal peacefully with anger, use good manners and be considerate of the feelings of others.
- Students will demonstrate responsibility, use self-control and be self-disciplined.
- Students will demonstrate fairness, play by the rules, and will not take advantage of others.
- Students will demonstrate compassion and caring.
- Students will demonstrate good citizenship by obeying laws and rules, respecting authority, and by cooperating with others.

## Discipline

### STUDENT SUPPORT OFFICE 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 or designee. 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 main office and request that the student be picked up from the classroom. An administrator will follow up. If contact cannot be made with the main office, next call the School Supervisor.
  - 6-8: Students can be sent to the Student Support Team Member (Ms. Jean-Mary, Ms. Armour, Ms. Roddy or Ms. Zink) 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 Culture and Climate Supervisor's Office. Acts of Violence and/or issues that endanger staff, classmates and/or the

student he/she 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/Designee) and a formal write up for the student's file in RealTime (Teacher emailed to Mr. Daniels cc: Mr. Dallas).

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 person. 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.

### Substance Abuse

In accordance with statute and code, penalties shall be assigned for use, possession and distribution of prescribed 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 Asbury Park Police Department 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 CSA/Superintendent 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 CSA/principal shall be responsible for the removal of such students, and shall also notify the appropriate Asbury Park Police Department of a possible violation of the New Jersey Code of Criminal Justice.

The CSA/Principal 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.

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, gender, a mental, physical or sensory disability, sexual orientation, gender identity or expression, national origin or ancestry, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus and that:

- A. A reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of 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 in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.



“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.

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.

E.

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:

A. Consequences

- 1. Admonishment;
- 2. Temporary removal from the classroom;
- 3. Deprivation of privileges;
- 4. Classroom or administrative detention;
- 5. In-school suspension during the school week or the weekend;
- 6. After-school programs;
- 7. Out-of-school suspension (short-term or long-term);
- 8. Legal action; and
- 9. Expulsion.

B. Remedial Measures

- 1. Personal
- 2. Restitution and restoration;
- 3. Mediation;
- 4. Peer support group;
- 5. Corrective instruction or other relevant learning or service experience;
- 6. Supportive student interventions, including participation of the intervention and referral services team;
- 7. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- 8. Behavioral management plan, with benchmarks that are closely monitored;
- 9. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- 10. Student counseling;
- 11. Parent conferences;
- 12. Student treatment; or
- 13. Student therapy.

C. Environmental (Classroom, School Building or School Grounds)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in student routes or patterns traveling to and from school;
9. Supervision of students before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the intervention and referral services team;
17. Parent conferences;
18. Family counseling;
19. 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:

- 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
2. Restitution and restoration;
3. Mediation;
4. Support group;
5. Corrective action plan;
6. Behavioral assessment or evaluation;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Counseling;
9. Conferences;
10. Treatment; or
11. Therapy.

C. Environmental (Classroom, School Building or School Grounds)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Supervision;
8. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
9. General professional development programs for certificated and non-certificated staff;
10. Professional development plans for involved staff;
11. Disciplinary action;
12. Supportive institutional interventions, including participation of the intervention and referral services team;
13. Conferences;
14. Counseling;

Reporting Harassment, Intimidation or Bullying

The CSA/Principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

Any school employee, student 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 principal or his/her designee.

Reports of harassment, intimidation or bullying in any form, including but not limited to, oral reports, written reports or electronic reports shall be taken. Reports shall also be made to the Department of Education through the Electronic Violence and Vandalism Reporting System (EVVRS). The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report.

The board requires that all violations and complaint reports of harassment, intimidation or bullying be investigated promptly by the building principal or his/her designee. All investigations shall be thorough and complete and shall include, but not be limited to:

- A. Taking of statements from victim, witnesses and accused;
- B. Careful examination of facts;

- C. Support for the victim; and
- D. Determination if alleged act constitutes a violation of this policy.

The building principal shall maintain all reports and records of the investigation on file.

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) 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 surround harassment, intimidation and bullying in the school community;
- H. The involvement of law enforcement 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-wide 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).

Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The CSA/Superintendent or the designee shall determine the consequence and appropriate remedial action for a person who engages in reprisal or retaliation 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 against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, volunteers 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 school policies, procedures and agreements, up to and including suspension or dismissal from service;

C. Visitors or Volunteers

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

Consequences and remediation for students, employees and visitors and volunteers engaging in retaliation and reprisal may include the following:

1. Consequences

- a. Admonishment;
- b. Temporary removal from the classroom or school;
- c. Deprivation of privileges;
- d. Classroom or administrative detention;
- e. In-school suspension during the school week or the weekend;
- f. After-school programs;
- g. Out-of-school suspension (short-term or long-term);
- h. Legal action;
- i. Withholding of Increment;
- j. Suspension;
- k. Expulsion;
- l. Termination.

2. Remedial Measures

- a. Personal
- b. Restitution and restoration;
- c. Mediation;
- d. Peer support group;

- 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.

#### Dissemination and Implementation

The CSA/Principal shall take the following steps to publicize this policy:

- A. Publicized on school website;
- B. Distributed annually to all staff, students and parents/guardians;
- C. Printed in school handbooks; and
- D. Posted at the entrance of the building.

All students and staff shall be informed that harassment, intimidation or bullying is prohibited on school property, at any school-sponsored function or on a school bus. This shall include development of a process to annually discuss the policy with students. This information shall also be incorporated into the student handbook and employee training programs.

The training needs of school staff for the effective implementation of this policy procedure and initiatives of the board shall be reviewed annually. The board shall also implement staff training programs consistent with this review.

The extent and characteristics of harassment, intimidation and bullying behavior in the school's, and implementation programs, or other responses, if appropriate shall be reviewed annually. These programs or other services shall be planned in consultation with parents, and other community members, including appropriate community-based social and health provider agencies, law enforcement officials, school employees, school volunteers, students, and school administrators, as appropriate.

The CSA/Superintendent 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  
 Adopted:

#### Key Words

Conduct, Discipline, Student Conduct, Student Conduct, Weapons, Vandalism, Harassment, Intimidation, Bully, Bullying,

**Legal References:** N.J.S.A. 2A:4A-60 et al. Disclosure of juvenile information; penalties for disclosure

<u>N.J.S.A.</u> 2C:12-1	Definition of assault
<u>N.J.S.A.</u> 2C:3319	Paging devices, possession by students
<u>N.J.S.A.</u> 2C:39-5	Unlawful possession of weapons
<u>N.J.S.A.</u> 18A:61	Corporal punishment of students
<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:252	Authority over students
<u>N.J.S.A.</u> 18A:36-19a	Newly enrolled students; records and identification
<u>N.J.S.A.</u> 18A:37-1 <u>et seq.</u>	Discipline of Students
<u>See particularly:</u>	
<u>N.J.S.A.</u> 18A:37-15	
<u>N.J.S.A.</u> 18A:40A-1 <u>et seq.</u>	Substance Abuse
<u>N.J.A.C.</u> 6A:14-2.8	Discipline/suspension/expulsions
<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:16-1.4,-2.4	
-4.1, -5.1, -6.1, -6.2,	
-7.1 through -7.6	
<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

P.L. 2007, c.129, amends N.J.S.A. 18A:37-15 and includes electronic communication in the definition of public school “harassment, intimidation or bullying”

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

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

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

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

See also Commissioners’ Decisions indexed under “Students – Punishment of” in Index to N.J. School Law Decisions

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

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184.

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials

**Possible**

**Cross References:**

*1220	<u>Ad hoc</u> advisory committees
*1410	Local units
3517	Security
*3541.33	Transportation safety
*4131/	Staff development; inservice education/visitation conferences

4131.1	
4148	Employee protection
*4231/	Staff development; inservice education/visitation conferences
4231.1	
4248	Employee protection
5000	Concepts and roles in student personnel
5010	Personal goals and objectives for students
*5020	Role of parents/guardians
*5113	Absences and excuses
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5127	Commencement activities
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Student grievance procedure
*5145.11	Questioning and apprehension
*5145.12	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.



**HOPE ACADEMY CHARTER SCHOOL**  
**Harassment, Intimidation, and Bullying Policy**

*Revision*

In accordance with N.J.A.C. 6A:16-7.9

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

**FILE CODE: 5131**

**Regulation**

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**A Statement Prohibiting Harassment, Intimidation, Or Bullying Of A Student:**

The board of trustees of Hope Academy Charter School, herein referred to as Hope Academy, strictly prohibits acts of harassment, intimidation or bullying; also in accordance with *N.J.S.A. 18A:37-15 (3)(b)(l)*. All forms of abuse are unacceptable in Hope Academy.

A safe and civil environment in school is necessary for students to learn and achieve high academic standards; 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; and since students learn by example, the school CSA/Principal, faculty, staff and volunteers should be commended for demonstrating appropriate behavior; treating others with civility and respect.

**Definition of Harassment, Intimidation or Bullying according to N.J.S.A. 18A:37-14 and N.J.A.C. 6A:16-1.3:**

"Harassment, intimidation or bullying" means any gesture or written, verbal or physical act, or any electronic communication\* that takes place on school property, at any school-sponsored function or on a school bus and that:

- a. is motivated 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
- b. by any other distinguishing characteristic; and
- c. a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or adult, or damaging the student's or adult's property, or placing a student or adult in reasonable fear of harm to his person or damage to his property; or
- d. has the effect of insulting or demeaning any student, adult or group of students or adults in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school. *N.J.S.A. 18A:37-15 (3)(b)(2)*

\*1. Section 2 of P.L.2002, c.83 (C.18A:37-14) is amended to read as follows:

2. As used in this act:

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

### **Description of Student Behavioral Expectations:**

The board of trustees expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment. N.J.S.A. 18A:37-15 (3)(b)(3).

The CSA/Principal shall oversee the development and implementation of measures to identify, prevent, and notify parents/guardians of acts of bullying. This policy shall address consequences, interventions, reprisals, retaliations, or false accusations associated with acts of bullying.

### **Remedial Actions for Students Who Commit an Act of Harassment, Intimidation or Bullying:**

Taking into account the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, remedial actions may include but are not limited to the following:

1. Behavioral assessment/evaluation using the Behavioral Objective Sequence "How I Think", Questionnaire.
2. Restitution and restoration.
3. Corrective instruction or other relevant learning or service experience.
4. Counseling of offending student by the Project TALK social worker(s) or Hope Academy social worker.
5. Parent conferences
6. Referral to Intervention and Referral Services Team to develop and implement a behavioral management plan to remediate the behavioral difficulty.
7. Referral to the Child Study Team if deemed appropriate.
8. Student treatment and/or therapy.

### **Consequences for Committing an Act of Harassment, Intimidation or Bullying:**

#### **A. Students**

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence will be determined. Consequences for acts of bullying may range from positive behavioral interventions to suspension or dismissal.

Therefore, in keeping with the definition of harassment, intimidation, and bullying, and given the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance, consequences may include but are not limited to the following (in keeping with the Student Conduct system of violations and responses):

<b>5.4</b>	<b>Level II Violation Responses</b>
Hope Academy will modify this list in accordance with alternatives available to the school, such as conflict resolution or peer mediation programs. Intervention strategies may include, but are not limited to, the following intervention strategies and disciplinary actions:	
<b><u>5.4.1</u></b>	<b><u>Any Level I Response (Listed below from section 5.2)</u></b>
<b>5.2</b>	<b>Level I Violation Responses</b>
5.2.1	Dean or student support team member /student conference or reprimand
5.2.2	Dean or student support team member and teacher-parent/guardian conference
5.2.3	Referrals and conference to support staff or agencies
5.2.4	Referral to a tobacco cessation program
5.2.5	Daily/weekly progress reports
5.2.6	Behavioral contracts
5.2.7	Change in the student's class schedule
5.2.8	School service assignment
5.2.11	Before and/or after-school detention
5.2.12	Denial of participation in class and/or school activities
5.2.13	Weekend detention
5.2.14	In-school suspension
5.2.15	Alternative Class Placement
5.2.16	Out-of-school suspension for up to three days
5.2.17	Law enforcement notification
<b><u>5.4.2</u></b>	<b>Out-of-school suspension for up to ten (10) days.</b>

B. Staff / Employees and Parents/Guardians and/or Other Adults

A **claim of harassment** generally requires several elements, including:

The complaining party must be a member of a statutorily protected class;

S/he was subjected to unwelcome verbal or physical conduct related to his or her membership in that protected class;

The unwelcome conduct complained of was based on his or her membership in that protected class;

The unwelcome conduct affected a term or condition of employment and/or had the purpose or effect of unreasonably interfering with his or her work performance and/or creating an intimidating, hostile or offensive work environment.

### **Intervention Strategies**

An effective training program that reflects the following:

- Descriptive, intensive, relevant, and positive teaching and learning practices
- Tailored to the community culture and socioeconomic status of the person or group and are contextualized to the individual's peer group experiences
- Present information from a positive viewpoint, encouraging healthy behavior rather than forbidding poor behavior.

Non-compliant staff will undergo due process with the possibility of termination if warranted. Other adults will be barred from the school premises and, if necessary, referred to law enforcement.

### **Reporting Procedure:**

The CSA/Principal or their designees are responsible for receiving complaints from any individual or group alleging violations of this policy. All school employees are required to report alleged violations of this policy to the CSA/Principal or their designees. Since some acts of harassment, intimidation or bullying may be bias-related acts and potentially hate or bias crimes, school officials must report to law enforcement officials either serious acts or a pattern of acts.

The initial report can be oral, but the formal report shall be written and include the written statement of the targeted individual(s) and the alleged perpetrator(s), and the time, location, and context of the incident including the names and statements of witnesses and/or those involved. Patterns of harassment, intimidation or bullying, if they exist, should be included in the report.

All members of Hope Academy, including students, parents, volunteers, and visitors, are encouraged to officially report, orally, in writing, or anonymously, any act that may be a violation of this policy to the CSA/Principal or their designees. All reasonable efforts shall be made to authenticate anonymous reports, but formal disciplinary action requires more than an anonymous report. The Board of Trustees will not take action based solely on the anonymous report.

### **Prompt Investigation of Reports:**

The CSA/Principal or their designees are responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the CSA/Principal or their designees shall conduct a prompt, thorough, and complete investigation of the alleged incident that was reported orally, in writing, or electronically.

### **Responses to Acts of Harassment, Intimidation or Bullying:**

Some acts of harassment, intimidation or bullying may be isolated incidents requiring only that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, or school levels or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or dismissal. The board recommends consequences that are consistent with the level of the infraction.

Harassment, intimidation or bullying data will be reported to the NJDOE EVVRS system in the annual disciplinary data report.

In considering whether a response beyond the individual level is appropriate, the CSA or their designees will consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

Any or all of the following responses may also be appropriate:

Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups and punitive actions [e.g., in-school suspension, dismissal]).

Classroom responses can include class discussions about an incident of bullying, role-playing activities, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management. School-wide responses can include theme days, learning-station programs, parent programs, and information disseminated to students and parents.

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

Responses will also include support of the victim(s) of harassment, intimidation or bullying, through counseling and/or referral to outside services.

### **Reprisal or Retaliation:**

Retaliation or reprisal against any person who reports a bullying incident(s) is strictly prohibited. Likewise, students and staff are prohibited from knowingly or willfully falsely accusing one another of harassment, intimidation or bullying as a means of retaliation, or reprisal. The CSA/Principal or their designees shall determine the consequence and appropriate remedial action for a person who engages in retaliation or reprisal after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

### **Consequences and Remedial Actions for False Accusations:**

Consequences and appropriate remedial action for a student found to have falsely accused another as a means of retaliation or reprisal range from positive behavioral interventions up to and including suspension or dismissal. Consequences and appropriate remedial action for a school employee found to have falsely accused another, as a means of retaliation or reprisal, shall be disciplined in accordance with school policies, procedures, and agreements. Consequences and appropriate remedial action, including reports to appropriate law enforcement officials, for a visitor or volunteer found to have falsely accused another, as a means of retaliation or reprisal, shall be determined by the CSA/Principal after careful consideration of the nature and circumstances of the act.

### **Public Dissemination:**

**The policy shall be disseminated annually in the Parent/Student Handbook to all students, parents, and school staff,** along with a statement explaining that the policy applies to all acts of harassment, intimidation or bullying that occur on school property, at school-sponsored functions, or on a school bus. The CSA/Principal shall develop an annual process for discussing with students the school policy on harassment, intimidation, and bullying. All employees, students, and parents will sign a written statement indicating that they have received, read, and understood the policy and that they agree to abide by the provisions of the policy.

### **Staff Training:**

The CSA/Principal will annually determine the training needs of the school staff for the effective implementation of the harassment, intimidation, and bullying policies, procedures, programs, and initiatives. Staff training programs will be implemented that are consistent with the annual review of training needs findings. Subsequently, this policy will be updated as determined by the Board of Trustees pursuant to N.J.A.C. 6A:16-7.1(a)3.

Information regarding Hope Academy's policy against harassment, intimidation, and bullying will be incorporated into the school's employee training program.

**Policy**

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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 CSA/Principal 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 CSA/Principal 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 CSA/Principal or designee has the authority to reduce long-term suspension to a shorter duration provided the CSA/Principal 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 CSA/Principal 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 CSA/Principal 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:

#### Key Words



Conduct, Discipline, Student Conduct, Gangs, Weapons, Vandalism, Harassment, Intimidation, Bully, Bullying, Dress

**Legal References:** N.J.S.A. 2A:4A-60 et al. Disclosure of juvenile information;  
penalties for disclosure  
N.J.S.A. 2C:12-1 Definition of assault  
N.J.S.A. 2C:33-19 Paging devices, possession by students  
N.J.S.A. 2C:39-5 Unlawful possession of weapons  
N.J.S.A. 18A:61 Corporal punishment of students  
N.J.S.A. 18A:111 General mandatory powers and duties  
N.J.S.A. 18A:252 Authority over students  
N.J.S.A. 18A:36-19a Newly enrolled students; records and  
identification  
N.J.S.A. 18A:37-1 et seq. Discipline of Students  
See particularly:  
N.J.S.A. 18A:37-15  
N.J.S.A. 18A:40A-1 et seq. Substance Abuse  
N.J.A.C. 6A:14-2.8 Discipline/suspension/expulsions  
N.J.A.C. 6A:16-1.1 et seq. Programs to Support Student Development  
See particularly:  
N.J.A.C. 6A:16-1.4, -2.4  
-4.1, -5.1, -6.1, -6.2,  
-7.1 through -7.6  
N.J.A.C. 6A:32-12.1 Reporting requirements  
N.J.A.C. 6A:32-12.2 School-level planning

PL. 2007, c.129, amends N.J.S.A. 18A:37-15 and includes electronic communication in the definition of public school “harassment, intimidation or bullying”

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

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

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

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

See also Commissioners’ Decisions indexed under “Students – Punishment of” in Index to N.J. School Law Decisions

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

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184.

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials

**Possible**

**Cross References:** \*1220 Ad hoc advisory committees

*1410	Local units
3517	Security
*3541.33	Transportation safety
*4131/	Staff development; inservice education/visitation conferences
4131.1	
4149	Employee protection
*4231/	Staff development; inservice education/visitation conferences
4231.1	
4248	Employee protection
5000	Concepts and roles in student personnel
5010	Personal goals and objectives for students
*5020	Role of parents/guardians
*5113	Absences and excuses
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5127	Commencement activities
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Student grievance procedure
*5145.11	Questioning and apprehension
*5145.12	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.

**Policy**

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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 CSA/Principal 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:

Key Words

Pupil Safety, Student Safety, Safety, Safety Patrols

**Legal References:** N.J.S.A. 18A:421 Safety patrol by pupils  
N.J.A.C. 6A:26-12.2(a)(3) Policies and procedures

Possible

**Cross References:** \*3516 Safety  
\*3541.33 Transportation safety  
\*4131/4131.1 Staff development; inservice education/visitations/ conferences  
\*4212.4 Employee health  
\*4231/4231.1 Staff development; inservice education/visitations/ conferences  
\*5020 Role of parents/guardians  
\*5124 Reporting to parents/guardians  
\*5125 Pupil records  
\*5131 Conduct/discipline  
\*5141.1 Accidents  
\*5141.2 Illness  
\*5142 Safety

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

## Regulation

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### 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**

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EMERGENCIES AND DISASTER PREPAREDNESS

The CSA/Principal 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 CSA/Principal shall develop and provide an inservice 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 inservice 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 (beginning November 2010). The CSA/Principal 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 CSA/Principal and disseminated to all staff.

Instruction in fire prevention shall be given and emphasized in appropriate courses in the curriculum of the school. The school security drill will be an exercise to respond to an emergency situation such as a non-fire evacuation, lockdown, bomb threat or active shooter situation that is similar in duration to a fire drill.

### Emergency Closings; Delayed Openings

The CSA/Principal 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.

### Bomb Scares

The buildings shall be evacuated as for a fire drill. Staff shall follow the procedures established by the CSA/Principal to deal with such emergencies.

NJSBA Review/Update: April 2010

Adopted: July 2010

### Key Words

Emergencies and Disaster Preparedness, Civil Defense, Disasters, Fire Drills, Bomb Threats

<b><u>Legal References:</u></b> <u>N.J.S.A.</u> 18A:62	Instruction in accident and fire prevention
<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:4012	Closing schools during epidemic
<u>N.J.S.A.</u> 18A:41-1 <u>et seq.</u>	Fire drills and fire protection
<u>N.J.A.C.</u> 6A:16-1.4(a)14	District policies and procedures
<u>N.J.A.C.</u> 6A:16-5.1 <u>et seq.</u>	School safety and security
<u>N.J.A.C.</u> 6A:16-6.3	Reporting students or staff members to law enforcement agencies
<u>N.J.A.C.</u> 6A:26-12.2	Policies and procedures for school facility operation
<u>N.J.A.C.</u> 8:571.7	Reporting of diseases occurring in schools

A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials

**Possible**

<b><u>Cross References:</u></b>	*1410	Local units
	*2210	Administrative leeway in absence of board policy
	*3541.33	Transportation safety
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	5141.6	Crisis intervention
	*6111	School calendar
	*6112	School day

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

## 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 twice each month. Drills will not be conducted at regularly 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.
- Proceed to the designated meeting place outside (Down the stairway and outside through the front doors turn right and proceed to end of block (to Emory St.) turn right on Emory St. and go to the end of the block and stop (at the corner of Sewall and Emory Streets). Wait to be directed to return to the building.
- 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 Pat for one.

**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 4/30/07



**Regulation**

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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

Updated: August 22, 2013

**Policy**

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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 CSA/Principal 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 CSA/Principal 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 principal 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 CSA/Principal, shall determine the content, sequence and materials of family life education.

NJSBA Review/Update: April 2010

Adopted: July 2010

Key Words

Family Life Education

**Legal References:** N.J.S.A. 18A:354.6

through 4.8 Parents Right to Conscience Act of 1979

N.J.S.A. 18A:354.19

through 4.22 "AIDS Prevention Act of 1999"

N.J.A.C. 6A:8-3.1 Curriculum and instruction

N.J.A.C. 6A:8-4.2 Documentation of student achievement

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

Student Protection Rights Amendment - 20 U.S.C. 1232h

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

**Possible**

**Cross References:** \*1220 Ad hoc advisory committees

\*5131.6 Drugs, alcohol, tobacco (substance abuse)

5141.6 Crisis intervention

\*6122 Articulation

\*6140 Curriculum adoption

\*6142 Subject fields

\*6142.13 HIV prevention education

\*9130 Committees

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

**Policy**

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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

Key Words

AIDS, HIV Prevention Education

**Legal References:**

N.J.S.A. 18A:331	District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:354.7	Parents statement of conflict with conscience
N.J.S.A. 18A:35-4.19 through-4.22	“AIDS Prevention Act of 1999”
N.J.S.A. 26:5c-1 et seq.	Acquired Immune Deficiency Syndrome
N.J.A.C. 6A:8-3.1(d)	Curriculum and instruction
N.J.A.C. 6A:16-2.1(a)7	Health services policy and procedural requirements
N.J.A.C. 8:61-1.1 et seq.	Participation and Attendance at School by Individuals with HIV Infection
N.J.A.C. 12:100-4.2	Safety and Health Standards for Public Employees (Adoption by reference)

29 CFR 19910.1030 - Bloodborne Pathogen Standard

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

S. T. v. Board of Education of the City of Millville, 1986 S.L.D.  
(December 24), aff'd St. Bd.

**Possible**

<b>Cross References:</b>	*1220	Ad hoc advisory committees	
	*4131/4131.1	Staff development; education/visitations/conferences	inservice
	*5124	Reporting to parents/guardians	
	*5131.6	Drugs, alcohol, tobacco (substance abuse)	
	*5141	Health	
	*5141.2	Illness	
	*5145.4	Equal educational opportunity	
	*6122	Articulation	
	*6140	Curriculum adoption	
	*6141	Curriculum design/development	
	*6142	Subject fields	
	*6142.1	Family life education	
	*6142.4	Physical education and health	
	*6144	Controversial issues	
	*6146	Graduation requirements	
	*6161.2	Complaints regarding instructional materials	
	*6300	Evaluation of the instructional program	

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

## 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 CSA/Principal 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 CSA/Principal 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

### Key Words

Administering Medication, Medication in School, Nebulizer

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:401 nurses; salaries; terms; rules	Employment of medical inspectors, optometrists and
	<u>N.J.S.A.</u> 18A:40-3.2 <u>et seq.</u>	Medical and Nursing Personnel
	<u>N.J.S.A.</u> 18A:404 hearing of students	Examination for physical defects and screening of
	<u>N.J.S.A.</u> 18A:407	Exclusion of students who are ill
	<u>N.J.S.A.</u> 18A:40-12.3  through -12.4	Self-administration of medication by student; conditions
	<u>N.J.S.A.</u> 18A:40-12.5	Policy for emergency administration of epinephrine to public school students
	<u>N.J.S.A.</u> 18A:40-12.6	Administration of epinephrine; primary responsibility; parental consent
	<u>N.J.S.A.</u> 18A:40-12.7	Nebulizer

N.J.S.A. 18A:40-12.8 Administration of asthma medication by school nurse through nebulizer; training; student asthma treatment plan

N.J.S.A. 45:1123 Definitions

N.I.A.C. 6A:16-1.1et seq. Programs to Support Student Development

See particularly:

N.I.A.C. 6A:16-1.3,

-1.4(a), -2.1, -2.2, -2.3, -2.4

Bernards Township Education Association v. Bernards Township Board of Education, 1981 S.L.D. (9/29/81), aff'd State Board, 1982 S.L.D. 4/7/82, aff'd App. Div., unpublished opinion (A421181T3, 5/18/83)

Communications Workers of America, Local 1033, On behalf of Karen Norton, Barbara Woolston, Mary Ellen Schoen et al. v. New Jersey State Department of Education, Marie H. Katzenbach School for the Deaf, State Board Docket #5291

Policy Advisory #1 on N.J.S.A. 18A:40-12.3 et seq. Self-Administration of Medication By a Student, New Jersey State Department of Education, June 5, 1995

Protocol and Implementation Plan for the Emergency Administration of Epinephrine by a Delegate Trained by the School Nurse, New Jersey State Department of Education, October, 1998

### **Possible**

**Cross References:**

*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5141	Health
*5141.1	Accidents
*5141.2	Illness
*5141.3	Health examinations and immunizations
*6153	Field trips

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

**Policy**

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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 CSA/Principal 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 principal 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 principal 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 CSA/Principal 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 principal shall oversee these web sites.

The CSA/Principal shall publish and disseminate guidelines on acceptable material for these web sites. The CSA/Principal 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 CSA/Principal 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 principal 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 CSA/Principal shall prepare regulations to implement this policy.

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Adopted: July 2010

**Key Words**

Acceptable Use, Blocking/Filtering Software, E-mail, Internet, Technology, Web Site, World Wide Web

<b><u>Legal References:</u></b> <u>N.J.S.A. 2A:38A-1 et seq.</u>	Computer System
<u>N.J.S.A. 2C:20-25</u>	Computer Related Theft
<u>N.J.S.A. 18A:7A-11</u> contents;	Annual report of local school district;  annual report of commissioner; report on improvement of basic skills
<u>N.J.S.A. 18A:36-35</u>	School Internet websites; disclosure of certain student information prohibited
17 U.S.C. 101	United States Copyright Law
47 U.S.C. 254(h)	Children’s Internet Protection Act

N.J. v. T.L.O. 469 U.S. 325 (1985)

O'Connor v. Ortega 480 U.S. 709 (1987)

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

**Possible**

<b><u>Cross References:</u></b>	*1111	School publications
	*3514	Equipment
	3543	Office services
	*3570	School records and reports
	4118.2/4218.2	Freedom of speech (staff)
	*5114	Suspension and expulsion
	*5124	Reporting to parents/guardians
	*5131	Conduct/discipline
	*5131.5	Vandalism/violence
	*5142	Student safety
	5145.2	Freedom of speech/expression (students)
	*6144	Controversial issues
	*6145.3	Publications
	6161	Equipment, books and materials

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



## **HOPE ACADEMY CHARTER SCHOOL**

### **Communication Devices Policy**

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.

#### Consequences for Communication Devices Violations

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

##### **First Offense –**

1. Surrender phone to the school dean or leadership team member to be kept in a locked cabinet until the end of the school day.
2. Referral to the school dean or leadership team member for assignment of after school detention.
3. Document in student records.
4. Phone the parent.

5. Return phone to student at the end of the school day.

**Second Offense –**

1. Surrender phone to the school dean or leadership team member to be kept in a locked cabinet for safekeeping.
2. Referral to the school dean or leadership team member.
3. Assignment of ISS and one after school detentions
4. Document in student records.
5. Phone the parent and require a meeting.
6. Return phone to student and parent in parent meeting.

**Any subsequent offense –**

1. Surrender phone and turn in to the school dean or leadership team member to be kept in a locked cabinet for safekeeping.
2. Referral to the school dean or leadership team member.
3. Suspend the student for a period of no more than 2 days.
4. Document in student records.
5. Phone the parent and require a return to school meeting.
6. 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 –**

1. Referral to the school dean or leadership team member.
2. Student assigned ISS and required parent meeting before returning to class.
3. Document in student records.

**Second Offense –**

1. Referral to the school dean or leadership team member.
2. Suspension from school for one day with required parent meeting for student return to school.
3. Document in student records.

**Any subsequent offense –**

1. Referral to the school dean or leadership team member.
2. Suspension from school for at least two school days but no more than five with required parent meeting for return to school.
3. 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.***

**Stolen Phones:**

The school dean or leadership team member 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.**

## 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

Updated: 8/22/13

## **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**

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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 CSA/Principal, 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 principal. 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 CSA/Principal 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

Key Words

Illness, Sickness, Body Fluids

<b><u>Legal References:</u></b> <u>N.J.S.A.</u> 18A:166	Indemnity of officers and employees against civil actions
<u>N.J.S.A.</u> 18A:166.1	Indemnity of officers and employees in certain criminal actions
<u>N.J.S.A.</u> 18A:403	Lectures to teachers
<u>N.J.S.A.</u> 18A:407	Exclusion of students who are ill
<u>N.J.S.A.</u> 18A:408	Exclusion of students whose presence is detrimental to health and cleanliness
<u>N.J.S.A.</u> 18A:4010	Exclusion of teachers and students exposed to disease
<u>N.J.S.A.</u> 18A:4011	Exclusion of students having communicable tuberculosis
<u>N.J.S.A.</u> 18A:4012	Closing schools during epidemic
<u>N.J.S.A.</u> 26:46	Prohibiting attendance of teachers or students
<u>N.J.S.A.</u> 26:415	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.S.A.</u> 26:2T-1	Newly diagnosed Hepatitis C case; information, reports
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development

See particularly:

N.J.A.C. 6A:16-1.3, -1.4,

-2.1 et seq.

N.J.A.C. 8:57-1.1 et seq. Reportable Communicable Diseases

See particularly:

N.J.A.C. 8:571.3, -1.7, -2

N.J.A.C. 8:611.1 Attendance at school by students or adults infected by Human Immunodeficiency Virus (HIV)

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

### **Possible**

**Cross References:** \*1410 Local units

\*4112.4 Employee health

\*4131/4131.1 Staff development; inservice  
education/visitations/conferences

\*4212.4 Employee health

\*5113 Absences and excuses

\*5125 Student records

\*5131.6 Drugs, alcohol, tobacco (substance abuse)

\*5141 Health

\*5141.1 Accidents

\*5141.4 Child abuse and neglect

\*6142.13 HIV prevention education

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

## Regulation

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### 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, principal, 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 MRS 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 MRS A-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, and 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 Blood borne Pathogens Standard developed by the Occupational Safety and Health Administration.

## 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.

## **AHERA NOTICE TO PARENTS, TEACHERS & STAFF**

The Asbestos Hazard Emergency Response Act (AHERA) 40 CFR 763 requires all schools from pre-K to Grade 12 conduct inspections to determine if the buildings contain asbestos containing building materials (ACBM). If they do, the ACBM must be categorized according to the type of material, its locations, current damage, and its potential for future damage and a detailed Asbestos Management Plan must be developed. The Management Plan details the inspection findings, and outlines the response actions the Board of Trustees intends to implement.

To accomplish these goals, the Board of Trustees has on file at each school a NJ State Department of Health approved Asbestos Management Plan for all school facilities. The provisions of the plan are being implemented in a timely and on-going fashion. It is your Board's desire to provide a safe and healthy facility for all students, employees, and visitors. Please be advised that during the month of August, Trinity Church (upper school) began a heating renovation project in the church and church office wing. Asbestos was discovered on pipes under the church. Asbestos abatement began and continued for a two-week period. Air quality control monitors were present at all times during the project and air readings were negative throughout the building. Final air quality readings at the end of the project showed that no asbestos was found in the air in any part of the building. A copy of the air quality readings is available in my office.

The purpose of this notice is to satisfy the requirements of AHERA for written notice of the availability of the Management Plan for review. Should you desire, please contact me for further details.

Sincerely,

Donna Torres

School Business Administrator/

Board Secretary