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Welcome to the Red Bank Charter School! We look forward to sharing an exciting school year with you!

MISSION STATEMENT

The Red Bank Charter School provides a *secure and nurturing environment* that is conducive to learning and challenges students to achieve *academic excellence*. We believe in the power of *consistent role modeling* as an important teaching tool. All aspects of school life – involving students, teachers, administrators, and parents – are committed to fostering the values of *respect, personal responsibility, and good citizenship*. Within this environment, all children can achieve their highest academic potential.

BELIEFS

Belief 1: All Children Can Learn

Aim: Academic Excellence

The RBCS has adopted a comprehensive integrated curriculum rich in activities designed to address the development of the whole child. Grounded in the Core Curriculum Content Standards and Work Place Readiness skills, the curriculum is supported with numerous opportunities for experiential learning where students apply what they have learned and learn from what they are doing. The small class size allows for modified individualized instruction. Student learning is enhanced by enriching activities that best address the child's needs, talents, and learning style. Parents, students, and faculty members meet three times each school year to review the student's goals, suggest appropriate adjustments, and assess overall progress. Weekly **Charter Chats** between teachers and parents/guardians ensure continuous and open communication regarding the student's development.

Belief 2: All Children Must Care About Themselves and Others

Aim: Respect, responsibility

Through curriculum focusing on healthy social decision-making, consistent modeling, and a Code of Conduct developed and endorsed by students, parents, and faculty, all children are given the opportunity to thrive and flourish at the RBCS. The RBCS is firm in its commitment to providing a safe and nurturing environment. To support this positive climate, all children, faculty, and staff are

familiar with methods of peaceful conflict resolution and are expected to behave accordingly. The school-wide Character Education program focuses on defining values through literature. As indicated in the ~~Code of Conduct~~, certain conditions are non-negotiable. Repeated violations indicate that the child is not benefiting from this school environment and a different choice should be considered. Workshops to familiarize parents and guardians to the behaviors acceptable at school are offered as part of the parent/guardian information sharing activities.

Feeling connected and cared about has considerable influence on a child's learning. To ensure individual attention beyond the classroom, the RBCS has adopted a mentoring program called MENTOS. Each child meets regularly with a faculty or staff member other than their grade level teacher. Mentors make a special effort to get to know the child informally, developing a trusting relationship where the well-being of the whole child is the primary focus. Serving as the child's advocate, the mentor works with other colleagues and family members to support the child throughout their school experience.

Belief 3: All Children Should Contribute to Their Larger World

Aim: Good citizenship

Learning through service that is linked to curriculum is a bedrock value of the charter of the RBCS. On all grade levels, students participate in activities both in and out of school at satellite locations where they make a positive contribution to their community while applying a piece of their classroom instruction. As well as reinforcing learning, these activities expose children to the value of sharing their talents with others and the impact an individual can have on the larger community. Service Learning spans a variety of organizations and activities throughout Red Bank, allowing children to sample many different settings where their contributions make a difference. Service Learning goals are established each marking period for each class and they are encouraged to volunteer their support. Older students participate in service internships that align with their interests and attitudes. Parents and guardians are an invaluable resource to this program and will be asked to complete a **Charter Partner Survey** to see where they might best support the service learning activities of the school.

Red Bank Charter School has adopted Character Education and Peaceable School monthly values. These shared values guide our attitudes and behavior. We illustrate these qualities at each grade level through our literature series entitled Voices of Love and Freedom. Parents are encouraged to reinforce these values at home.

RESPECT AND RESPONSIBILITY

September: Cooperation

October: Persistence, Diligence, Perseverance

November: Citizenship, Service

December: Tolerance and Fairness

January: Humor

February: Courage

March: Friendship

April: Honesty

May: Empathy, Caring

June: Self-Discipline

RED BANK CHARTER SCHOOL PARENT/GUARDIAN NETWORK

MISSION STATEMENT

To serve as partners to the Board of Trustees, the Administration, the RBCS Foundation and the faculty is furthering the Vision and Beliefs of the Red Bank Charter School through communication, education, fund-raising and social events.

GOALS:

Communication: To serve as ambassadors of our school, inform our RBCS families and the community at large of the opportunity at charter and encourage participation in events.

Education: To sponsor hands on opportunities for families to learn about the instruction conducted in the school. Programs will reflect those offered to the children and will involve the students if appropriate.

Fund-Raising: To generate revenue necessary to launch new programs and maintain the quality of existing activities.

Social: To foster the building of a strong school community feeling.

All parents/guardians are members of P/G Net. We know how busy all of our families are so we need to work together to support our goals as an RBCS family.

Coordinators are needed for several 2006-2007 events and fundraisers. If you may be interested in coordinating a special event, please feel free to contact us.

In addition, coordinators are sometimes in need of assistance with organizational duties (making phone calls, verifying volunteers, etc.) This is also an opportunity to learn more about a specific event or fundraiser.

Some parents may have special talents, skills or expertise which may be useful to the school and which they might like to share. If you have any particular skills that you might like to offer to the school, please let us know.

If you have any questions or comments, suggestions for improvement, or if you'd like to become a member of the P/G Net, please feel free to call the school.

Thank you for your anticipated cooperation and support!

SCHOOL HOURS

TIME	PURPOSE
7:15 a.m.	School opens – students may start arriving.
7:15 a.m. – 7:45 a.m.	Breakfast program
7:35 a.m.	Bus arrives at the School
7:50 a.m.	All students must be in the building
7:50 a.m. – 8:00 a.m.	Community gathering
8:05 a.m. – 8:10 a.m.	Homeroom
8:10 a.m. – 4:00 p.m.	Class activities
4:00 p.m.	School day ends – Busses leave to take students home. *

* Parents must supply transportation home for students who participate in after school activities.

Administrative Offices

The administrative offices are open from 7:45 AM until 4:00 PM.

Visitors

To ensure a safe, secure environment, all visitors must be buzzed in and sign the visitor's log to receive a pass. **No person will be permitted through the building without the pass.**

SCHOOL ATTENDANCE POLICY

The school day begins officially at 7:50 a.m. Students are expected to arrive at school each day in time to enter the building and get to their community/ homeroom period on or before 8:00 AM.

Regular attendance is one of the most important factors in student success in school. All students are expected to attend school each day. If they are ill or if they have an emergency, they must follow the **Excused Absences** procedure.

The principal has the authority to permit students to miss classes for school-sponsored educational activities, verified appointments with a physician or dentist, and family emergencies. For these and similar situations, the parents/guardians must submit a written request for the absence or supply an explanation.

No student is allowed to leave the building for any reason, at any time, including lunch period, unless accompanied by a teacher, parent or guardian or given permission by a teacher with consent from a parent.

Excused Absences

Parents or guardians must call the school before 8:30 AM when a student is absent. The student is responsible for bringing a note from home to verify his/her absence. The note must be signed by the parent or guardian and given to the homeroom teacher when the student returns to school.

Lateness/Tardiness/Make-up Time

If the child enters school after 7:50 AM, he or she must report to the school office to sign in. A note from the parent must accompany the child when the child enters school. If a note is not presented upon arrival, the school may contact the parent/ guardian to confirm tardiness. Each occurrence will be recorded in the child's attendance record.

If a student is late to school, he/she has missed valuable learning time. To ensure that students have the maximum exposure to learning activities, after three "lates" the student will make up the missed time. This make-up time will take place after school (after 4:00 p.m.) or on Saturday. Parents will be notified in advance if a child must stay after school.

EMERGENCY CONTACTS

The school must keep an updated file of the name, address, telephone number and e-mail of the person to contact for each child in the event of an emergency. Please contact the school (732 450-2092) immediately if any of this information changes for your child after the school year has started.

EMERGENCY SCHOOL CLOSINGS

Early School Closing

During the course of the school year, school may have to close early due to inclement weather or some other emergency. With the assistance of the Parent/Guardian Network, an emergency telephone chain will be established to alert all families of an early closing. Students will not be released early unless contact with the family has been made. It is important for the office to have a work or cell phone number where you can be reached.

Delayed Opening/Inclement Weather Closing

During the course of the school year, it may be necessary to delay the opening of school due to weather and road conditions. If this is the case, all bus pick-ups will be delayed **two hours** and the start of the homeroom period will be delayed two hours. The daily schedule will be rearranged, and lunch will be served to all classes. Delays and closings will be announced on WCBS Channel 2 News, News 12 New Jersey (check your local cable guide for station), Red Bank Charter School's Voice Messaging System – Please call the school after 6:15AM, when the Voice Mail answers, press 4 for the latest announcement and The P/G Net Telephone Chain.

Emergency Evacuations (Fire Drills)

Homeroom teachers will post a map of approved evacuation routes in each room and will instruct the students where their class post is located outside of the building.

The evacuation alarm consists of a pulsating horn and flashing light. Students must leave the building immediately by the nearest exit, moving quickly and quietly so that they can hear necessary instructions. They must proceed directly to their assigned post, and must remain at that post until the signal to return is given. If necessary, the teachers will guide the children to an alternate location and the parents will be called.

MEDICATION

Diagnosis and treatment of illness, including the distribution of prescribed and over-the-counter medications are not the responsibility of the school. However, if under exceptional circumstances, your child is required to take medication during school hours, and his/her attendance at school would not be detrimental to the health or physical well-being of others, the following procedures shall be followed:

- A written order from the Student's Medical Home (physician or NP) shall be required. It should include: Child's name, name of medication, diagnosis, dosage, route, and frequency.
- A written authorization from a parent giving permission for the medication to be given during school hours. (Forms available in health office)
- Medication must be brought into school by an adult with the necessary forms completed.
- Medication will only be administered by the school nurse.
 Exceptions: *Epi-pens-for self-administration or if there is delegate
 (must be physician and parent approved)
 *Inhalers for self-administration
 (must be physician and parent approved)
- Medication must be in its original, pharmacy labeled container

NOTE: This policy is in place for ALL medications—prescribed and over-the-counter.

The School physician has written a standing as-needed medication order for students in grades 4 through 8 to be able to receive acetaminophen/ibuprofen for uncomplicated headaches without fever, orthodontic discomfort, and menstrual cramps ONLY. It can be given only ONCE during a school day. If student still complains, a parent will be notified for further medical attention.

UNIFORM CODE

Students must maintain uniform dress code throughout the entire day. If a child is not dressed properly for school or physical education activities, the School will contact the parent or guardian to bring appropriate clothes.

LUNCH PROGRAM

Lunch applications for the free and reduced lunch and breakfast program must be returned at the opening LIP Conference. Per state regulations the form must be returned even if you do not qualify.

Dining Hall Rules

1. Sit in assigned seats and do not get up while eating.
2. Use acceptable table manners.

3. Students must have permission to leave the dining hall.
4. Each student is responsible for the cleanliness of his/her own eating area (table and floor).
5. No yelling across the room.
6. No running.
7. Respect the lunch aides as you do your teachers.
8. Students are permitted in the dining hall only during their assigned periods.
9. Appropriate behavior is expected at all times.

BUS TRANSPORTATION

In the interest of safety and acceptable conduct, students must maintain good behavior at all times both at the bus stop and while riding the bus. ***The Code of Conduct applies both in school and on the bus.*** We are very concerned with student conduct on the bus since poor conduct can place students at risk.

The following are the basic citizenship rules for bus conduct:

1. RESPECT the driver and other adult passengers at all times. NO EXCEPTIONS!
2. Enter and leave the bus in turn; no pushing or shoving.
3. Remain in your seat while the bus is in motion. Fasten seatbelts.
4. Talk in a reasonable tone of voice. Do not call out to friends or passers-by; do not use abusive or rude language.
5. Keep the bus clean, no littering. No objects are to be thrown on the bus or out the windows.
6. No eating or drinking on the school buses.
7. Keep all parts of your body – hands, arms, head, legs, etc. – inside the bus. Do not extend them out the windows. NO EXCEPTIONS!
8. No climbing over seats at any time.
9. Gather all possessions before exiting the bus. Do not leave anything on the bus.
10. The school can not be responsible for items left on the bus.
11. Once the bus arrives at school, all students must enter the building immediately.

The first bus violation will result in a warning. The next violation will result in a one week suspension from the bus. After the third violation the student's bus privileges will be revoked for the remainder of the year and the parent will be responsible for providing transportation.

HOMWORK GUIDELINES

Homework is a required assignment to be completed outside of class. It is reinforcement and necessary preparation in a given subject area assigned by the teacher. This strengthens the connection between home and school. A strong connection between home and school creates a solid foundation for academic success.

Since encouraging greater student responsibility for doing homework is an ongoing objective, each teacher will:

- Distribute a copy of the homework guidelines to each student,
- Review the guidelines with their students and parents/guardians during the L.I.P. conference
- Post a copy of the guidelines in each classroom.

Homework During Absence

Parents can contact the school office to leave a message for the teacher regarding missed work.

EXPECTATIONS FOR STUDENT BEHAVIOR

Red Bank Charter School students are expected to behave and conduct themselves in a manner that will contribute to the development of an orderly community of learners.

We believe that positive student attitude and positive behavior are key elements to effective learning. It is important to teach students that their attitudes and actions can be directly related to their academic success.

With support and assistance from school staff and family members, all students have the capacity to demonstrate actions that build an effective school and enhance individual learning.

CODE OF CONDUCT

Each class will generate a list of acceptable behaviors for their students.

School is about learning. Disruptions stop the learning process for both the student and the class. As a result, the student creating the disturbance will make up that lost learning time.

In addition, the teacher will discuss the situation with the student and suggest ways of improving the behavior. The teacher will also discuss the student's behavior with the parents/guardians during their weekly **Charter Chat**.

Non-Negotiable Behaviors

ACTIONS CONSEQUENCES

Putdowns or disrespect Recess time withheld

Destruction of property * Contribution/reparation

Bullying See Policy in Appendix A

Physical disrespect or violence Suspension

Making threats Police action

Horseplay Recess time withheld

Stealing * Contribution/retribution

Beepers/weapons Police action

Cursing or vulgar language Recess time withheld

Skipping or leaving school Saturday detention

Food or drink in class Confiscated by teacher

Unexcused tardiness Home visit to parent/guardian

Use of drugs/alcohol Police action/drug screening

Students will be required to make a contribution back to the community that compensates for the action. *Certain infractions will require after school contribution time which will be served on Saturday. Parents will be notified in advance if this action is necessary.

SUSPENSION POLICY

The principal has the authority to temporarily suspend a student from school following severe misconduct, as authorized in the Red Bank Charter School handbook. Repeat violations may increase the severity of the consequences. Parent/guardian conferences with the principal will be mandatory before a student is re-admitted following a suspension. A behavioral contract will be developed and agreed upon by all parties as part of the return process for a student who was suspended.

Any student who commits an assault on a teacher, administrator, trustee or other employee or volunteer of the Red Bank Charter School will be suspended from school immediately. In keeping with the law, any and all illegal and/or criminal behavior will be reported to the local police department by the principal.

Repeated violations will indicate that the student is not benefiting from this school environment. The parents/guardians, student, faculty, administration, and Board of Trustees will review another choice of school for that student.

GRIEVANCE PROCEDURE (See Appendix B)

MISCELLANEOUS

Care of School Property, Textbooks, Library Books, and Other School Materials

If a student damages school property, the student is required to pay for its repair. If a student defaces school property, the student will clean it and return it to its original condition.

Students are responsible for all textbooks, library books and other materials issued to them during the school year. Students must pay a fine for all lost or damaged books.

Bicycles

Parent permission must be filed at school if a child wishes to ride his or her bicycle to or from school.

1. Riders must wear bicycle helmets when riding. According to the law, if a student arrives at school without a helmet, the principal will not allow the child to ride the bicycle home.
2. Bicycles must be kept in the bike racks provided. All bicycles should be locked in the rack.

3. All bicycle riders must abide by the same traffic rules that apply to motor vehicle drivers. Bicycles are not to be ridden on sidewalks for the safety of others and the rider.
4. Students are expected to drive their bicycles in a responsible manner.
5. Skateboards or rollerblades are not permitted on school property.

RED BANK CHARTER SCHOOL ORGANIZATION 2006-2007

Board of Trustees

Mrs. Nancy Bunn, Vice President
Mr. Vincent Crapelli
Mr. Kevin Donohue
Mr. Darryl Hughes
Mrs. Josephine Lee
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Mrs. Jennifer Gray, *Kitchen Support*
Ms. Alice Harten, *Kitchen Manager*
Mrs. Margarite Inghelleri, *Kitchen Support*
Ms. Donna IlVento, *Business Manager*
Ms. Ida West Jones, *Coordinator of Language Arts/Teacher of Basic Skills*
Mr. LeRoi Jones, *School Counselor*
Dr. Roseann Lozinski, *Business Administrator /Board Secretary*
Mr. Bruce Preston, *Maintenance*
Mrs. Sally Schannen, *Curriculum Coordinator and Instruction for Math and Science*
Mrs. Theresa Shirley, *Administrative Assistant*
Mrs. Patricia Smith, *School Nurse*

Teaching Staff

Mrs. Linda Bardell, *Adjunct*
Mrs. Kathryn Barnett, *Teacher, Dance and Movement*
Mrs. Linda Bernabeu, *Coordinator of Technology*
Mrs. Lorna Breiter, *Teacher, grade 7 & Language Arts*
Mr. John Chestman, *Teacher, Physical Education & Health*
Miss Jessica Clark, *Teacher, Kindergarten*
Mrs. Brenda Conni, *Teacher, grade 2*
Ms. Courtney Davis, *Teacher, Special Education*
Miss Shermane Delgado, *Teacher, World Language and ESL*
Mr. Vern Ford, *Teacher, grade 6 & Science*
Ms. Ana Linares, *Teacher, grade 4*
Mr. Michael Lozinski, *Teacher of Technology*
Miss Stacey Mainberger, *Teacher, Special Education*

Miss Erin McGuire, *Teacher, grade 1*
Ms. Prabha Minupuri, *Adjunct/Science*
Mr. Edgar Overstreet, IV, *Adjunct*
Ms. Elana Pamm, *Adjunct*
Ms. Angela Perino, *Adjunct*
Mrs. Gretchen Pianka, *Adjunct*
Mrs. Jane Pinter, *Teacher, Art*
Ms. Jacqueline Richter, *Adjunct*
Mrs. Nevin Salem, *Adjunct*
Ms. Colleen Shandrey, *Adjunct*
Mr. Matthew Strippoli, *Teacher, grade 3*
Mrs. Lynn West, *Teacher, Basic Skills*
Mr. Devon Worster, *Teacher, grade 5 and Social Studies*
Mrs. Margaret Worster, *Teacher, grade 8 and Mathematics*
Ms. Kelly Zuzic, *Teacher, Basic Skills*

APPENDIX A

RED BANK CHARTER SCHOOL RED BANK, NEW JERSEY

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING

The Red Bank Charter School Board of Trustees prohibits acts of harassment, intimidation or bullying. This prohibition applies to all students, employees, visitors and volunteers at the Charter School. 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, 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 or written, verbal or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. 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 person or damage to his property; or
2. 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. N.J.S.A. 18A:37-15(3)(b)(2).

Harassment, intimidation or bullying means any gesture or written, verbal or physical act that takes place on school property, at any school-sponsored function or on a school bus 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 student or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or
4. 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.

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.

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

expectations have been integrated into the curriculum through conflict resolutions, character education and the Peaceable Schools Program.

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

The Board of Trustees shall develop general guidelines for student conduct and shall direct development of detailed regulations suited to the age levels of the students and the mission and physical facilities of the individual schools. Board policy requires all students in the charter school to adhere to the rules and regulations established by the charter school and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules.

The chief school administrator shall provide annually to students and their parents/guardians the rules of the charter school regarding student conduct, and the policy shall appear in all publications of the charter school's comprehensive rules, procedures and standards of conduct for schools within the charter school, including the student handbook. Provisions shall be made for incoming parents/guardians whose primary language is other than English.

The policy shall:

1. describe student responsibilities, including the requirements for students 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;
2. address appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success;
3. explain student
4. identify disciplinary sanctions and due process.

Since bystander support of harassment, intimidation or bullying can support these behaviors, the charter school prohibits active or passive/bystander support for harassment, intimidation or bullying. The charter school should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them or report them to the designated authority.

In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, school administrators should consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with the case law, Federal and State statutes, regulations and policies, and other charter school policies and procedures. Consequences and appropriate remedial action for students who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy. While submission of the report form is not required, the reporting party is encouraged to use the report form available from the charter school office. Oral reports to the principal shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal and/or the principal's designee is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or principal's designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The principal shall establish and maintain a defensible record that demonstrates the charter school's efforts to reduce incidents of harassment, intimidation and bullying, and that facilitates the evaluation of the charter school's efforts to reduce incidents of harassment, intimidation and bullying.

Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either in the classroom, school building 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 expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature of the behavior, 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, charter school) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certified and non-certified staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student behavior and the consequences of such actions and to involvement of law enforcement officers, including school resource counselors.

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

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

The policy shall be disseminated annually to all staff, students and parents, along with a statement explaining that it applies to all acts of harassment, intimidation and bullying that occur on school property, at school-sponsored functions or on a school bus. The chief school administrator shall develop an annual process for discussing the charter school policy on harassment, intimidation and bullying with students.

Establishment of Bullying Prevention Programs

Statutory Provisions

Pursuant to N.J.S.A.: 37-17(5)(C), information regarding the charter school's policy against harassment, intimidation and bullying shall be incorporated into a school's Professional Development Program annually.

Pursuant to N.J.S.A.: 37-17(5)(a), the charter school has established bullying prevention programs, including Charter Education K-8, Conflict Resolution skill training, K-8, Peaceable School whole-school model, Peer Mediation Program, DARE Program, GREAT Program and other initiative involving school staff, students, administrators, volunteers, parents, law enforcement and community members.

Pursuant to N.J.S.A.: 37-17(5)(b), the charter school is encouraged to, and if funds are appropriated for these purposes are required to:

- provide training on the charter school's harassment, intimidation and bullying policies to school employees and volunteers who have significant contact with students; and
- develop a process for discussing the charter school's harassment, intimidation and bullying policies with students.

APPENDIX B

RED BANK CHARTER SCHOOL RED BANK, NEW JERSEY

GRIEVANCE PROCEDURES

An advisory grievance committee hears complaints on the part of individuals or groups who allege a violation of the provisions of the school's charter. This grievance committee consists of parents and teachers. The grievance and complaint review process includes:

1. written description of the grievance, along with any supporting documentation, to be presented by the aggrieved party to the grievance committee no later than one month after the fact;
2. committee review of the grievance and all supporting materials along with interview of the aggrieved and other relevant parties within one month's time;
3. committee decision within one week's time or a call for more information, in which case the process starts again with line 2;
4. the advisory grievance committee makes its decision and non-binding recommendations concerning the disposition of the complaint known to the school's Board of Trustees;
5. the Board of Trustees considers the recommendations of the grievance committee at its next regularly scheduled meeting and renders a decision;
6. if the Board decides wholly or partially for the aggrieved, any remedial action is to be taken as expeditiously as possible;
7. if the aggrieved is dissatisfied with the Board's decision, an appeal may be made to the Commissioner of Education.

To date, no complaints have been taken to the grievance committee.

COMMITTEE MEMBERS:

Parents: Carmelina MacPherson
Nancy Pechinski
Jaycee Shannon

Teachers: Lorna Breiter
Matthew Strippoli
Margaret Worster