

Golden Door Charter School

Student Handbook

3040 Kennedy Blvd
Jersey City, NJ 07306

MISSION

The Golden Door Charter School was founded on the simple convictions that a first-rate education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her full potential. The overarching goals of the school are to:

Demonstrate the benefits of academic achievement that public school students can routinely attain when the advantages of charter school governance are coupled with ambitious new academic standards

Offer Jersey City families' rich new choices in public education

Create new professional settings for teachers that permit them to succeed, free from debilitating work, financial constraints, and excess regulations.

LEADERSHIP

The Golden Door Charter School benefits from a highly skilled and experienced leadership team, composed of the following members, eager to serve you and your child through the provision of a world-class education:

Brian Stiles	Chief Academic Officer
Fanny Lopez	Assistant Director/High School Coordinator
Tabitha Madera	Curriculum Supervisor, PK-4
Diana Figueroa	Curriculum Supervisor, 5-8
Paul Velelis	Business Administrator
Lindsay Furey	Special Education Supervisor

Your satisfaction is the school's highest priority, so we hope you will contact the school's Leadership Team with any questions, concerns, or suggestions.

OFFICE STAFF

In our front office, you can also receive information or assistance from the following skilled professionals:

Sybil Pugh	Main Office Supervisor
Maria Castillo	Main Office Secretary
Lesley Fontan	Main Office Receptionist

HOURS OF OPERATION

The school day starts promptly at 7:55 am and ends at 3:00 pm Monday through Friday. NO student should arrive at school before 7:55 am and *no student should remain in the building or on school property after 3:25 pm unless they are a part of the after school program.*

CURRICULUM

At the heart of Golden Door Charter School is a highly structured curriculum that sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. Golden Door Charter School provides a strong academic foundation for students at the elementary and middle school levels that will prepare them for demanding academic studies in high school.

A brief outline of the curriculum follows. The school has detailed curriculum guides upon request and also available on the school website at www.goldendoorschool.org.

K-4 ELA

Savvas *MyView Literacy* is the core program used by teachers for reading and writing instruction. A balanced literacy model is followed that includes modeled reading and writing, shared reading and writing, and independent reading and writing. Instruction is delivered in the form of whole group and small group instruction as well as individualized instruction. Students are encouraged to work collaboratively in centers and engaged in discussion, such as, book talks and think-pair-share. Students read a variety of literature genres, including fiction and informational texts as well as write in a variety of genres that are aligned to each reading unit's theme, such as, narrative, opinion, and explanatory.

Middle School ELA

My Perspectives ELA – Students receive instruction through Whole Class Learning, Small Group Learning and Independent Learning, Students cover short stories, narrative text, poetry, News Articles/Blogs, Biographies, Memoirs, Explanatory/Informative Text, Dramas, Argument Text, and Speeches.

Writing Units

Narrative, Argument, Literary Analysis, and Informative Writing

Mathematics

Envisions Math Common Core

Envisions Algebra 1

Social Studies

K-4th Grade: My World Interactive

5th Grade: My World Building Our Country

6th Grade: My World History

7th Grade: My World American History

8th Grade: My World American History

Science

K–5th Grade: Interactive Science

Middle School: Mosa Mack Science Mysteries, Labs and Engineering Challenges

6th Grade: Energy, Molecules to Organisms, Heredity, Earth's Systems, Earth and Human Activity.

7th Grade: Matter and Its Interactions, From Molecules to Organisms, Ecosystems, Earth's Systems and Human Activity.

8th Grade: Motion and Stability, Energy, Waves, Heredity, Biological Evolution, Earth's Place in the Universe.

Intervention Planning Team (IPT) Process

The IPT process requires that a teacher make a referral to the curriculum supervisors if there is a student who is failing to make sufficient progress, or is in need of additional intervention services. There are usually 2 to 3 different levels of I&RS meetings in order to develop and recommend varying levels of interventions. The curriculum supervisor will set up a meeting with the teachers and parents to discuss the concerns. Recommendations will be made at this time.

Humanities:

- Music
- Health
- Physical Education
- Music
- Art
- Theater
- Dance

MIDDLE SCHOOL DESIGN

Having established a firm foundation of basic skills and knowledge, students in the middle school (6-8) will delve into the rigorous study of classic and modern American literature, master the skills associated with mathematical analysis and computation, develop the skills necessary to write and communicate well, explore the fundamentals of earth science, life science, physical science, and American and Early World History, including Geography and current events, among other disciplines.

HOMEWORK

Golden Door Charter School believes that homework is an essential component in improving student learning. We believe that this meaningful after-school activity reinforces and supports students in their efforts to successfully achieve academic standards. Homework is an integral part of an effective, well-planned instructional program. Students can reinforce academic skills taught in school and learn how to, for example; conduct research effectively,

develop ideas creatively, and become life-long learners. We also believe that the Leadership Team, the teachers, the parents/guardians, and students share the responsibility for ensuring the success of homework in order to enhance and support the student's instructional program.

Assignments for our younger students will come home in a folder with a signature page for you. Please sign or initial this page prior to sending it back to school with your child to verify that you have seen the homework and that it has been neatly completed.

Homework shall relate directly to classroom work and be non-punitive. It should be reasonable in length to allow time for extra-curricular and out-of-school activities. The objectives of homework are as follows:

- To reinforce learning through the practice, application, integration, and extension of knowledge and skills.
- To encourage independent learning by developing study skills, work habits, and a sense of personal responsibility.
- To stimulate originality and creativity.
- To prepare for classroom participation.
- To enhance home-school communication.

Your child will be given homework assignments regularly.

Homework assignments shall be consistent with the following guidelines:

Each student is responsible for the completion of homework assignments and turning them in on time. To successfully complete assignments, the student is expected to listen carefully to all directions in class, ask questions if the assignment is not clear, maintain a schedule of study time, and turn in assignments when they are due.

- The Parent/guardian is responsible for monitoring the completion of homework. This may include assisting the student to plan and schedule time, establishing an appropriate environment, participating in assignments that call for parent involvement, and maintaining consistent communication with the teacher.
- The Leadership Team and the teaching staff are responsible for establishing homework requirements consistent with these guidelines. They are expected to provide information which describes homework expectations, how homework relates to the student's grade, how parents/guardians can best help their children, and the importance of planning and organizing to meet deadlines. School planning should occur in coordinating assignments so that the students do not receive an overload of homework one day and very little the next day.
- The teacher has the responsibility to communicate and explain expectations for

homework to students and parents, and to monitor homework. As part of their responsibilities, teachers shall do the following:

- Assign homework in a timely manner to allow for student questions and planning.
- Evaluate assignments.
- Notify parents/guardians when students are not meeting requirements.
- Parents should also log on to Oncourse Connect to track student homework completion.

MAKE-UP WORK AND TESTS

Students are responsible for all of their assignments even when they are absent. They will be allowed to complete all assignments and tests missed during an excused absence. The student will receive full credit if the work is turned in according to a reasonable make-up schedule as determined by the teacher.

Teachers are not required to provide make-up work or allow students to take tests missed because of absences that have been designated “unexcused”.

Teachers will require a suspended student to complete assignments and/or tests missed during the suspension period.

Please feel free to contact your child’s teacher or the Leadership Team if you have questions about homework.

Occasionally, parents may be needed to serve as chaperones on class trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the student’s needs throughout the trip. Children who are not enrolled in the class may not accompany the chaperones.

SCHOOL ENVIRONMENT

Golden Door Charter School recognizes that effective instruction requires an orderly environment focused on learning and supporting social and emotional skills. Our school’s Code of Civility clearly defines expectations for student conduct, focusing on ten character virtues.

CHARACTER EDUCATION

When founded in 1997, character education was the foundation our school was built on. A comprehensive character education program reduces violence, disruptive behavior and discipline referrals. Additionally, it increases attendance and supports a safe, warm, positive school culture. At Golden Door, every student in grades Pre-K-8th receives character education class on a weekly basis, taught by our school counselors. It is the expectation that this instruction instills in our students’ ethical values and supports lifelong character development. Students are given

character education lessons, activities and resources based on our ten “Virtues of the Month.”

September

- **Responsibility**

1. How to follow directions
2. How to get the teachers attention
3. How to make a request

October

- **Perseverance**

1. How to develop a positive attitude
2. How to accept criticism
3. How to control anger

November

- **Fairness**

1. How to accept “no” for an answer
2. How to report poor behavior

December

- **Kindness**

1. How to engage in a conversation
2. How to greet someone

January

- **Respect**

1. How to disagree appropriately
2. How to apologize

February

- **True friendship**

1. How to introduce yourself
2. How to give a compliment

March

- **Truth**

1. How to accept a compliment
2. How to give negative feedback

April

- **Self-discipline**

1. How to disagree appropriately
2. How to accept no for an answer

May

- **Courage**

June

- **Citizenship**

Students that exemplify these traits are celebrated and acknowledged regularly. Our “Hero in the Hallway” initiative gives members of our school family the ability to nominate and formally acknowledge these virtues in action. “Positive Office Referrals” are submitted in person and signed by a school administrator. The “Sunshine Corner” of our school’s website highlights student achievement and illustrates in detail how our student body takes advantage of every opportunity to put character virtues into everyday practice.

In addition to the expectations described in the *Code of Civility*, the following universal rules apply in every classroom:

- Follow directions the first time they are given.
- Give your attention to the teacher when requested.
- Keep hands, feet, and objects to yourself.
- Get the teacher’s attention the right way.
- Transition quickly and quietly.
- Be prepared for each class.

Helping your child to meet these expectations will facilitate the creation of a safe and orderly learning environment.

VOLUNTEERING

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring or working with one student who needs additional assistance. Volunteers may also be involved in monitoring the playground and assisting with school events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects.

All volunteers must follow all policies and procedures defined by the school. If an activity occurs that is not in keeping with the school policies, the Chief Academic Officer may choose to relieve the volunteer of his or her responsibilities.

PARENT-TEACHER ORGANIZATION

Golden Door Charter School's Parent Teacher Organization (PTO) has been formed to support student learning and the overall success of the school. The PTO will provide school leaders with ongoing input on the operation of the school, serving as a vital link between the school and you. All parents are encouraged to join the PTO.

PARENT CONFERENCES

Formal parent-teacher conferences are scheduled two times a year to facilitate open communication between parents and teachers regarding student progress. Refer to the school calendar for specific dates.

TRANSLATOR REQUEST FOR MEETINGS POLICY

If a parent or guardian requires the presence of a translator at a school related meeting, the parent or guardian must notify the school at a minimum of 10 days prior to the meeting to the meeting to allow for appropriate arrangements to be made. The notification may be verbal or in writing.

REPORT CARDS AND PROGRESS REPORTS

Report cards are issued quarterly with specific information on the academic and social progress of your child. A parent or guardian must pick up report cards during parent/teacher conferences for Quarters 2 & 3. Report Cards for Quarters 1 & 4 will be available on the Oncourse Connect parent portal. Notifications will be sent to parents when report cards are ready to be viewed/downloaded. If your child is failing or in danger of failing, you will be notified during the parent/teacher conference as the status is indicated on the report card. By signing the report card, you are indicating that you are aware of your child's academic status. Notification during the parent/teacher conference allows enough time for an effort to be made in order to improve your child's performance.

REPORT CARDS AND PROGRESS REPORTS

All textbooks and instructional materials are furnished by Golden Door Charter School and they remain the property of the school. **Parents will be required to reimburse the school for lost or damaged books before new books are issued.**

SCHOOL ISSUED CHROMEBOOK

Each pupil enrolled at GDCS is responsible for the proper care of school property and equipment entrusted to his/her use. GDCS is authorized to impose a fine for lost, damaged or stolen Chromebook. The fine for a lost, damaged or stolen Chromebook is \$200.00. GDCS reserves the right to withhold a report card or diploma from any pupil whose payment of a fine is in arrears. *Replacement cost is subject to change based on the current market value. *

UNPAID INVOICES POLICY

If a parent or guardian has any unpaid invoices (i.e. **lost/damaged textbooks or Chromebook, late room fees, etc.**) payable to Golden Door Charter School at the end of any given school year, no school supplies, including textbooks, will be provided in the forthcoming school year to the relevant student until these invoices are resolved.

SCHOOL UNIFORMS

To help create an environment conducive to learning, students at Golden Door Charter School are required to wear uniforms. This policy is designed to permit students to focus their attention on academics and on those aspects of their personalities that are truly important. ***All students enrolled in Golden Door Charter School are REQUIRED to wear a uniform.*** Any student not wearing a uniform will have their parent/guardian contacted and asked to bring a uniform. It is important and recommended that you secure your child's uniform well before August. All uniforms may be ordered and purchased from Jay's Uniform Store, 922 Bergen Ave., Jersey City, (201) 721-5319.

Pre-K4 through 5th grade:

- Polo Shirt (short or long sleeved); Burgundy **with Golden Door logo.**
- Sweaters or Sweater Vests; Burgundy **with Golden Door logo.**
- Pants or Shorts; Basic khaki uniform pants/shorts (twill chinos).
- Pants MUST fit on waist. Pants that sag showing underwear are NOT acceptable.
- Cargo pants/shorts and joggers are not approved uniform bottoms.
- Khaki skirts or skorts (Skirt/Short).
- Khaki Dresses (Jumper Dress).
- Socks; White, burgundy, khaki or black.
- Footwear; **All black dress shoes or sneakers.**
- Belts; Solid black or brown.

Gym Uniform Kindergarten through 5th grade **Gym uniform is not required for Pre-K4 ONLY:**

- T-shirt; gold or white short-sleeve t-shirt **with Golden Door logo.**
- Sweat pants (fleece) or gym shorts (fleece); Elastic waist with drawstring. Burgundy **with Golden Door logo.**
- Sweatshirt (fleece); Burgundy **with Golden Door logo.**
- **Sneakers;** Please note that sneakers must be ALL BLACK. Any other colors on the shoes or laces are unacceptable.

Middle School: 6th, 7th and 8th grade:

- Polo Shirt (short or long sleeved); Navy blue **with Golden Door logo.**
- Sweaters or Sweater Vests; Navy blue **with Golden Door logo.**
- Pants or Shorts; Basic khaki uniform pants/shorts (twill chinos).
- Pants **MUST** fit on waist. Pants that sag showing underwear are **NOT** acceptable. Cargo pants/shorts and joggers are not approved uniform bottoms.
- Khaki skirts or skorts (Skirt/Short).
- Khaki Dresses (Jumper Dress).
- Socks; White, burgundy, khaki or black.
- Footwear; **All black dress shoes or sneakers.**
- Belts; Solid black or brown.

Gym Uniform Middle School; 6th, 7th and 8th Grades:

- T-shirt; gold or white short-sleeve t-shirt **with Golden Door logo.**
- Sweat pants (fleece) or gym shorts (fleece); Elastic waist with drawstring. Navy blue **with Golden Door logo.**
- Sweatshirt (fleece); Navy blue **with Golden Door logo.**

Please note the following regarding uniforms:

- Oversized clothes will **NOT** be allowed.
- Tight clothing will **NOT** be allowed.
- Baggy shorts and pants will not be allowed. Belts must be worn at all times.
- Undershirts must be white or match the uniform color (i.e., burgundy, navy).
- All-black boots may be worn in the winter, subject to administration approval.
- Any shirt without the Golden Door logo will be considered a violation of the uniform code.

Numerous studies show students in uniforms tend to perform (and behave) better in school.

Please help us further your child's education by making sure they are in full and proper uniform each day.

Jewelry

Students may wear simple neckwear that **MUST** remain **INSIDE** their shirts, **UNSEEN**. Students may wear simple earrings. Large, hanging earrings are prohibited as they pose a danger to the safety of our students.

Body Art

No body art of any kind can be visible –this includes tattoos and/or henna tattoos.

The Chief Academic Officer reserves the right to make minor changes to the uniform guidelines. There will also be special times when students will be allowed to come in their own clothes, instead of a uniform. A special, written notice will be given to those students. Appropriate clothing must be worn during these “No Uniform Today, NUT Card days.

Attendance Regulations

Golden Door Charter School

Regular attendance is fundamental to the academic achievement of students. Students are expected to be in school every day unless an extenuating circumstance such as illness, death in the family, state approved religious holidays, Veterans Day, Bring Your Child to Work Day, suspension of public transportation services and pre-approved high school visits. Absences for this reason or any other related extenuating circumstance may be excused only by the school principal. In the event an extenuating circumstance should occur, please contact the school with supporting documentation (i.e., doctor’s note) and the absence will then be reviewed. **Travel is not an excusable absence at any time. Please limit travel to designated school holidays and summer break. Any student traveling outside of the aforementioned reasons will be immediately directed to the truancy social worker.** Otherwise all students must be in school daily or will then be directed to the school truancy officer.

In certain situations, the school nurse may require a student to be seen by a licensed physician as a condition for returning to school. In such a case, a doctor’s note clearing your child to return to school must be provided and your child will be marked as excused from school for that time.

Tardiness will be unexcused unless the School’s Principal deems otherwise. The responsibility of getting to class on time is an integral part of our standard of excellence, which ultimately prepares our students for success in life. **Oversleeping, car troubles, traffic etc. are all considered unexcused.** Being a few minutes late may not appear to be a problem, but when a student is late, several things happen: the class is disrupted, instructional time is missed, your child misses precious time needed to socialize, and the office needs to take time to readjust attendance accurately.

Attendance is required for all Golden Door students during the days and hours the school is in session. It is expected that each student will be in attendance in all classes and report to all classes on time. In the event a student should not attend class regularly, notifications will be sent home and/or the school truancy social worker will review the student’s attendance to determine truancy.

Attendance Notifications:

3 days: Notice sent home with student

5 days: Phone call home

8 days: Bordering truancy. Attendance will be reviewed with truancy officer.

EXCUSABLE ABSENCES

- Religious Holidays; <https://www.nj.gov > education > holidays>
- Bring Your Child to Work Day
- Veteran's Day
- Suspension of Transportation (Busing)
- College Visits

EARLY DISMISSAL

- Daily dismissal is from 3:00 – 3:15pm. Students are dismissed from various doors on Huron Ave.
- If it is necessary for a student to be dismissed from school before the end of the school day, parents must notify the school office by 12:00 pm the day of the early dismissal. In such cases, parents must inform the school of the specific time that the child will be picked up and the person who will come for the child. Only adults who are listed in the school's records will be allowed to take students from the school in these cases. ***Please note: Early dismissals will not be permitted during lunch/recess; after 11:00 am on half-days and after 2:00 pm on full days, unless it is an emergency. We reserve the right to request the reason for the emergency early dismissal request.***

ADMISSION, RE-ENROLLMENT, TRANSFERS**ADMISSION**

Golden Door Charter School is open to all Jersey City children on a space-available basis within each grade. The School does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency, in English, or any other basis prohibited by law.

TRANSFERS

Golden Door Charter School asks that, whenever possible, parents provide at least two-week's notice if a student must transfer from the school for any reason. Such notice will allow the school to process the necessary transfer paperwork, including having the student's records transferred.

ENROLLMENT

Every student is required to complete and submit the following as part of the registration process:

- *Proof of the child's age* (Birth certificate)
- *Proof of Jersey City residency* (Any utility bill or Driver's License/ State ID with current address)
- *Public School Transfer*
- *Immunization Record*
- *Most recent report card (If applicable)*
- **Completion of Registration Form Online**– This form is used to record all basic information about the student and the family.
- **Completion of Pre-Registration Oncourse Parent Portal Entry** - A link is provided to all new students electronically. This system is for all actively enrolled students and records all information for the student and family, including home, work, and emergency telephone numbers. It is extremely important that a parent/guardian complete this entry accurately.
- **Free and Reduced Price Meals Application** – This form allows families to apply for federally funded meals and it must be completed for all students. Student name, address, signature, and proof of income or federal assistance number must be included. All such information must reflect the student's status no more than 30 days prior to the first day of school.
- **Transportation Application**- This form allows students to apply for and receive public transportation/bus tickets from the regular public school district. All students who wish to receive bus tickets must complete this form. The home address and phone number should be indicated on this form, in addition to the nearest cross streets in the student's neighborhood. Notification of acceptance will be sent to the student's home. Please note that a student must live at least **2.1** miles (calculated by Jersey City Public Schools) from Golden Door Charter School in order to receive bus tickets.
- **Medical Forms** – This set of forms, which must be submitted for all students within the first 30 days of attendance, includes immunization schedules, universal health form, family medical information, and the child's medical history, including allergies and a Medical Permission Form, which will permit the school to dispense specified medication to the student, as necessary.
- **Records Release Form** – This form gives the School permission to obtain all records pertaining to a given student from his or her previous school. This form must be completed and should include the telephone number and address of the previous school, as well as the signature of the parent/guardian.
- **IEP/ 504 Plan Records (If Applicable)**

It is critical that the school be notified immediately of any changes in a student's name, address, phone number, custodial parent(s), or any other information provided at the time of registration.

Such changes should be communicated to the Main Office in person, or by completing the change of address form located on the school website.

STUDENT RECORDS & CONFIDENTIALITY

Golden Door Charter School is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents/guardians, appropriate members of the school's faculty and staff, and any professional consultants retained for the purpose of measuring and/or improving instructional quality.

BREAKFAST AND LUNCH

Golden Door Charter School's commitment to offering children a superior education extends to the meals that are provided for students. The school aspires to the highest possible quality in its breakfast and lunch programs and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery.

Golden Door Charter School's meal program is provided by Maschio's Food Services, Inc. Parents may obtain an application for free/reduced meal applications from the main office or by visiting the school website at www.goldendoorschool.org.

The following information describes the precautions taken to protect the well-being of all students. If your child has any specific health, safety, or security needs, please inform the school so that appropriate accommodations can be made.

NURSE

Golden Door Charter School has the services of an on-site nurse to assist students who are ill or injured. Should the school nurse feel that an illness or injury is serious enough to warrant the child to be sent home, the parent/guardian MUST comply.

Parents or students may also wish to consult with the nurse on matters related to hygiene, nutrition, substance abuse, depression, child abuse and neglect, or other issues of concern.

MEDICATION

The school nurse must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the School must receive a written order from the student's doctor and a permission slip from the student's parent/guardian. All medication should be brought to the school nurse in its original container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage.

All non-prescription medications should be stored in the nurse's office. If, during the course of

the school day, it is necessary for a student to receive common, non-prescription medication (e.g. Tylenol, Motrin), the school nurse will dispense it. Parents must inform the school of any allergies to or restrictions on non-prescription medication that their child may have. Also, please notify the school if your child has a chronic illness that may affect his or her performance at school.

ACCIDENTS

The school nurse will administer initial treatment for minor injuries. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, or an incident report will be kept in the student's permanent file. In such cases, it is especially crucial that the school has working phone numbers for parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the information for your child up-to-date.

VISITOR IDENTIFICATION

To help ensure a safe and secure learning environment for your children, all visitors are required to sign-in at the school security desk and wear a visitor's pass.

FIRE DRILLS/EVACUATIONS/LOCK-DOWN DRILLS

The school will average at least two safety drills per month within the school hours.

SOLICITATION

Solicitation of or by any students, parent or staff members on school property for any cause except those authorized by the Chief Academic Officer, is strictly prohibited.

MONEY AND OTHER VALUABLE PROPERTY

Students are encouraged to leave all money and other valuable property at home. The school assumes NO RESPONSIBILITY for the loss or theft of such articles. This list includes, but is not limited to: Cell phones, jewelry or any other valuables.

USE OF CELL PHONES AND PERSONAL ELECTRONIC DEVICES

Students are permitted to bring their cell phones to school. Student cell phones must be turned off and stored in their book bags/locker *unless given permission by their teacher*.

Unauthorized use of cell phones and other personal electronic devices may be subject to the device being confiscated and returned to the parent/guardian when they come to school to retrieve it. The use of camera or video phones and other personal electronic devices is strictly forbidden during school hours.

TOY WEAPONS

Toy weapons are strictly prohibited from being brought to school. Anything that may resemble, or be used as, a toy weapon is prohibited.

INAPPROPRIATE USE OF TECHNOLOGY

The use of Golden Door Charter School's resources must be consistent with education, research and the education goals of the school. Each user is held responsible for his/her own actions. All email users are expected to use judgment, be ethical and responsible when using school technology and resources. Please note; students caught recording a fight on school property and/or posting on social media will be subject to immediate administrative action including, but not limited to an out of school suspension. Some examples of prohibited conduct include:

- Use of network for illegal activity.
- Plagiarizing.
- Gaining unauthorized access to data.
- Invading the privacy of individuals.
- Posting inappropriate messages/videos/photos.
- Harassing another person.
- Accessing pornographic material.
- Violating test security and/or cheating.
- Videotaping a fight on school property and/or positing a physical or verbal altercation on social media.

SEXTING

Students shall not engage in improper communication or on-line conduct that may disrupt a student's ability to learn. "Sexting" may have various definitions, however, Golden Door defines it as the production, possession or dissemination of sexual materials. This includes sexually suggestive messages and nude or semi-nude photographs via cell phone or any other technological device. Such conduct will not be tolerated and may be considered a police matter.

STUDENT SEARCHES

A student's person, locker and possessions may be searched by a school official provided that the official has reasonable grounds to suspect that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. In accordance with the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials*, *all illegal acts will be reported to the proper authorities.*

ROLES & RESPONSIBILITIES OF STAFF

CLASSROOM TEACHERS AND INSTRUCTIONAL ASSISTANTS

The classroom teacher at Golden Door Charter School is the center of the school's character education and discipline policy. Teachers will continually emphasize to both students and parents the importance of the Keys of Success. The Keys will be established as rules for each classroom and students will be encouraged to live by the ten character virtues; teachers will

underscore expectations for student behavior by relating student actions to the Keys of Success. In this way, teachers will focus on teaching and encouraging appropriate conduct, rather than just trying to “control” behavior.

Three basic principles of classroom management will be implemented by all teachers.

- 1.) At the beginning of the school year, students will be taught how to behave responsibly in each type of classroom activity and these lessons will be reinforced throughout the year as necessary.
- 2.) Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- 3.) When misbehavior occurs, teachers will calmly and consistently implement mild classroom “consequences”, corrective actions taken in response to inappropriate behavior. All interactions will focus on curbing the negative behavior and maintaining the dignity of each student.

Though these principles will serve as useful guides, each teacher, student, and situation is unique. Teachers will use professional discretion to select the specific procedures that fit individual student needs and particular situations.

CHIEF ACADEMIC OFFICER [CAO]

The role of the Chief Academic Officer is the educational leader of the school. In that regard, the CAO guides staff and students in their efforts to ensure student success, the central mission of Golden Door Charter School. The Chief Academic Officer will have a thorough working knowledge of the curriculum and the Code of Civility and when necessary, will assist staff in implementing classroom and school-wide management procedures. Working with the School's two curriculum supervisors and the assistant director, the Chief Academic Officer will provide training and continued support to teachers as they strive to implement our curriculum and assist staff as they teach students to follow the Keys to Success and School Rules.

The Chief Academic Officer (CAO) will assist staff in responding to severe misbehavior, such as insubordination and physically dangerous and/or illegal acts, as well as any chronic or recurring problems. In certain cases, the CAO will initiate parent conferences, in-school suspensions, or other severe consequences. The CAO may also contact the appropriate law enforcement authorities, depending on the nature of the infraction.

The CAO will serve as the lead on the School's Leadership Team, described in detail on the following page and will be responsible for ensuring that the team meets on a regular basis. In addition, the CAO will assist teachers with the implementation of their curriculum and classroom management plans, as needed.

THE ASSISTANT DIRECTOR (AD)

The Assistant Director reports to the Chief Academic Officer and is responsible for attaining the school's objectives for high student achievement through the accurate implementation of the school design for a safe and orderly school climate. The AD will lead the accurate implementation of the Code of Civility, Golden Door Charter School's character education program, and the instructional discipline model. The AD also monitors parents' concerns and provides parents with information and education for effective parenting and behavior management strategies in the home. In the absence of the CAO, the AD is the acting lead person for the school and will handle any emergent situation.

THE ELEMENTARY CURRICULUM SUPERVISOR (ECS) AND THE MIDDLE SCHOOL CURRICULUM SUPERVISOR (MSCS)

The Elementary and Middle School Curriculum Supervisors report to the Chief Academic Officer and are the primary teachers of the school's faculty. They work to attain the school's objectives for high student achievement through the accurate implementation of the school's PreK-8 curriculum. Our Curriculum supervisors also serve as our school's NJSLA and NJStart Strong Test Coordinators, overseeing all state mandated testing.

SUPPORT STAFF

Golden Door Charter School's support staff includes the CAO, AD, two CS, special education supervisor, a full-time school nurse, two school counselors and other support personnel to assist with instruction and help meet students' special needs.

The school nurse will be available to faculty, staff, and students for consultation on such matters as personal hygiene, nutrition, substance abuse, depression, child abuse, or neglect. The nurse will also provide medical care for students who are ill or injured.

The School employs seven (7) full-time special education teachers to address the needs of students with learning disabilities. The school also employs two full time counselors to address the social and emotional needs of all students. The School has also contracted with local providers for speech and language, psychological services, occupational therapy, physical therapy, and other relation services identified by students' IEP's.

OTHER STAFF

All staff, including instructional assistants, office staff, our security guards, our food service personnel, and our custodian have an equal part to play in teaching the ten character virtues at the School. The School's guidelines for promoting a safe and orderly environment require that all students and staff exhibit mutual respect and cooperation. Through positive interactions with students, staff members will encourage the practice of good character. Each staff member will

be knowledgeable of the Keys of Success, School rules, and the procedures for School-wide areas and each will be prepared to implement the disciplinary procedures outlined in the Code of Civility.

THE LEADERSHIP TEAM

The Leadership Team is composed of the Chief Academic Officer, Assistant Director, the Elementary Curriculum Supervisor, the Middle School Curriculum Supervisor, the School Business Administrator, the Special Education Supervisor, the Office Supervisor, and other personnel, as needed. The Leadership Team is formed in order to:

- Review and assess student achievement in all areas of the curriculum on a weekly basis;
- Coordinate the dissemination of information to parents regarding student discipline and character education;
- Review records of student office referrals and make recommendations regarding development and/or changes in student management policy;
- Refer students with repeated office referrals, chronic trancies, grade decline or other non-productive behaviors to the Intervention Planning Team (IPT)
- Gather input from staff regarding current School policies so appropriate actions may be taken;
- Conduct a formal year-end review of the School's discipline policy and procedures. This process will include a review of all suggestions made during the year, a review of all office referrals, and all circumstances for student suspension, and a staff review of all common area problems. Policies will be assessed and rewritten, as necessary based on staff feedback;
- Review the Keys to Success and the School's disciplinary policies with staff at the beginning of each new year to ensure that students will be taught (or re-taught) the school's rules and the expectations for conduct and character development are understood in all classrooms and in common areas.

INTERVENTION PLANNING TEAM

Even after establishing a positive classroom environment with clear behavioral expectations, students may continue to demonstrate inappropriate behavior. In such cases, the teacher may wish to explore additional behavioral or academic interventions that may help the student(s) be more responsible. The Schools' Intervention Planning Team (IPT) may be convened to assist in this effort.

The IPT may include the teacher bringing forth the concern, the CAO, the Curriculum Supervisor, the AD, other teachers with whom the student interacts, and other staff members who work with the student. The IPT will help develop creative approaches to discipline problems, targeting the specific needs of individual students.

To convene an IPT, the teacher should contact the Special Education Coordinator to review

concerns. Meetings will follow a prescribed format and will be limited to 25 minutes in length.

STUDENTS

Students are expected to assist the staff in maintaining a safe and orderly environment.

Students will:

- Practice personal responsibility.
- Be respectful.
- Follow guidelines regarding acceptable technology practices.
- Refrain from all forms of bullying and harassment.
- Adhere to attendance policies.
- Adhere to uniform and “NUT Card” guidelines.

PARENTS

As essential partners of Golden Door Charter School, parents will be encouraged to participate fully in the education of their children. The support and cooperation of parents is vital to helping each student reach his or her full potential. First and foremost, parents will be expected to support the academic learning of their children by maintaining high expectations for both the students and the school. The major role of parents with regard to discipline and character education at the school is to demonstrate consistent interest in the children’s progress at school and support the children’s best efforts. Parental support provides an enormous incentive for children to strive for excellence. Parents will be kept informed of students’ efforts through conferences, quarterly progress reports, quarterly report cards, phone calls, and notes. Parents are encouraged to contact their child’s teacher regularly, as well as, checking OnCourse for current grade reporting.

Parents may be asked to help teach their child specific skills, such as remembering homework, learning to become more independent, or taking responsibility for their actions and behavior. If parents are asked to assist staff, specific information will be provided on techniques to help the student.

Parents who have concerns about their child’s adjustment to Golden Door Charter School or any aspect of the school’s program and policies will be asked to discuss their concerns first with their child’s teacher. Every teacher at the school will be prepared to work with parents and will respond to parental concerns appropriately and expeditiously. The school’s Assistant Director and the Chief Academic Officer will also be available if there are issues that exceed the scope of a parent-teacher conference.

BULLYING

Please read the School’s Anti-bullying policy. Bullying of any type will not be tolerated. For the complete Board Approved HIB Policy, please visit the school’s website.

**Board approved Policy and Guidance for Prohibiting
Harassment, Intimidation, and Bullying (HIB)**

Golden Door Charter School prohibits acts of harassment, intimidation, or bullying of a student. 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 and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. 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, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

BOARD APPROVED DISCIPLINE POLICY:

The Board of Trustees adopts this Student Discipline/Code of Conduct Policy to establish standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds. Every student enrolled in this district shall observe promulgated rules and regulations and the discipline imposed for infraction of those rules.

The Chief Academic Officer will establish a process for the annual review and update of the district's Student Discipline/Code of Conduct Policy and Regulation that may involve a committee of parents, students, and community members that represent, where possible, the composition of the district's schools and community. The Chief Academic Officer will report to the Board the process used for the annual review of this Policy and Regulation and will recommend to the Board updates, if any, to the Student Discipline/Code of Conduct Policy and Regulation.

The Student Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, students, and parents. The Board of Trustees shall provide to all employees annual training on the Student Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of student conduct that violates the district's Policy and Regulation. Information on the Student Discipline/Code of Conduct Policy and Regulation shall be incorporated into the orientation for new employees.

The Board provides for the district's Student Discipline/Code of Conduct's equitable application. Student discipline and the Code of Student Conduct will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical or sensory disability; or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5.-1 et seq.

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement Act and accommodation plans under 29 U.S.C. §§ 794 and 705(20), the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

The Student Discipline/Code of Conduct is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

Policy and Regulation 5600 include a description of student responsibilities that include expectations for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 12.1; a description of behaviors that will result in suspension or expulsion, pursuant to N.J.S.A. 18A:37-2; and a description of student rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

The Board of Trustees approves the use of comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports include, but are not limited to, positive reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Policy and Regulation 5600 include a description of school responses to violations of behavioral expectations established by the Board that, at a minimum, are graded according to the severity of

the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

Students are required to be in compliance with Policy and Regulation 5200 – Attendance pursuant to N.J.A.C. 6A:16-7.6 and Policy 5512 – Harassment, Intimidation, and Bullying pursuant to N.J.A.C. 6A:16-7.7.

The Building Principal shall maintain a current list of community-based health and social service provider agencies available to support a student and the student’s family, as appropriate, and a list of legal resources available to serve the community.

The Building Principal or designee shall have the authority to assign discipline to students. School authorities also have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the district’s Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.5. 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. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences pursuant to N.J.A.C. 6A:16-7.5 shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.4. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

Consequences and appropriate remedial action for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying. Consequences 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, and shall be consistent with this Policy and the school district’s Student Discipline/Code of Conduct Policy pursuant to N.J.A.C. 6A:16-7.1. Remedial measures for one or more acts of harassment, intimidation, or bullying 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, or bullying. See policy in HIB section.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be consistent with the school district’s Student Discipline/Code of Conduct Policy. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are included in Policy and Regulation 5519 – Dating Violence at School and shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the

victim and aggressor have been involved. Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident. Remedial measures/interventions for acts or incidents of dating violence at school may include, but are not limited to: parent conferences, student counseling (all students involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive student interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

The Board of Trustees may deny participation in extracurricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment, in accordance with N.J.A.C. 6A:16-7.1(d).

Any student to be disciplined shall be provided the due process procedures for students and their families as set forth in Policy and Regulation 5600 and N.J.A.C. 6A:16-7.2 through 7.4.

In accordance with the provisions of N.J.A.C. 6A:16-7.9, when a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a) and N.J.A.C. 6A:32-7.5.

The Chief Academic Officer may be required to submit a report annually to the New Jersey Department of Education on student conduct, including all student suspensions and expulsions, and the implementation of the Student Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education. The Chief Academic Officer shall report to the Commissioner of Education each incident of violence, including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses, pursuant to N.J.A.C. 6A:16-4.3, in the school district utilizing the Student Safety Data System (SSDS), pursuant to N.J.A.C. 6A:16-5.3.

N.J.S.A. 18A:6-1; 18A:36-25.1; 18A:25-2; 18A:36-19a;
18A:37-1 et seq.; 18A:37-13.1 et seq.
N.J.A.C. 6A:16-7.1 et seq.; 6A:14-1.1 et seq.

Adopted: 20 January 2016
Revised: 25 October 2022

Minor Misbehavior

It is essential that the great majority of students at the school will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes

necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on monitoring the continuing need for effective and consistent consequences.

Severe Misbehavior

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with equally severe consequences. Such behavior is defined as belonging to at least one of the following categories:

- Sustained Insubordination/Defiance/Disrespect of Staff or School Policies (see Conduct Policy)
- Fighting of any kind
- Illegal behavior
- Bullying

All corrective actions taken by school staff will vary depending on the age, developmental level and severity of the infraction. The CAO or Assistant Director may suspend a student up to three consecutive days. Instructional materials will be provided to every student and absences during the suspension will be “excused.”

Interventions /Consequences may include, but not limited to:

- Verbal correction
- Student conference
- Seat change
- Parent contact
- Visit to office for a “cool down” period
- Referral to Counselor
- Referral to IPT
- Peer mediation
- Restorative practices
- Conflict Resolution
- Loss of Privileges
- HIB investigation
- Detention
- Suspension
- Long term suspension
- Police Notification

BOARD APPROVED CODE OF CONDUCT POLICY

Jersey City
Golden Door Charter School
Student Conduct Policy

Golden Door has high expectations and standards, especially when it comes to student behavior and conduct—both of which are clearly defined in our Code of Civility, Character Education Curriculum and Character Virtues.

In line with our character virtues, Golden Door will hold its students to these high standards as it relates to conduct, attitude and respect toward adults and fellow classmates.

Any student who conducts themselves in a way that is interpreted by a school administrator as disrespectful, conduct unbecoming, or displaying and/or having an attitude that is not in line with the school's code of civility, will be considered to have violated the "no tolerance" Student Conduct Policy.

Students who have violated this no-tolerance policy will be subjected to the following disciplinary actions:

Level One: Students will be suspended from one to four days (out-of-school), and will not be allowed to return to school until a school administrator conducts a conference with the student and his/her parent/guardian.

Level Two: Minimum four days of out-of-school suspension and the student will not be allowed to return to school until a formal hearing takes place with the school's Board of Trustees (the Board). The hearing will take place during the Executive Session of the Board's next regularly scheduled public meeting.

The student and his/her parent/guardian must attend the hearing. Home instruction will be provided to the student after the fourth day of out-of-school suspension and continue until any further disciplinary actions are imposed by the Board as a result of the hearing.

THE AGREEMENT BETWEEN GOLDEN DOOR CHARTER SCHOOL, STUDENTS AND PARENTS:

The success of Golden Door Charter school depends on the support of each member of our community. Working together, we can promote academic achievement, a safe environment and good character. On behalf of the Administration, The Board of Trustees, Faculty and Staff, I pledge to fulfill the responsibilities and uphold the expectations outlined in the Code of Civility.

Brian Stiles
Chief Academic Officer

Your signature in the appropriate space below will indicate your commitment to helping fulfill the School's primary mission and our promise to our families.

"It is our expectation that all students will succeed-no exceptions, no excuses."

As the *parent* of _____, I pledge:

- To maintain high expectation for my child and the School
- To demonstrate consistent interest in my child's progress in school
- To support my child's best efforts
- To model the ten Character virtues described in the Code of Civility
- To support and work with the School's staff to promote my child's learning
- To abide by, support and help enforce school policies
- Agree to attend all required parent meetings

I have read the Code of Civility and support the rules and expectations outlined herein.

Signed _____ Date _____

As a *student* of the Golden Door Charter School, I pledge:

- To follow all school rules & policies
- To be responsible and respectful
- To be kind
- To be a good citizen

Signed _____ Date _____

Please sign and return to your child's teacher