

HARASSMENT, INTIMIDATION, AND BULLYING POLICY

The Hoboken Dual Language Charter School prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

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

1. 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
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

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

The standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of pupils, staff and community members.

Pupils 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 school district teaching, support and administrative. The administrator will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

The school administrator will implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the code of pupil conduct and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by the school administrator in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), and consider the developmental ages of the pupil offenders and pupil's histories of inappropriate behaviors, per the code of pupil conduct.

Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences for a pupil 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 pupil and the pupil's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, and bullying.

HOMEWORK POLICY

The Hoboken Dual Language Charter School acknowledges the educational validity of work assigned to pupils for completion outside the classroom as an adjunct to and extension of the instructional program of the schools. The Director shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school;
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems;
3. Homework should help develop the pupil's responsibility and provide an opportunity for the exercise of independent work and judgment;
4. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the pupil and take into account other activities that make a legitimate claim on the pupil's time;
5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated and that evaluation should be reported to the pupil;
6. The schools should recognize the role of parent(s) by suggesting ways in which parent(s) may assist the school in helping a child carry out assigned responsibilities;
7. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

PARENT INVOLVEMENT POLICY POLICY

Title I (No Child Left Behind Act of 2001) guidelines require that a parental involvement policy be developed and distributed to parents of participating students. The policy for the Hoboken Dual Language Charter School is outlined below:

1. Parents will be given the opportunity to contribute to program development during the school year.
2. Parents will have ongoing opportunities to communicate with the school staff on Orientation Sessions, Back-to-School Night and Parent Conferences. The parents and/or staff members may request additional individual conferences. Parents wishing to schedule additional conferences may contact staff members directly.
3. During the school year, meetings will be held of which you will be notified. Topics of interest will be attained through the PTO

To improve student achievement, the school staff will implement the following measures;

1. Provide high quality curriculum and instruction in a supportive and effective learning environment
2. Provide students with the help needed to meet New Jersey Core Curriculum Content Standards
3. Describe and explain the curriculum and proficiencies
4. Explain the forms of assessment used to measure student progress
5. Plan and hold parent meetings
6. Provide for parent-teacher meetings
7. Provide for ongoing parent-teacher communication
8. Provide reports on student progress
9. Provide for parent input to improve educational services

Parent Responsibilities:

1. Monitor student attendance
2. Assure homework completion
3. Encourage a positive attitude
4. Communicate with staff members when appropriate
5. Attend scheduled school programs designed for parent-teacher communication

Adopted 10/28/10