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Board policies may be referenced on the UHCS website at [www.uhcs-newark.org](http://www.uhcs-newark.org).
Policies

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1.  Academic: Awards

At grade level morning meetings, students will be recognized for achievement in three areas:

A.  *Character:* for pupils who display exceptional character through practice of the school’s core virtues of Respect, Excellence, Accountability, Caring, and Honesty.

B.  *Scholarship:* to recognize strong academic achievement and growth, including placement of pupils each marking period on academic honor rolls.

C.  *Leadership:* For pupils who display exceptional leadership through participation in service projects and unselfishly giving back to others.

Teachers who are giving awards should type a brief description of why the student is being recognized and print out a certificate for the student using the templates provided. After a student is publicly recognized, they should be sent to the office to have their picture taken and receive a prize. The description should be sent to the office clerk so that it can be displayed with the picture in the main lobby.

Awards for yearly achievement in these areas will be presented at the end-of-year award ceremony in June.

2.  Academic: Bulletin boards

Ideally, bulletin boards should reflect the best your class has to offer in terms of effort and learning. Below are the criteria for how you and your class could put your best foot forward and enrich the entire school community. Please add your own creativeness in all of these criteria. Also, look at bulletin boards as a way to merge various subjects (Math, Science, ELA etc.)

- Bulletin boards should be changed the first Friday of each month
- Bulletin boards should include the following
  - Title
  - Standards
  - Rubric
  - Objective. Aim or Task description
  - Student work
  - Rubric score
  - Class Identification
- Student work should include the following:
  - Represent at least half the class
  - Graded based on rubric
  - Corrections given
  - Constructive feedback
  - Encouraging remarks where applicable
- Bulletin boards should reflect a good measure of both teacher & students’ time and effort. Most test, puzzles and quick writes are generally discouraging.
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| • Graphics will make the boards more interesting and visually engaging. Below are suggested graphics:
  o Hand-drawn art
  o Clip art
  o Photo related to topic or from a field trip
  o Photos of the children presenting the work
| • Putting stickers or rubber stamps on the work, where applicable, allows the whole school community to share in the child’s success!

3. **Academic: Class size adjustments**

   In general classes at UHCS have no more than 24 students. For special activities or for the inclusion of self-contained special education students there may be up to 28 students in a class. There will be adjustments in class size if and when actual enrollment for particular grade levels.

4. **Academic: Commencement**

   UHCS holds annual commencement exercises in June. Kindergarten has a promotion ceremony, Grade 4 has a graduation ceremony, and the whole school has an award ceremony.

   Participation in special graduation year activities will require conduct of the highest caliber in all school situations. Criteria for exclusion from these activities concern consistent behavioral patterns and shall include, but not be limited to:

   A. Consistent involvement in disciplinary action(s);
   B. Suspension;

   The Principal and Executive Director will have final authority to make these determinations.

   No pupil shall be barred from participation in graduation ceremonies for arbitrary or discriminatory reasons. A pupil who may be prevented from participation and his/her parents/guardians shall be so notified in advance and no later than 10 days prior to the close of the school year.

   When a pupil or his/her parents/guardians experiences financial hardship and is unable to pay the costs of participation in graduation ceremonies, UHCS shall assume the costs of the following items:

   A. Rental or purchase of cap and gown;
   B. One yearbook;
   C. Other, as may be determined by the Board of Trustees.

   Financial hardship shall be defined by eligibility standards for free and reduced price meals under the state school lunch program.

   The president of the Board of Trustees and/or another designated member of the Board of Trustees shall award the diplomas. Board of Trustees members and former Board of Trustees members shall be afforded the opportunity to award diplomas to their own children.

   A Board of Trustees member shall present a copy of the Declaration of Independence, the Constitution of the United States and the amendments thereto, and the Constitution of the State of New Jersey and the amendments thereto to each pupil upon graduation from high school.

   The Board of Trustees shall not prevent, or otherwise deny participation in, constitutionally protected prayer in any school school, consistent with guidance issued by the United States Department and
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applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

5. Academic: Competitions & showcases

UHCS uses competitions and showcases as an opportunity for students to display their learning in a more authentic format. The school holds an annual spelling bees, mathlete contest, talent show, poetry slam, country tour, and science fair. Other creative ideas are encouraged as long as they are rigorous.

6. Academic: Grade scale

Academic grades are inclusive of homework, class participation, classwork, and assessments (tests, quizzes, and projects). These elements are factored into the average grade for each course.

- A = 90 to 100
- B = 80 to 89
- C = 70 to 79
- F = 60 to 69

Each scholar is also assessed by the teacher on behavior in the course. These grades are assigned as follows:

- O = Outstanding
- S = Satisfactory
- N = Needs Improvement

7. Academic: Guest speakers

UHCS policy requires that if you are going to bring in a non-UHCS speaker to address students, you must receive prior permission from the principal.

8. Academic: Homework

The following are UHCS requirements for homework:

- All grades: Homework is not to be written on the board for students to copy. A weekly sheet should be written/typed and distributed at the start of each week in the homework folder.

- Kindergarten: 30 minutes/day, consisting of parent-child verbal interaction on short poems, nursery rhymes, or other material to be learned at home and recited in class. In addition, parents or an adult at home will be required to read to the child on a nightly basis and complete a log indicating what text was read and for how long.

- Grades 1-4: 30-60 minutes/day consisting of review, practice, and further exploration of materials taught in class, oral, written drill, recreational reading, written work, preparation of reports, direct follow-up work on the material covered during the day. Daily reading and the filling out of a log from the parent and child should be completed daily.

Recent research indicates that homework in elementary grades is a good way to teach responsibility and work habits and can be an effective way to keep parents informed and involved in the curriculum. In addition, homework often shapes parents' attitudes about the class and the school. Here are some guidelines on ways to make homework most effective:

1. Make each homework assignment short.

2. Assign homework that students can do without help - they should experience success, not
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1. Frustration on homework.

3. Collect homework and make a big deal of getting it from everyone. You get what you expect.

4. Correct homework as a group or yourself; students should know it counts.

5. Have parents sign homework every night.

9. **Academic: Honor roll**

   Honor roll is awarded to students earning A and B academic grades in all subjects AND O or S behavior grades in all subjects. This will appear on their trimester report cards and recognized at a morning circle.

10. **Academic: Intervention and referral services**

    Before any special education referral forms are filled out, there will be a discussion of the student's case with the principal and the Child Study Team. This meeting will address possible interventions in the regular class, emergency counseling, and other routes short of special education. If it seems warranted, then a special education referral will proceed.

11. **Academic: Placement of students in classes**

    Student placement will be recommended by sending teachers, with consultation with co-curricular teachers, counselors, and office staff. When possible, balanced groups (by race, sex, achievement level, behavior, etc.) are desirable.

12. **Academic: Planning periods**

    All teachers are scheduled with planning and development periods each week. The planning periods are for lesson planning, correcting students' work, meeting with colleagues, observing colleagues' classes, conferring with parents, meeting with administrators, etc. This is the time (not during student contact time) to do copying, lesson preparation, and correcting. One planning period every week will be reserved for professional development with the principal, and another for meeting with grade-level teams. Personal appointments should not be made during these times because staff are expected to be present and in attendance during these times.

13. **Academic: Report card**

    UHCS issues three report cards per year. The school also sends home interim progress reports for all students (not just those in danger of failing) between report cards. These are a vital “early warning” system to keep parents informed and involved as the year progresses.

    Children read their report cards carefully. Every report card is an existential comment on one's worth from the second most important person in one's life. Many people keep their report cards for their whole lives. Comments should sum up the student's overall progress in the marking period and must include at least one positive point. Where students have succeeded, praise ability and effort. Where students have done poorly, criticize insufficient effort and use the comments to exhort students to work harder. A low grade should be a statement that the student has NOT YET reached a standard that is still attainable. It's feedback on what needs to be improved, not a final judgment on one's worth.

    * Use the progress report to notify parents if a child is in jeopardy of retention. This is required by mid-February under UHCS policy.
14. **Academic: Report card and progress report conferences**

Teachers are accountable for scheduling and holding conferences of about 15 minutes with each and every parent when report cards are issued. For progress reports, teachers need only meet with students who are failing or in danger of failing. These conferences can be held before, during, or after school. These should be positive, problem-solving conferences designed to praise students’ legitimate accomplishments and enlist parents in a collaborative effort to improve achievement. One afternoon in each report card conference week will be “blitz” times when all teachers will be available 4:00 p.m. – 7:00 p.m. and parents will be able to see several teachers in one trip. Classroom teachers should still insist on parents keeping appointments and treating them with the same seriousness as a doctor’s or dentist’s appointment.

15. **Academic: Retaining students**

There are some students who benefit from retention. However, strenuous efforts must be made to bring every student up to standard, and early judgments should not be made on a student’s ability to meet standards. Several key points:

- Early intervention: if students are not meeting with success in the classroom after strenuous efforts have been made to try different approaches, they should be discussed by the team and counselors or assessed to find out the root of the problem. The problem may be something as basic as the need for eyeglasses or a hearing aid or as troubling as sexual abuse or parental neglect at home.

- Effective intervention must be organized early in the year, so that we are not confronted by a request for retention in June without having taken the steps to help the child.

- UHCS Benchmarks – the State is mandating specific benchmarks for reading and math achievement to be promoted from certain grades. More information on this will be distributed during the year.

- The final decision on retention is the principal’s. Teachers must always couch their statements to students and parents in terms of recommending retention to Administration.

- Note that New Jersey State policy allows a student to be retained only once in the elementary grades (except in unusual circumstances), unless teachers and the principal feel a strong case can be made otherwise. It is important that we pick the most productive moment for retention – the point at which it is most likely to have a positive effect on the child’s achievement.

16. **Academic: Skills room pull-out**

Resource students will receive intensive small-group or individualized instruction from the Special Education teachers that directly complements what is happening in the regular classroom. Pullouts should be from same-subject time slots (i.e., reading from reading/language arts time). Pulled-out students should not be deprived of social studies, science, specialists’ subjects, or other high-interest classroom activities such as assemblies. All students must have the full academic program if they are to improve their academic achievement and improve their self-esteem over time. A **transition activity** should be prepared and ready for students to complete when they return to the classroom. This allows the teacher time to settle the rest of the class before bringing the returning student back to the group.

17. **Academic: Special education advocacy**

In special education child study team meetings, it is important for teachers to advocate for the child but
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\[518x39\]6 | not to advocate for a particular placement, especially a residential or more restrictive placement. Teachers and counselors should describe the student’s special needs and lay out the evidence based on student’s classroom, school, and family situation. But recommending a particular placement, especially one that is going to be more restrictive, is beyond what one individual on the team should do. It is up to the whole team, looking at all the evidence, to come to a conclusion on the setting that best meets the needs of the student.

18. | Academic: Writing folders
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The use of cumulative writing folders is mandated for all grades. Students’ writing work should be kept in these folders throughout the year and the folder passed to the next year's teacher.

19. | Afterschool: Aftercare
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UHCS provides aftercare until 6:30 for students of working parents on a fee basis. Students in aftercare should be escorted to the aftercare room at the end of the day or after their enrichment or tutoring program.

20. | Afterschool: Big Brothers/Big Sisters
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Our partner, Big Brothers Big Sisters of Essex, Union, and Hudson Counties, helps children reach their potential through professionally supported one-to-one relationships. Last year, over 50 of our students meet weekly with a “Big” on our school site to chat, do homework, or play games. Teachers may make referrals for students in grades 3 and 4 to participate in the BB/BS program by emailing the Executive Director.

21. | Afterschool: Dismissal
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At dismissal time we need to get students to a number of different places: study hall, Title I, aftercare, music practice, and home. The following protocol should be used:
- At 3:45: Students should get ready to leave by packing up.
- At 3:50: In grades K-2, one co-teacher should line-up all students who are staying afterschool. In grades 3-4, the aide should do this. The line should then do the following
  - Study hall: Drop off study hall students in the teacher’s room who is doing study hall. If a student has tutoring, they should go to that instead.
  - Aftercare: Drop off students directly in the aftercare room.
  - Activities (tutoring or enrichment): Drop off in cafeteria for snack.
- At 3:55: Bring remaining children (who are going home) down at 3:55. It is important to be on time. Otherwise we are delayed in sorting students and parents become upset.
- At 4:15: Leave you late-pick up students on benches in the lobby.
  - Drop off your sign-out form at the front desk. Do not take to office. Do not forget!
  - Teachers assigned to the afterschool program should go to cafeteria and pick-up students.
  - No food should leave cafeteria.
  - Take attendance using attendance sheet and fill out daily log.
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22.  Afterschool: Enrichment

UHCS staff members have led a diverse set of afterschool clubs in areas including journalism, dance, and bridge-building. They have also lead the very popular Boys to Men and Little Ladies clubs, which develop life skills. A form will be distributed to staff in the first weeks of school to sign up to lead afterschool enrichment clubs on a trimester basis. Hourly stipends will be provided for those assigned clubs. Care will be taken to give everyone who wants to a chance to lead a club before giving second assignments. The size of the program will be determined by budget constraints.

23.  Afterschool: Playworks

Afterschool, our Playworks coach runs two programs:

- *Junior Coach program*, which encourages students to work together to learn games, fair play and positive conflict resolution and to teach these skills and lessons appropriately to their classmates

- *Interscholastic/Developmental Sports Leagues*: Playworks builds empathy and teamwork through interscholastic/developmental sports leagues, which teach students the skills of games like basketball, volleyball and soccer.

24.  Afterschool: Snack

Free afterschool snack will be provided to students in tutoring, enrichment programs, or aftercare but NOT study hall. They will eat this snack in the cafeteria from 4:00 to 4:15 prior to going to their activities.

25.  Afterschool: Study hall

Students in grades 1 and up who have not completed their homework or are late to school will have afterschool study hall that day, Monday through Thursday. On Fridays, the time will be served the following Monday. There will be a study hall for each grade, run by grade-level teachers on a rotating basis determined by the grade level team. Hourly stipends will be provided.

26.  Afterschool: Title I tutoring

Underperforming students will be strongly encouraged to participate in afterschool Title I tutoring in English language arts or mathematics. A form will be distributed to staff in the first weeks of school to sign up for tutoring assignments. Hourly stipends will be provided for those assigned clubs. Care will be taken to give everyone who wants to a chance to tutor before giving second assignments. The size of the program will be determined by budget constraints.

27.  Co-curricular: Academic grades

Co-curricular teachers are responsible for providing both an academic and behavior grade each marking period. It is therefore important that co-curricular teachers give “early warning” to students, classroom
teachers and parents about students in danger of failing their classroom or not making honor roll due to their behavior grade. If classroom teachers have concerns with grades their students receive from co-curricular teachers, they should meet with the teacher in question to clarify the reasons for the grades. It is highly unprofessional for a classroom teacher to unilaterally change or ignore a co-curricular teacher’s grade when determining a grade on report cards.

28. **Co-curricular: Behavior grades**

Co-curricular teachers should give “early warning” to students and their classroom teachers about situations where a student is in danger of earning a poor behavior grade. If classroom teachers have concerns with grades their students receive from co-curricular teachers, they should meet with the teacher in question to clarify the reasons for the grades. It is highly unprofessional for a classroom teacher to unilaterally change or ignore a co-curricular’s behavior grade.

29. **Co-curricular: Playworks**

Students will attend Playworks once per cycle following the master schedule. This is an opportunity for students to develop their skills for constructive, cooperative play. Homeroom teachers must accompany students during this period (unless given release time for teacher leadership duties). These teachers should support the Playworks coach in the period’s activities, and are strongly encouraged to participate in the play. They should also work closely with the Playworks coach to integrate academic content into the physical activity, such as times tables or vocabulary words. Playworks classes that land on Friday afternoons will be cancelled so the Playworks coach can attend professional development. Students will remain with their lead teacher instead and do language arts content. Playworks will not be a graded activity but teachers may use student performance in Playworks when assigning paycheck dollars or evaluating behavior.

30. **Co-curricular: Protocols**

Classroom teachers should adhere to the following co-curricular class protocols to protect the integrity of the co-curricular class:

- Be on time dropping off and picking up your class; smooth transitions are important, and lateness can mean wasted time for students and lost time for a colleague.
- If an entire class is more than 10 minutes late, the class will be canceled.
- It is very helpful if the entire class arrives at once for co-curricular classes, not in dribs and drabs.
- It is very helpful if students arrive having made a recent bathroom stop so that co-curricular are not interrupted by many requests for trips to the bathroom.
- Do not use the loss of co-curricular time as a punishment for individual students; you must use time-out, recess, after school, parent calls, or other consequences within your own realm to deal with misbehavior.

31. **Cultural: Assemblies**

From time to time UHCS will hold assemblies for the following purposes:

- Give groups of students a chance to put on a performance or showcase work
- Hear a guest speaker to give a talk on an important topic
No. Area

• Watch a cultural performance

There will be assigned places for students to sit in the audience, and students will be trained in entering and leaving the auditorium in good order. Students will return to homerooms after the assembly.

The content of all assemblies must be carefully screened to avoid material that is sexually suggestive, culturally insensitive, offensive to religious beliefs, etc. If in doubt, consult with administration.

32. Cultural: Call and Response

The following call and response is chanted on a regular basis

<table>
<thead>
<tr>
<th>Leader</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are you?</td>
<td>A scholar, destined to do great things.</td>
</tr>
<tr>
<td>Why are you here?</td>
<td>To get an education.</td>
</tr>
<tr>
<td>Why else?</td>
<td>To be the extraordinary person I meant to be.</td>
</tr>
<tr>
<td>What will you have to do?</td>
<td>Work hard, get smart. Work harder, get smarter.</td>
</tr>
<tr>
<td>What will you need?</td>
<td>REACH: Respect, Excellence, Accountability, Caring, Honesty.</td>
</tr>
<tr>
<td>Where are you headed?</td>
<td>To the university of my choice.</td>
</tr>
<tr>
<td>Will you succeed?</td>
<td>Yes!</td>
</tr>
<tr>
<td>And when you succeed, what will you do?</td>
<td>Be a leader and give back to others.</td>
</tr>
</tbody>
</table>

33. Culture: Community competitions

Several times a year the school will hold community competitions. Each class will be split into gold and blue teams. For the last few hours of the day, they will engage in athletic competitions such as relay races and earn points for their colored team. Participation will be based on paycheck status or the student's behavior that day. At the end of the year, the school will hold a day-long “Field Day” of community competitions.

34. Culture: Field Trips

Field trips are an integral part of the instructional process and a vital tool in improving students' skills and cultural literacy. UHCS policy says that field trips must be educational. The only exception is a culminating experience for graduating students. Each grade should plan walking trips and at least one trip requiring transportation.

To ensure equitable access to the educational benefits of field trips, all trips should be chosen and promoted in a way that ensures at least 90% of students participating. One or two students might be excluded from a trip if their behavior is likely to cause disruption or danger to the trip or risks for themselves, but exclusion of students must be kept to an absolute minimum. If a field trip has less than 90% attendance, it must be canceled.

Teachers taking students on field trips must:

• Fill out a field trip form and get approval from the Executive Director.
• Make reservations or other necessary arrangements with the site
• Work with the office to reserve a bus.
No. | Area
---|---
• Get signed parent permission forms for every student going on the trip
• Get chaperones (teachers, parents, paras) to ensure a 10/1 ratio
• Make arrangements for lunch, either at UHCS or on the road; be sure the cafeteria staff know the time of return
• Instructionally prepare students for the trip
• Make arrangements for any students being left behind
• Ensure that at least 90% of students in the class go on the trip - otherwise cancel the trip
• Before leaving, fill out and sign the field trip checklist (in Appendix) and turn it in to an administrator
• When leaving, bring the permission forms & attendance folder to office
• Take a cellular phone to call the school or police in an emergency.
• Follow up each trip with student writing and other activities back in the classroom

Prior notice to the office of field trips (at least three weeks up front) is a MUST, both for safety reasons and so that the cafeteria can avoid wasting food. If this rule is violated, future trips for that class may not be permitted. To request box lunches, it is essential to notify the cafeteria staff two weeks in advance.

35. **Culture: Fundraising activities**

UHCS recognizes the value of having pupils participate in fund-raising activities, both as individuals and as groups, in order to help defray the cost of certain non-curricular field trips, or other worthwhile programs, or in support of a UHCS approved charitable cause.

For purposes of this policy, “pupil fund raising” shall include the solicitation and collection of money from pupils for any purpose and shall include the collection of money in exchange for tickets, papers or any other goods or services except those goods and services which are part of a Board of Trustees-approved program of the school.

UHCS prohibits the collection of money in school or on school property or at any school-sponsored event by a pupil for personal benefit. Collections by organizations outside the schools or by pupils on behalf of such organizations shall be approved by the Executive Director.

UHCS shall not be responsible for the protection of or the accounting of funds collected from pupils by organizations outside the schools, by teaching staff members when not required to collect money for a Board of Trustees-approved purpose, and by school-connected organizations. Funds raised by school-sponsored activities shall be deposited in the proper school accounts.

UHCS reserves the authority to limit or terminate fundraising activities by school-sponsored groups or outside organizations that encourage or require door-to-door solicitation.

UHCS prohibits fundraising activities by school-sponsored groups or outside organizations that encourage or require door-to-door solicitation.

36. **Culture: Greeting at the door**

Greeting students at the door allows the teacher to informally check in with students and gauge the overall energy level and attitude of each class. Eliciting a smile from a sour student could make the difference between strong, positive or weak, negative participation.
37. **Culture: Mission of the school**

The mission of University Heights Charter School is:

- to provide each student with innovative, experiential and collaborative learning experiences emphasizing character education that develop positive intellectual, social, and physical outcomes of significance;
- to promote self-directed, lifelong learning skills;
- to facilitate the student’s ability to make responsible decisions.

**In short, UHCS seeks to develop in children**

- **Character**
- **Scholarship**
- **Leadership**
- **Life**
- **College**
- **Community**

...necessary to succeed in...

38. **Culture: REACH core virtues**

The school-based discipline code has been boiled down to the following essentials.

- Respect everyone
- Excellence every time
- Accountability for all actions
- Caring to create community
- Honesty in all our words

39. **Culture: Religious songs and activities**

The New Jersey Department of Education has ruled that religious songs (e.g., hymns and psalms) are not permitted in public schools, nor are invocations or prayers in classrooms, assemblies, or graduation. However, it is perfectly legitimate to teach about the religions of the world and to sing songs from different religious cultures. The key is a multicultural, multi-denominational approach.

40. **Culture: Themed weeks and months**

The school calendar will be divided into themed weeks and months relevant to the school’s curriculum and mission. This includes Hispanic Heritage Month, Black History Month, Women’s History Month, Hygiene Week, and Poetry Month. Different teacher teams will be assigned to lead the activities for the themed week or month, including whole community morning circles and at least one culminating event.
41. **Discipline: Collective punishment**
   Collective punishments of a class for the transgression of one student are not fair – they don’t work, and families strongly object to them. However, having a class repeat a procedure if it is done incorrectly or questioning whether or not a class is ready to do a project because of a few students’ poor behavior choices can be effective.

42. **Discipline: Colored lights (Grades K-1)**
   Students in grades K-1 will have a colored light system to regulate behavior, according to the following colors:
   - Purple – Excellent
   - Green – Good
   - Yellow – Warning or time out
   - Red – Call home
   Every day a student stays on green or purple they will earn $5 on their paycheck.

43. **Discipline: Confiscating valuables**
   If you take anything of value from a student (an MP3 player, a distracting necklace, handheld game, cell phones, Pokemon cards), be sure to secure it. If it is lost while in your possession, the school is legally responsible. Electronic devices are to be turned into the principal. The first time an item is confiscated it should be returned with a warning at the end of the day. In subsequent instances, parents will be notified and required to pick up the item.

44. **Discipline: Corporal punishment**
   Under New Jersey state policies, the following are forbidden:
   - Slapping or hitting students
   - Pulling students by their arms, shoulders, etc.
   - Pushing students from one place to another
   - Forcibly causing students to sit down
   - Grasping students by any body part
   - Giving students a punishment which involves repetitive writing
   - Making students stand as a punishment for long periods of time.
   Staff may reasonably restrain students only in order to protect students, other persons, or themselves from an assault. An extended physical restraint may only be done by trained staff members, and must be reported to the office after the fact.

45. **Discipline: Delivering consequences**
   - Deliver consequences consistently and respectfully so that no one loses face
46. **Discipline: Detention by a teacher**

If a teacher keeps a student after school, it is essential that teachers notify the parent in advance and received an acknowledgement. You must also arrange for transportation home and notify the office (before 3:00 p.m.) of who is being kept after school. Students cannot be kept after school unless the parent has been notified and the pick up time has been established.

47. **Discipline: Disruptive students**

When student behaviors become disruptive, use the following techniques:

- Use hallways or another part of the classroom as a space for a discussion to reinvest the student, show concern, and remind the student of how he/she can do better
- Ask students to change seats to an extra desk or another part of the room
- Privately remind the student that while you will be calling home tonight, he/she can still greatly influence the content of the call, a big change now on his/her part will mean a big change in the tone and specifics of the call

48. **Discipline: Dress code**

UHCS elected to establish a mandatory student uniform policy since its opening 2006-2007 school year. The dress code applies during all school days and during all school-sponsored events. It has been adopted to improve the educational environment for all students. Specifically, we have instituted a dress code for the following reasons:

- to foster a sense of school identity and community;
No.  Area

• to prepare students for the expectations related to professional attire that future institutions, organizations and employers will have;
• to ensure that our students focus on learning instead of clothing;
• to increase school safety and security by making the presence of visitors/outsiders immediately apparent;
• to reduce the cost of clothing for families.

It is the goal of the school to have a dress code that makes things easier for parents and students rather than more difficult. For that reason, we have made every effort to be clear about this policy and consistent in its enforcement. Although it may seem as if small exceptions should be no problem, we cannot allow deviations from this code. Our staff does not have the time to inspect every item for acceptability or exception. If the policy states “shoes should be all black,” it means just that. It is important that all students adhere to the same code. If an exception is made for one student, it would then have to apply to all students, and the code has changed. It is in the best interest of everyone if UHCS means what it says and says what it means.

Students who arrive at school without uniform will not be permitted to go to class until the proper uniform is brought by parents. The office will call parents immediately to arrange for this.

The code is as follows:

Regular school day:

• Navy blue, short-sleeved or long-sleeved polo-style shirt with UHCS logo (2 or 3 buttons).
• Khaki-colored (tan) dress pants, shorts, skort, or jumper
  o Students may not wear khaki pants that are low-rise, flare, bell-bottom, cargo (more than two front pockets and two back pockets), carpenter, wide-legged, overly tight or baggy, or made of denim or corduroy. Pants made by Dickies will not be allowed.
  o Skirt length must be no shorter than one inch above the knee cap.
• Navy blue sweaters with UHCS logo are permissible.
• Black or brown belt.
  o Belts must look professional and must be all black or brown. They may not be overly wide.
• Black or navy blue socks or stocking.
  o Socks must be solid colors with no patterns or logos.
• Navy blue, black, or brown dress shoes or sneakers.
  o Shoes must be tied and Velcro must be fastened at all times.
• Students may not wear clothing with logos, unless it is the UHCS logo or a small dress pant logo (i.e. Dockers) on the rear pocket. No other logos are allowed.

Gym Uniform:
  1. Navy blue sweats with UHCS logo.
  2. Navy or khaki/tan t-shirt

Students may not wear hats in the school, unless the hat is worn for religious reasons. This goes for girls as well as boys. This is important because students must learn that taking off one’s hat is a basic statement of
respect in our country. The school is a serious place of work and hats do not belong on heads. There is an additional strategic reason for forbidding hats: the “broken-window” theory. If we let students know that small gestures of disrespect are immediately noticed and addressed, they will be less likely to attempt more daring and disruptive misbehavior. In other words, if we consistently address the little things, the big things should take care of themselves.

49. **Discipline: Drug, alcohol, tobacco**

UHCS recognizes that in addition to introducing and maintaining a comprehensive substance abuse education program at all grade levels, a policy must be adopted committing the school to establish a procedure to aid students to seek help to correct possible substance dependency and/or abuse problems.

For purposes of this policy:

- "substance" shall mean alcoholic beverages, controlled dangerous substances as defined in N.J.S.A. 24:21 2 or any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction or dulling of the brain or nervous system including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined in N.J.S.A. 2C:35 10.4.

- "Substance abuse" shall mean the consumption or use of any substance as defined herein for purposes other than for the treatment of sickness or injury as prescribed or administered by a person duly authorized by law to treat sick and injured human beings.

The primary objective of this policy is to devote the energies of school to the prevention of substance use and from the proliferation of the same into our schools, with the prime concern of protecting nonusing pupils, and further, the destruction of the potential marketplace which the school or schools can easily become.

UHCS shall continue to incorporate into the curriculum for elementary school grades, drug, alcohol, tobacco, and steroid education appropriate for pupils given their age, maturity, and grade level, in accordance with existing Department of Education guidelines.

Programs for drug awareness education are to be continued and modified by the professional staff of all schools for all grades. The grade work and patterns of instruction will be detailed. Instruction will be specific for what must be covered.

Substance abuse educational programs for parents/guardians will be offered at times and places convenient to the parents/guardians on school premises or other facilities.

50. **Discipline: Hallway passes**

All students leaving a class to visit the bathroom or run an errand must have a pass. Teachers should use the classroom pass provided from the office to minimize disruption to learning when students need to leave the room. Passes should be given very sparingly to students who have a track record of getting in trouble outside the classroom, and perhaps they should be sent with an escort and these students should carry a written pass with the time of departure and destination. Each room must keep a bathroom sign-out and sign-in book. Use of students for errands and other duties should be kept to an absolute minimum, and no student may answer the front door.

51. **Discipline: Harassment, intimidation & bullying**

University Heights Charter School prohibits acts of harassment, intimidation or bullying on school property, at any school-sponsored function, or on a school bus. The school’s Discipline Plan and Policy
provides guidelines for student conduct of all students. The school 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, school staff, and community members, the educational purpose underlying all school activities, and the care of school facilities and equipment. 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.

**Definition of Harassment, Intimidation or Bullying**

“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 that:

- 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 by any other distinguishing characteristic; and
- any 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;
  - place a student in reasonable fear of harm to his/her person or damage to property; or
  - have 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.

**Reporting and Investigation**

At the school, the principal is responsible for receiving complaints alleging violations of this policy. Reports shall be made on the Staff Incident Report on file in the principal’s office and included as an attachment to the school’s Discipline Plan and 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. Oral reports also shall be considered official reports and shall be reduced to writing by the principal or the principal’s designee. Upon approval by the appropriate Lead Person, each individual school may institute a procedure to best effectuate the reporting of violations of this policy for each individual school, such as an anonymous lock box. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Upon receiving a 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 the principal’s designee shall conduct a prompt, thorough and complete investigation of the alleged incident. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances.

**Appropriate Consequences or Discipline.**

District policy requires all students to adhere to the Discipline Plan and Policy and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules. The Discipline Plan and Policy provides consistent guidelines for student conduct of all District students. Further, each individual school within the District may develop detailed regulations suited to the age levels of the students and the mission and physical facilities of the individual schools.

Violations of the District’s prohibition against harassment, intimidation or bullying are deemed a “Level
III” offense under the District’s Discipline Plan and Policy, subject to the administrator’s case-by-case consideration of the following factors:

- the nature and circumstances of the act;
- the level of harm;
- the nature of the behavior;
- past incidents or past or continuing patterns of behavior;
- the context in which the alleged incident(s) occurred;
- the developmental and maturity levels of the parties involved; and
- the relationships between the parties involved and the context in which the alleged incidents occurred.

It is only after meaningful consideration of these factors, and any other relevant factors, that an appropriate consequence or discipline should be determined, consistent with the Discipline Plan and Policy.

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 at the classroom, school building or Assistant Superintendent level, or referral to 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. Institutional (i.e., classroom, school building, school district) 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 certificated and non-certificated 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 officers.

Prohibition Against: (1) Reprisal or Retaliation Against Any Person Who Reports An Act of Harassment, Intimidation or Bullying, and (2) False Accusations of Another As a Means of Harassment, Intimidation or Bullying.

The school prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence 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 the District’s Discipline Plan and Policy. Reprisal or Retaliation shall also be deemed a “Level III” offense.

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.

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall be disciplined in accordance with District 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 appropriate school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
52. **Discipline: Lining up**

Students should be filed to all destinations inside and outside the building in a **single, silent** line in **number order** on the right-hand side of the corridor or stairway. This must be consistent for all classes and all transitions. Classes must always be accompanied by an adult. The best way to control your class while filing is by putting a reliable student ("line leader") at the front and bringing up the rear yourself, instructing the leader to pause at stairwells and other landmarks to keep the line together and in good order.

The **H.A.L.L.** behavior should be expected and enforced at all times:

- **H** – Hands by your side
- **A** – All eyes forward
- **L** – Lips zipped
- **L** – Legs moving forward

As students move from one staff member to another (homeroom teacher to specialist and back again), the most important thing is that students are CALM and ready to learn at each hand-off. Specialists should use the “Scholar Dollars” clipboard to track the overall rating on the students’ conduct and performance within their area.

53. **Discipline: Paycheck school store**

Students who earn paycheck “Scholar Dollars” will be able to purchase school-related items in the school store. Forms will be provided to teachers to coordinate student orders.

54. **Discipline: Paycheck system (Grades 2-4)**

University Heights scholars are young professionals who are learning the habits of adult professionals. Just as adults earn a paycheck for fulfilling their professional responsibilities, University Heights scholars in grades 2 and up earn a paycheck for fulfilling theirs. If they do not fulfill their responsibilities, scholars may also lose “scholar dollars.” The following chart presents guidelines for typical deductions:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not standing/sitting straight</td>
<td>-$1</td>
</tr>
<tr>
<td>Not tracking the speaker</td>
<td>-$1</td>
</tr>
<tr>
<td>Off task/out of seat</td>
<td>-$1</td>
</tr>
<tr>
<td>Talking out of turn</td>
<td>-$1</td>
</tr>
<tr>
<td>Unprepared</td>
<td>-$3</td>
</tr>
<tr>
<td>Disrespect (tease, talk back)</td>
<td>-$5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete homework</td>
<td>-$2</td>
</tr>
<tr>
<td>Missing homework</td>
<td>-$3</td>
</tr>
<tr>
<td>Out of uniform</td>
<td>-$3</td>
</tr>
<tr>
<td>Chewing gum</td>
<td>-$3</td>
</tr>
<tr>
<td>Sent out of class</td>
<td>-$5</td>
</tr>
<tr>
<td>Instigating a Fight</td>
<td>-$10</td>
</tr>
</tbody>
</table>

More scholar dollars can be deducted if infractions are repeated or occur during a fire drill. Teacher may award scholar dollars at their discretion for particularly strong behavior.

Scholars begin with $50 ($10 per day for a 5 day week) on Wednesday morning. Classroom teachers add and subtract dollars over the course of the next 5 days, keeping track on their paycheck ledger, which is passed on to any specials teachers on a clipboard. At the end of the day Tuesday, they calculate each scholar’s total paycheck dollars and submit paycheck stubs to the office by Wednesday morning. Office staff will record paycheck totals for each scholar and then place in take-home folders for Thursday distribution.

Each time a scholar makes less than $35 on their paycheck they must serve study hall every day for the
No.  Area
following week from Monday through Thursday. This will be marked on the paycheck.
Grade-level leaders will track and issue paychecks for each grade. They will be distributed through the
Thursday Green Folder.
Parents must “endorse” and return the paycheck. If it is not signed and returned the scholars will not get
that week's paycheck dollars added to their weekly paycheck average.
Scholars with high paycheck averages will earn spots to participate in field trips, community competitions,
and prize drawings.

55. **Discipline: Physical restraint**
Teachers should only resort to physical restraint as a last resort when it is necessary to stop a student from
hurting him/herself or others. The “safety hold” presented in training should be used. The office should
be called immediately and an administrator or security guard will come to address the situation.

56. **Discipline: Prior to involving the office**
The vast majority of discipline problems should be handled in the classroom and between classroom
teachers, students, and parents. Teachers should use clearly-defined rules and routines, calm limit-setting, a
warning system, an in-class timeout, and a 20 minute time out in another classroom, and are expected to be
in touch with parents on discipline concerns.
The following steps from “Positive Classroom Discipline” (Frederic Jones) should be taken prior to
resorting to what he calls the Back-Up System (punishments inside and outside the classroom):
   a. Prevention: Classroom arrangement, classroom rules (no more than five) posted within the
      room, training in routines, relationship building, working the crowd (constantly walking
      around the classroom)
   b. Limit-setting: Remaining calm and using “the look” to stop misbehavior without nagging,
      threatening, or punishing
   c. An incentive system: “Pay Check System” Using academically-valuable fun activities to get
      cooperation and teach responsibility

Discipline is part of the instructional process and should be marked by firmness, fairness, and consistency.
There must be no physical intimidation, no threats that cannot and will not be carried out (e.g., not getting
lunch), no backing students into a corner (literally or figuratively), no sarcasm (it's sarcasm if it hurts), no
put-downs, no “dissing” (public humiliation) or shaming (the long-term consequences of this hurts
everyone), and no anger that betrays a loss of self-control or a dislike of a student (as opposed to
disapproval of the behavior in question). Negative talk about a student or their family within the child's
hearing is counterproductive, unprofessional, and unacceptable. “Getting in a child’s face” is also
counterproductive and unprofessional, and clashes with some children’s cultural norms.

57. **Discipline: Prohibited items**
Students should not bring the following items to school:
   • No poppers or other incendiary devices or fireworks
   • No junk food or tonics
   • No glass bottles
No. | Area
--- | ---
• | No Pokeman cards
• | No Nintendo or other computer games or game cartridges
• | No Giga-Pets or other computer toys
• | No portable radios or tape players (MP3, Ipod etc.)
• | No toys or action figures
• | No roller blades, roller skates, or scooters
• | No bicycles on school property
• | No cell phones in the on position and visible to others
• | Remote activation devices (beepers)

For the first infractions, items should be confiscated and returned to the student at the end of the day. For subsequent infractions, parents should be notified and items only returned when they pick them up.

58. **Discipline: Reinforcing good behavior**

Reinforcing good behavior can go a long way to minimizing negative behavior, so do it frequently:

- Acknowledge it when you see it; praise good behavior
- Try to give out as many or more scholar dollars than you take away
- Say “thank you”
- Practice the “great job” look
- Set up behavior goals with individual students or classes; create class challenges
- Call home to praise students or send a note home
- Give out prizes, gift certificates, stickers, gimmicks frequently

59. **Discipline: Resistant students**

Resistant students require on-the-spot analysis and decisions. It's difficult to know exactly what to say or how to act when conversations with students lead to confrontational situations. There is no one “right” response, it depends heavily on what works for a particular teacher and for that specific student. However, it is useful to develop a general plan for dealing with these situations. Below are some suggested responses to various difficult situations:

- **Student will not leave the classroom when asked**
  - Try to diffuse the situation and give minimal attention to the student
  - Call the office to get the Principal, Executive Director, or Security Guard as backup

- **Student continues to argue after you have ended the conversation**
  - Before you make your final point, calmly let student know that once you are done with this statement, you are done with the conversation for the moment
  - Do not otherwise engage the student
  - Do not allow the student to think he/she has pushed your buttons. Respond with an air of “there will be consequences for your actions but now is not the time”

- **Student walks out of room**
  - Don’t give the student the reaction that he/she might expect. Give the situation and the student
  - Call the office to get the Principal, Executive Director, or Assistant Principal to track student and continue on with class
  - Call the family that evening
No. Area

- **Student won’t work**
  - Check in with student individually and inquire why—there might be a good reason
  - Deduct scholar dollars and try to reinvest the student with a private conference if possible. Show concern that he/she is missing the opportunity to learn.
  - Continue on with lesson and require student to complete missed work during lunch or afterschool

60. **Discipline: Questioning & apprehension**

In order to protect pupils' rights during the time they are under school control, the principal shall interview every person who wishes to question a pupil on school property during the school day. The Executive Director shall be informed of such incidents.

**Law Enforcement Officers**

A. If a law enforcement officer has an arrest warrant, the principal shall ensure that all procedural safeguards as prescribed by law are observed. No pupil shall be taken from the school without the knowledge of the principal or other person in charge of the school. The principal shall make every reasonable effort to notify parents/guardians. The Executive Director shall be informed whenever such apprehensions take place.

B. If a law enforcement officer has a juvenile complaint or wants to question a student on school property, the principal shall request that the questioning be delayed if possible until the parents/guardians can be present. If the officer refuses and the principal is convinced that the situation justifies questioning, he/she must attempt to have the parents/guardians informed immediately and shall remain with the student during the questioning.

C. If the law enforcement officer is an agent of the Division of Youth and Family Services (DYFS), the agent shall determine whether the presence of a parent/guardian or school employee is appropriate.

**Private Persons**

If a private person wishes to question a pupil on school property during the school day, generally parents/guardians shall be notified of the request and give their permission before the principal will permit the private person to question the pupil. In cases involving possible harm to another pupil that might be prevented by early information, the principal may permit such questioning if the parent/guardian cannot be reached. The principal shall be present during the questioning.

**Weapons and Substance Abuse Questioning by Staff**

Questioning of any pupil about possible possession, use, or distribution of proscribed substances, drug paraphernalia, alcohol, firearms or other deadly weapons, shall be referred to the Principal or Executive Director only.

61. **Discipline: Search & seizure**

School lockers and desks remain the property of the school even when used by pupils. Lockers and desks are subject to administrative search in the interests of school safety, sanitation, discipline, enforcement of school regulations and to search by law enforcement officials on presentation of a proper warrant. Pupils and their parents/guardians shall be informed of this policy when lockers and desks are assigned.

A pupil's person 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 pupil has violated or is violating either the law or the rules of the school. Under no circumstances shall a search be conducted based solely upon an anonymous tip and/or a rumor that contraband is present. The extent or scope of the search shall
be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. A physical search may only be conducted by an administrative staff member of the same sex as the pupil. Before instituting such a search, except in cases of emergency, the administrator shall try to inform the parents/guardians and request their presence.

School personnel shall not conduct strip searches or body cavity searches of any pupils under any circumstances.

**Searches for Controlled Dangerous Substances/Drug Paraphernalia/Alcohol/Firearms/Other Deadly Weapons**

Searches conducted by staff when there is suspicion that laws and policies on safe and drug free schools are being violated shall be based on the reasonable grounds required by this policy. The privacy interests of students are outweighed by the substantial interest of teachers and administrators in maintaining a drug-free environment in the classroom and on school grounds, and consequently, locker searches and vehicle searches on school grounds need satisfy only the “reasonable suspicion” standard adopted by the courts in T.L.O and State v. Best. When law enforcement officials conduct the search, the more stringent grounds required by law must be applied. See policies 5131.6 and 5131.7.

62. **Discipline: Supervision of students**

Direct visual supervision of students at all times is an ironclad rule. No classroom or group of students may be left unattended by an adult staff member, nor should a student be stood or sat outside the classroom. Students may not be left unattended in the classroom during recess or specialist classes. If you must leave your room in an emergency, a neighboring staff member must be notified so he or she can watch the class until you return. There can be very serious legal consequences if students are injured or bullied or other incidents occur while students are unsupervised.

63. **Discipline: Suspensions and expulsions**

The UHCS Code of Discipline lays down school wide rules for offenses that require suspension. Only the principal or executive director can authorize an out-of-school suspension or tell a student that he or she cannot come to school until a parent comes for a meeting. Staff members should say nothing that might discourage a child from coming to school. The principal may expel a student for possession of a dangerous weapon, for possession of a controlled substance, and for assault on an adult staff member.

Students who return from suspension will be required to make a public apology during morning circle before returning to class.

64. **Discipline: Tiered code**

See the appendix for the Tiered Code of Discipline.

65. **Discipline: Vandalism**

UHCS views vandalism against school property by pupils as reprehensible. The causes of such misbehavior often are complex, calling for careful study by parents/guardians, school staff and appropriate community officials.

UHCS believes that pupils should respect property and take pride in the schools of this school. Whenever a pupil has been found to have done willful and malicious damage to property of the board, the principal of the school shall notify the Executive Director. The board will hold the pupil or his/her parents/guardians liable for the damage caused by him/her.
When vandalism is discovered, the administration is directed to take such steps as are necessary to identify the vandals. If pupils have taken part in the vandalism, the appropriate administrator shall:

A. Identify the pupils involved;
B. Call together persons, including the parents/guardians, needed to study the causes;
C. Decide upon disciplinary and/or legal action possibly including suspension. Should parents/guardians fail to cooperate in the discussions, the administration may charge the pupil with being delinquent by a petition stating the offense and requesting appearance in juvenile court;
D. Take any constructive actions needed to try to guard against further such pupil misbehavior;
E. Seek appropriate restitution.

66. Discipline: Violence

Physical violence including assault with or without a weapon, against another pupil, a staff member or board member is prohibited and will result in the disciplinary sanctions included in policies on suspension and expulsion and conduct/discipline. Disruptive behavior that is characterized by violence, even though not directed toward another person, should be reported by the classroom teacher to the school principal, unless instructed otherwise, so that possible program adjustments may be identified.

Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm or any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school’s regular education program for a period of not less than one calendar year. The Executive Director may modify this suspension on a case-by-case basis. Each pupil so removed shall be placed in an alternative educational program or on home instruction and shall be entitled to a hearing before the board.

Any school employee observing or having direct knowledge from a participant or victim of an act of violence in the school public school(s) should complete the standard report form and submit it to the school principal who is responsible for preparing the official report to the Executive Director. Staff will report accurately and not falsify information.

The Executive Director shall annually:

A. Report to the Board of Trustees at a public meeting in October, all acts of violence and vandalism in the school that occurred during the previous school year;
B. Ensure that a transcript of the annual report of violence and vandalism is kept on file at the board office and made available to the public;
C. Forward the transcript of the public hearing on violence and vandalism to the Department of Education by November 1;
D. Notify the executive county Executive Director of action taken regarding incidents of violence.

Threats of Violence

UHCS is committed to promoting healthy relationships and a safe learning environment. Therefore, it shall not tolerate pupil threats of harm to self or others or other threatening behaviors, including threats to damage school property. Threatening behaviors shall not be tolerated on school property or at activities under the jurisdiction of the Board of Trustees.

Pupils shall inform a teacher, guidance counselor or principal when he/she is in possession of knowledge
of such threats. Staff shall immediately notify the principal of any threat or threatening behavior that he/she has knowledge of, has witnessed or received. All such threats shall be promptly reported to the appropriate law enforcement agency.

Pupils who perpetrate threatening behaviors shall be disciplined in accordance with policy and regulations on suspension and expulsion and conduct/discipline.

School Violence Awareness (Peace & Safety) Week

This school shall observe School Violence Awareness Week as “Peace & Safety Week”, the week beginning on the third Monday in October of each year. Organized activities focused on the prevention of school violence will be offered to students, employees and board members. Local law enforcement personnel will be invited to participate.

Violence and Vandalism Reporting

The Executive Director will annually submit a report utilizing the Electronic Violence and Vandalism Reporting system (EVVRS) accurately reporting on each incident of violence, vandalism and alcohol and other drug abuse within the school school. Any allegations of falsification of data will be reviewed by the Board of Trustees using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g). Board action shall be based on a consideration of the nature of the conduct, the circumstances under which it occurred, and the employee’s prior employment record.

Discipline: Weapons

UHCS prohibits the possession and/or use of firearms, other weapons, or instruments that can be used as weapons on school property, on a school bus, at any school function, or while enroute to or from school or any school function.

For the purpose of this policy “weapon” includes but is not limited to those items enumerated in N.J.S.A. 2C:39-1r. The principal shall make the final determination that a particular object is a dangerous instrument in any case where there is a question of its possession or use posing a threat to students, staff or property.

Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school-based function shall be immediately removed from the school's regular education program pending a hearing before the board to remove the pupil from the regular education program for a period of not less than one calendar year.

The principal/designee shall be responsible for the removal of such a pupil and shall immediately report the removal to the Executive Director. The Executive Director may modify a pupil's removal on a case-by-case basis. The principal shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

A student found or observed on school property or at a school event in possession of a weapon or dangerous instrument other than a firearm shall be reported to the principal/designee immediately.

The principal shall immediately inform the Executive Director/designee and appropriate law enforcement officials with all known information concerning the matter, including the identity of the pupil involved.

Assault by a student with a weapon on a teacher, administrator, board member or other employee of the board is strictly prohibited and shall result in the student’s immediate removal from the general education program for a period not exceeding one calendar year. Subject to a hearing before the board, the student shall be placed in an alternative education program.

The Executive Director shall determine at the end of the year whether the student is prepared to return to
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the regular education program in accordance with procedures established by the Commissioner of
Education.

Disciplinary action shall be taken against students who possess, handle, transmit or use firearms, other
weapons, or dangerous instruments. Classified students shall be disciplined in accordance with their IEP
and in compliance with law and administrative code. As in all disciplinary cases, due process will be
provided (see policies 5114 Suspension and expulsion and 5131 Conduct/discipline).

A violence and vandalism report shall be filed whenever a student is found to be in possession of a firearm,
other weapon, or dangerous instrument.

68.  Discipline: When to involve the office
The office must be called for the following suspendable offenses.

- Possessing a weapon or dangerous object
- Assault on a staff member
- Serious fighting, injurious assault
- Out-of-control behavior, needing restraint
- Sexual assault or harassment
- Serious threats of bodily harm
- In-your-face profanity or racial/ethnic slurs
- Fire-setting, serious vandalism or theft
- Possessing drugs or other illegal substances
- Leaving school grounds without permission

The office should also be called if a student is having a psychiatric crisis or discloses abuse.

If you need assistance with a student who has crossed over into these areas, contact the office and either
the Security or Administration will come to your room, talk to you, and take the student. Both Ms. Murray
and Ms Hughes have instructions to get immediate assistance for any teacher who contacts the office with
a suspendable offense. They will beep Administration, call us out of meetings, and do whatever is necessary
so that you have someone in your room within 2-3 minutes. We are here to support you, and we want to
do it in the most direct and helpful way possible.

If you are able to bring the student to the office, make sure there is a direct hand-off to Administra-tion;
never leave the student with a message to the office. Misbehaving students should never be sent to the
office unescorted, and students must never be dropped off or “parked” in the office or on the bench
outside the office without a direct conversation with an administrator. There are three reasons for this
policy. First, it is unsafe and unwise for misbehaving students to be walking unescorted through the
corridors of the school. Second, the student may arrive in the office (or be left on the bench) at a time
when there is not an administrator in the area and may sit unsupervised for some time. And third, the
administrator or support person who deals with the case must talk to the teacher face to face before
talking to the student to get the full story and the context of the incident.

When a student is referred to the office for a suspendable offense, it is mandatory that the referring staff
member fill out a behavior incident report and have a meeting with the Principal or before leaving that day.
This meeting may have to take place after dismissal.

Fighting is a serious violation of UHCS rules, and students will be suspended for fights that are violent,
vicious, cause injury, or promise to lead to further problems. Parents must always be notified of such
fights, and a meeting will be held with all those involved the same day or first thing the next day.

If you feel you need help with basic classroom discipline, please refer to the classroom management
documents from our professional development session this summer. If matters persist, please see
Administration. Reaching out for help is a positive professional trait!

69. Health: Asthma inhalers

Students are not allowed to carry their own asthma inhalers in school. They are required to leave the
inhalers with the nurse and use them only under her direct supervision. The medication in these inhalers is
quite potent, and if a child takes more than one puff in a four-hour period, it can have serious and possibly
life-threatening consequences. Please be vigilant for any inhalers students are carrying and follow up with
the student and the nurse.

70. Health: Cleanliness

Classrooms and common areas, such as the office, library, main lobby, hallways and copy machine area,
should be kept clean and orderly. In addition to being unattractive, messy common spaces can be
hazardous and can prevent students and staff members from being able to move through the school
quickly during busy times of the day.

The following expectations will ensure our school continues to be safe, healthy and inviting spaces:

- Return any equipment to its designated storage location at the end of each day, even if it will be
  used again the next day.
- Store student projects in closet space. If you are struggling to find adequate storage space for
  student work, please contact the Executive Director.
- Leave common areas immaculate after using them (see guidelines below).
- Never leave items in the main lobby space; move recently-delivered packages from the main lobby
  as soon as possible. Remaining items will be delivered to staff members’ desks/offices at the end of
  each day.
- Remove originals from the copy machines after you are done with them; keep the copy machine
  supply shelves neat and organized.

The following expectations will ensure our classrooms continue to be safe, healthy and inviting spaces:

- Require students to clean any classroom or workspace before they line up and are dismissed.
- Hold random clean-ups at least once every two weeks.
- Hold students accountable for the organization/cleanliness of their lockers, desks and the area
  around their desks before they leave at the end of the day. No papers or books should be visible.
  All should be stored inside a desk or locker.

Guidelines for Cleaning Classrooms & Common Areas After Use:

- Floor:
  - Ensure no pencils/pens are on the floor.
  - Pick up scraps of paper and tissues.
  - Throw away large pieces of trash
- Desks/Tables:
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- Move desk/tables to their original formation.
- Remove books from the floor around the desks.
- Chairs pushed in
- Surface clear

- Trash area:
  - Ensure no trash is on the floor surrounding the trash can.
  - Items that are too large for the trash can should be carried to the dumpster prior to the end of the day. Ask the custodian if you need any assistance.

71. Health: Examinations & immunizations

Pupils who enter the school for the first time shall have a medical examination conducted at the medical home of the student, and a full report sent to the school. If a student does not have a medical home, the school shall provide this examination at the school physician's office or other appropriately equipped facility. “Medical home” means a health care provider and that provider’s practice site chosen by the student’s parent/guardian for the provision of health care. As the school physician is also a health care provider, the parent/guardian may request that the school physician provide the medical examination.

A pupil shall be exempted from mandatory immunization if the parent/guardian objects to immunization in a written statement submitted to the principal, signed by the parent/guardian, explaining how the administration of immunizing agents conflicts with the pupil’s exercise of bona fide religious tenets or practices. General philosophical or moral objection to immunization shall not be sufficient for an exemption on religious grounds.

Every pupil who enters the school for the first time shall present an immunization record as required by law.

In order to protect the health of the children and staff in school schools, all regulations of the state department of education, the state department of health and the local board of health shall be scrupulously observed, particularly those dealing with contagious/infectious diseases or conditions.

Pupils seeking to enter school who have been identified as having a communicable/infectious disease or condition shall not be enrolled unless they qualify under the above agencies’ rules pertaining to periods of incubation, communicability, quarantine and reporting.

72. Health: Food allergies

UHCS acknowledges that food allergies can be life threatening. The risk of accidental exposure to foods can only be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students. The Board of Trustees shall take reasonable steps to identify students who may be at risk of life threatening food allergies and to prevent the likelihood of an allergic reaction.

Family’s Responsibility

A. Notify the school of the child’s allergies;

B. Work with the school team to develop a Food Allergy Action Plan that promotes food allergy management and accommodates the child’s needs throughout the school including the classroom, in the cafeteria, in after-care programs, during school-sponsored activities, and on the school bus, as well as a
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<td>defined emergency allergic reaction plan.</td>
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<td>C. Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of the child on written form;</td>
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<td>D. Replace medications after use or upon expiration;</td>
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<td>E. Educate the child in the self-management of their food allergy including:</td>
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<td>1. Safe and unsafe foods;</td>
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<td>2. Strategies for avoiding exposure to unsafe foods;</td>
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<td>3. Symptoms of allergic reactions;</td>
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<td>4. How and when to tell an adult they may be having an allergy-related problem;</td>
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<td>5. How to read food labels (age appropriate);</td>
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<td>6. Review policies/procedures with the school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.</td>
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**School's Responsibility**

A. Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply;  
B. Review the health records submitted by parents and physicians;  
C. Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy;  
D. Identify a core team including but not limited to, school nurse, teacher, principal, school food service and nutrition manager/director, and counselor (if available) to work with parents and the student (age appropriate) to establish a prevention plan. Changes to the prevention plan to promote food allergy management should be made with core team participation.  
E. Provide training to staff that interact with the student on a regular basis in understanding food allergy, recognizing symptoms, emergency intervention, and working with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.  
F. Review and/or practice the Food Allergy Action Plans before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.  
G. Coordinate with the school nurse to be sure medications are appropriately stored, and be sure that an emergency kit is available that contains a physician’s standing order for epinephrine. Students should be allowed to carry their own epinephrine, if age appropriate after approval from the student's physician/clinic, parent and school nurse, and allowed by state or local regulations.  
H. Designate school personnel who are properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.  
I. Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.  
J. Review policies/prevention plan with the core team members, parents/guardians, student (age appropriate), and physician after a reaction has occurred.  
K. Work with the district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
No.  Area
I.  Recommend that all buses have communication devices in case of an emergency.
M.  Enforce a “no eating” policy on school buses with exceptions made only to accommodate special needs under federal or similar laws, or school district policy. Discuss appropriate management of food allergy with family.
N.  Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
O.  Follow federal/state/district laws and regulations regarding sharing medical information about the student.
P.  Take threats or harassment against an allergic child seriously.

Student’s Responsibility
A.  Should not trade food with others;
B.  Should not eat anything with unknown ingredients or known to contain any allergen;
C.  Should be proactive in the care and management of their food allergies and reactions based on their developmental level;
D.  Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic

73.  Health: Food in classrooms
We must be strict on food in classrooms if we are going to eliminate vermin. All teachers must enforce the school rule on no candy, gum, or junk food, no tonics, and no glass bottles. The only food brought into the class by students is their packed lunch.

74.  Health: Heating food
Staff may not heat up any food for students. Students are expected to bring lunch that is ready to eat. If a student brings in food that needs heating, do not heat it and send a note reminding parents that heating food is not allowed. This is a liability that the school will not cover.

75.  Health: Infectious conditions
Students cannot come to school or remain in school if they have head lice, ringworm, chickenpox, strep throat, and other conditions that may infect others. Please work with the nurse on excluding students who are infectious.

76.  Health: Medications
UHCS shall not be responsible for the diagnosis and treatment of pupil illness. The administration of medication to a pupil during school hours will be permitted only when failure to take such medicine would jeopardize the health of the pupil, or the pupil would not be able to attend school if the medicine were not made available to him/her during school hours.

For purposes of this policy, “medication” shall include all medicines prescribed by a physician for the particular pupil, including emergency medication in the event of bee stings, etc., and all non-prescription
“over the counter” medication.

Before any medication may be administered to or by any pupil during school hours, UHCS requires the written request of the parent/guardian which shall give permission for such administration and relieve the Board of Trustees and its employees of liability for administration of medication. In addition, UHCS requires the written order of the prescribing physician that shall include:

A. The purpose of the medication;
B. The dosage;
C. The time at which or the special circumstances under which medication shall be administered;
D. The length of time for which medication is prescribed;
E. The possible side effects of the medication.

Both documents shall be kept on file in the office of the school nurse.

The school nurse shall develop procedures for the administration of medication which provide that:

A. All medications, whether prescribed or “over the counter”, shall be administered by the school nurse or substitute school nurse, the Principal, the parent/guardian or the pupil himself/herself where the parent/guardian so permits and with the school nurse or Principal present;
B. Medications shall be securely stored and kept in the original labeled container;
C. The school nurse shall maintain a record of the name of the pupil to whom medication may be administered, the prescribing physician, the dosage and timing of medication and a notation of each instance of administration;
D. All medications shall be brought to school by the parent/guardian or adult pupil and shall be picked up at the end of the school year or the end of the period of medication, whichever is earlier;
E. A student may self-administer medication without supervision of the school nurse for asthma or other life-threatening illnesses. “Life-threatening illness” has been defined as an illness or condition that requires an immediate response to specific symptoms or sequelae that if left untreated may lead to potential loss of life such as, but not limited to, the use of an inhaler to treat an asthma attack or the use of an adrenalin injection to treat a potential anaphylactic reaction.

The school maintains at least one nebulizer in the office of the school nurse. The school nurse shall be authorized to administer asthma medication through use of a nebulizer. Each student authorized to use asthma medication or a nebulizer have an asthma treatment plan prepared by the student’s physician that identifies, at a minimum, asthma triggers and an individualized health care plan for meeting the medical needs of the student while attending school or a school-sponsored event.

Pupil Self-Administration of Medication

UHCS shall permit self-administration of medication for asthma or other potentially life-threatening illnesses by pupils who have the capability for self-administration of medication, both on school premises during regular school hours and off-site or after regular school hours when a pupil is participating in field trips or extracurricular activities. Parents/guardians of the pupil must meet the following conditions:

A. Provide the Board of Trustees with written authorization for the pupil's self-administration of medication;
B. Provide written certification from the pupil's physician that the pupil has asthma or another
potentially life-threatening illness and is capable of and has been instructed in the proper method of self-administration of medication;

C. Sign a statement acknowledging that the school shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil and that the parents/guardians shall indemnify and hold harmless the school and its employees or agents against any claims arising out of the self-administration of medication by the pupil.

UHCS shall:

A. Inform the pupil and his/her parents/guardians that permission is effective for the school year for which it is granted and must be renewed for each subsequent school year upon fulfillment of requirements listed above;

B. Inform parents/guardians in writing that the school and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication.

C. Maintain the right to revoke a pupil's permission to self-medicate if he/she has failed to comply with all conditions of this policy and/or has violated in any way the tenets of the agreement to self-medicate. The Executive Director shall confer with the school physician and school nurse prior to recommending termination of a pupil's permission to self-medicate and shall also consult with the pupil, the pupil’s parents/guardians and the pupil's physician.

Emergency Administration of Epinephrine

UHCS shall permit the school nurse to administer epinephrine via epi-pen or other pre-filled auto-injector mechanism in emergency situations. In their absence, a designee or designees who are employees of the Board of Trustees may do so.

The designees must be properly trained by the school nurse in the administration of the epi-pen or other pre-filled auto-injector mechanism using the standardized training protocol designated by the State Department. Each designee shall receive individual training for each pupil for whom he/she is designated.

The Board of Trustees shall inform the pupil's parents/guardians in writing that if the specified procedures are followed, the school, its employees and agents shall have no liability as a result of any injury arising from the administration of the epi-pen or other pre-filled auto-injector mechanism to the pupil.

Parents/guardians shall provide the Board of Trustees with the following:

A. Written orders from the physician that the pupil requires the administration of epinephrine for anaphylaxis and does not have the capability for self-administration of the medication;

B. Written permission for the administration of epinephrine via epi-pen or other pre-filled auto-injector mechanism by the school nurse or designee(s);

C. A signed statement acknowledging their understanding that if the specified procedures are followed, the school shall have no liability as a result of any injury arising from the administration of the epi-pen or other pre-filled auto-injector mechanism by the school nurse or designee(s) to the pupil and that the school, its employees, and agents shall be indemnified and held harmless against any claims arising out of the administration of the epi-pen or other pre-filled auto-injector mechanism to the pupil.

Permission for the administration of epinephrine via epi-pen or other pre-filled auto-injector mechanism shall be granted annually and must be renewed each school year upon the fulfillment of the
Placement and Availability of Epinephrine, and Transportation to Hospital Emergency Room

Pursuant to P.L. 2007, C. 57, school policy requires:

A. The placement of a pupil's prescribed epinephrine in a secure but unlocked location easily accessible by the school nurse and designees to ensure prompt availability in the event of an allergic emergency at school or at a school-sponsored function. The location of the epinephrine shall be indicated on the pupil’s emergency care plan. Back-up epinephrine shall also be available at the school if needed;

B. The school nurse or designee to be promptly available on site at the school and school-sponsored functions in the event of an allergic reaction; and

C. The transportation of the pupil to a hospital emergency room by emergency services personnel after the administration of epinephrine, even if the pupil’s symptoms appear to have resolved.

77. Health: Nurse schedule

For 2010-2011, UHCS will have a nurse on Mondays, Wednesdays, and Fridays. On Tuesdays and Thursdays students in need of nursing services should be sent to the office.

78. Health: Nursing services

The Certified School Nurse at UHCS has a multitude of roles within the scope of her professional practice. In an ongoing effort to ensure children remain healthy and ready to learn, the school nurse takes on the following roles:

1. Nursing Care Provider: The school nurse administers authorized medications, health care treatments and care, approval of self-administered medications. She administers emergency medications i.e. asthma medication; isolates, excludes, and re-admits any student or employee with a communicable disease and reports to health department any reportable diseases pursuant to N.J.A.C. 8:57-1. The school nurse annually reviews and implements Standards of Care and Standing Orders with the School Physician for deliverance of daily and emergency health care.

2. Child Advocate: The school nurse works closely with staff and families to facilitate addressing health needs and accommodations for students.

3. Educator: The school nurse is an educator who can develop and present age-appropriate, developmentally-based lessons. Formal and informal teaching takes place continuously during the delivery of nursing care. The role of educator is an ongoing process for the school nurse.

4. Community Liaison: As a community liaison, the nurse communicates with community health providers and community health care agencies, develops community partnership and coordinates school health programs to ensure a healthy school.

5. Manager: As a manager, the school nurse takes care of daily routines/occurrences as well as emergency/health problems that presents itself during the school day. The nurse must be able to prioritize and independently provide health care that best meets the needs of students.

6. Recorder: The school nurse maintains, reviews, and updates various required records, including:
   a. student health documents
79. **Health: Pandemic flu reparation**

UHCS believes that prevention, preparation, and communication are the best tools to combat possible influenza pandemics. Therefore UHCS takes the following steps, and others deemed necessary within state statute and health regulations, to minimize disruption to student learning and maintain student health.

**Prevention:** School staff shall take the following recommended steps recommended by the Centers for Disease Control (CDC) at all times and not only during a flu pandemic to help keep our students and staff from getting sick with flu.

- **A. Staff shall educate and encourage students to cover their mouth and nose with a tissue** when they cough or sneeze. They shall provide them with easy access to tissues and remind them to cover coughs or sneezes using their elbow instead of their hand when a tissue is not available.

- **B. Staff shall remind students to practice good hand hygiene** and provide the time and supplies (easy access to running water and soap or alcohol-based hand cleaners) for them to wash their hands as often as necessary.

- **C. Staff shall be good role models** by practicing good hand hygiene and covering their mouth and nose when coughing or sneezing.

- **D. Staff shall keep an eye out for sick students and send them to the school health office for further evaluation.** Sick people shall stay at home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of fever-reducing medicine).

- **E. Staff shall clean surfaces and items** that are more likely to have frequent hand contact such as desks, door knobs, keyboards, or pens, with cleaning agents that are usually used in these areas.

- **F. Staff shall be advised to stay home when sick with fever.** They shall stay at home until at least 24 hours after fever or signs of a fever (without the use of fever-reducing medicine) have subsided.

- **G. Staff members that are pregnant, have asthma, diabetes, or other conditions that put them at higher risk for complications from the flu, shall speak with a doctor as soon as possible upon developing symptoms of flu-like illness.** People at high risk of flu complications who develop flu can benefit from early treatment with antiviral medicines.

- **H. Staff with children** shall plan ahead for childcare for up to 5 days if their child gets sick or their school closes.

**Preparation:** UHCS has contingency plans for possible flu-related scenarios, including the following:

- **Scenario 1: There is a notable increase in students out with flu.**
  1. Teachers shall find ways to increase social distances (the space between people) in their classroom. Examples include:
No. | Area
---|---
1. | Moving desks farther apart
2. | Dividing classes into smaller groups such as tables
3. | Rotating teachers between classrooms instead of students
4. | Modifying activities such as lunch that bring students together from multiple classrooms

2. The school may consider suspending activities such as afterschool program or field trips.

B. Scenario 2: Individual students have extended absences (may be 5 days or more).

1. Teachers shall develop plans with parents on how work can get home during absence (email, relatives, friends, etc).
2. Teachers shall regularly set aside work that students can do that practices existing skills, since teaching new skills shall be difficult.
3. Teachers shall identify students where technology can support continuity of instruction at home (take a survey and find out who has web-access, email, etc.) Teaching over the phone is an option too.

C. Scenario 3: Extensive staff absence (30%/8 teachers or more and no substitutes available).

1. The school shall first use existing instructional staff to substitute for absent teachers.
2. But if 30% or more teachers are absent, this shall not be sufficient, so teachers shall be prepared to teach with reduced or eliminated preparation time
   - Teachers shall have extra activities, including copied materials, ready-to-go.
3. In case of absence, all teachers shall prepare crystal clear, step-by-step plans for at least 5 days. If absence is longer, they shall need to send more plans in. Plans shall include all copies pre-made.
4. Unless staff members exhibit fever, they may still be asked to come in.

D. Scenario 4: Extensive staff and/or student absence warrants school dismissal or school closure.

1. The decision to dismiss students shall be made by the Executive Director working closely with their local and state public health and government officials to make sound decisions, based on local conditions. However, NJDOE has made clear that such measures are only for extreme conditions.
2. UHCS shall most likely use school dismissal vs. school closure. A school closure means closing the school and sending all the students and staff home. In a school dismissal, the school stays open for staff while the children stay home. Keeping school facilities open allows teachers to develop and deliver lessons and materials and other staff to continue to provide important services.
3. While there is no set criteria, the decision shall consider
   - the number and severity of cases in an outbreak (looking at national, regional, and local data),
   - the risks of flu spread and benefits of dismissal
   - the problems that school dismissal can cause for families and communities, and
   - different types of dismissal (selective for most at risk students, reactive when
infection becomes extensive, and preemptive when prompted by health officials.

4. Unlike a snow day, there will likely be a few days notice before school closes.

5. Teachers shall start making packets now so students continue practicing even at home.

6. The length of time school will be dismissed shall vary depending on how severe the flu is and how many people are sick. When the decision is made to dismiss students, CDC recommends doing so for 5-7 calendar days.

3. Communication

UHCS shall inform parents and community members of risks and plans regarding H1N1 through the following:

- **Hygiene Week:** In late September, the school shall observe hygiene week and promulgate to students and staff key messages around and washing and respiratory etiquette. Information on vaccination shall also be distributed.

- **Peace and Safety Night:** When parents gather in October for Peace and Safety Night, H1N1 shall be addressed again, with emphasis on prevention and what to do if children get sick.

- **Weekly Green Folder Communications:** Flyers shall be sent home as necessary.

- **Parent Announcement Board:** Information shall be posted as it becomes available.

80. **Health: Smoking**

By state and federal law and school policy, there is no smoking anywhere in the building or on school grounds. It is vital that adults set an example to students so that they do not even think about beginning to smoke themselves.

81. **Health: Sweeping**

Custodians will sweep rooms daily. It is expected that you teach your students good classroom habits for proper disposal of debris. If you have chairs and desks in your room, scholars should put their chairs up or stack them at the end of the day.

82. **Instruction: Agenda**

Every class should have a clear prominently displayed at the front of the room. A clear agenda:

- Describes at least 3-4 major components of class period, specifically major shifts in activities
  - Includes sufficient description/details (for example, not simply “Notes” but rather “Note taking on Ch. 4, The Phases of the Moon”)

- Reflects lesson core of direct instruction, guided practice, and independent practice.

- Should leave enough time to both cover the day’s lesson and assess whether the objective has been met

Keep in mind, there is always a lot to cover but sometimes less is more. Regardless of the subject, all units should incorporate lessons with reading and writing practice. As a reminder, end Agenda with a check for understanding.
83. **Instruction: Asking questions**

Effective questioning is an essential instructional technique. Some essential best practices include:

- **Pre-plan questions that support achieving lesson aims and that push students to apply and articulate their thinking.**
- **Ask questions frequently to gauge student understanding and focus. Expect students to answer questions fully and completely with minimal teacher fill in.**
- **Work to be patient and allow sufficient time for a majority, if not all, students to process a question and formulate a response. Avoid calling on the first hands you see.**
- **Call on students who do not raise their hands as well as those who do** • If just a few of the same students are raising their hands, cold call on other students, do not allow just the few to answer all the questions.
- **Answers from students who call out should never be accepted. Hands should always be raised in response to questions.**
- **Count the number of hands up before answering the question. Don’t call on a student until a specific number of hands have been raised.**
- **Call out the names of students whose hands are raised.**
- **Deliberately repeat the question until new hands are up or inform the class that you’ll wait until hands are in the air.**
- **“Sit out” certain students who have already responded to questions and encourage others to volunteer.** • Silently count to yourself before calling on a student to give adequate wait time.
- **Ask students not to raise their hand until a certain amount of time has elapsed to give time to think.**
- **Ask students to write down their answers before answering aloud.**
- **Write each of the student’s names on a stick/card, and draw from these to call on students or select students for groups.**

84. **Instruction: Closure**

The last five minutes of class are crucial for wrapping up the day’s lesson and ensuring students are equipped with the information they need to successfully complete the night’s homework assignment. Information conveyed in the last five minutes is just as important as any other point in the period. Students should maintain the same focused attention during this time.

Best practice include:

- **Explicitly plan an exit ticket or one-question quiz that captures the main points of the lesson.**
- **Do a wrap-up activity with students to review the day’s material.**
- **Refer to the aim/objective and ask students to articulate that they understand the objective.**
- **Ensure students understand the homework and connect main points to that night or previous night’s homework assignment.**
- **Use white boards or an oral drill to quickly gauge stickiness of the lesson.**
- **Have the same routine each day, set aside the last five minutes for randomly selected students to explain – in their own words – the point(s) of the lesson.**
- **Illustrate the bigger picture, retrace the path of the class, from concept to concept.**
No. Area

- Ask students why what was learned might be important or how it might be applied to other situations
- Ask students to predict how this might connect to that night’s homework or the next day’s lesson
- Preview the homework assignment by practicing a problem or question together, allowing students to review the assignment individually, identifying potentially difficult sections, offering an opportunity for help/tutoring, explaining opportunities for extra credit, etc.

If you finish class early:

- Be mindful of time when planning lessons
- Keep students on task until they are dismissed from class
- If a student finishes early, he/she should begin homework or read his/her silent reading
- Review main points from day’s lesson
- Review specific contributions made by students
- Post a challenge question or problem that all are expected to attempt to solve

85. Instruction: Co-teacher responsibilities

The most successful co-teaching partnerships are highly collaborative. Teachers take deliberate steps to convey parity to their students, parents & families. Co-teaching should be deliberate, that is, it should be designed based on an understanding of the content to be covered and the needs of students in the classroom. Both teachers in a co-teaching situation should share the responsibilities of the following: curriculum & instruction, classroom management, knowledge of students, pacing, paperwork and parent engagement.

Co-teaching is an opportunity to increase educational opportunities, decrease educational fragmentation and reduce stigma for high support students. The expectation from administration is that any one of the six co-teaching approaches will be designated in all planning and implemented in all teaching with the recommended frequency described. The six approaches are:

1. One Teach, One Observe (Occasional)
2. Station Teaching (Frequent)
3. Parallel Teaching (Frequent)
4. Alternative Teaching (Occasional)
5. Teaming (Occasional)
6. One Teaching, One Assisting (Seldom)

86. Instruction: Curriculum

UHCS has adopted the following school-wide curriculum programs, and their implementation is mandatory for teachers who have been supplied with the materials. Open Court SRA Reading Program K-2

- Harcourt Reading Series 3-5
- Everyday Math K-5
- Harcourt Social Studies
- Pearson Science Program and Carolina Biological: Hands on Science Kits
Creative additions are of course permissible as long as they support student achievement towards state standards or school goals.

87. **Instruction: Curriculum previews**

Teachers should report to the Principal each month on the curriculum topics coming up for the coming weeks, and Principal will put this information onto a grid and share it with co-curricular and afterschool program staff so they can correlate their curriculum with that of each grade.

88. **Instruction: Display material**

Every classroom should have the following basic material prominently displayed inside and outside the room:

- Your name, grade/subject, and room number on inside & outside of door
- On the board: Today's date Objectives/Standards for the lesson

- Paper Heading

  Proper heading for student assignments and homework (same for all of the classes)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>College</td>
</tr>
</tbody>
</table>

- In the room:

  - Fire drill procedures/exit diagram
  - Your class schedule with specialists, lunch, recess, and subjects (large enough for all students to read)
  - Nurse’s schedule
  - School map with a red "You Are Here" and arrow pointing to the room
  - UHCS REACH Virtues and STARS behavior
  - Your classroom rules (short and sweet!)
  - U.S. Flag, Pledge of Allegiance, and UHCS Pledge
  - Current student work displayed on the walls
  - Current anchor charts representing the current learning that’s happening
  - Word walls and harvested vocabulary should be in each room added to throughout the year and more words are learned.

Please refrain from putting staples into the walls

In addition, student written and artistic work should adorn rooms and corridor; displays should portray a multicultural array of positive adult images so that every student in the class can see models of success and achievement with which he or she can relate.

89. **Instruction: Do Now**

Students are expected to begin the Do Now when they start a class. It should be:
No. | Area
---|---
| • a written assignment, pen to paper (“Review notes”, “Read a book”, “Take a seat”, etc. should be rare).
| • silently and independently completed within first two minutes of class
| • build on the previous day’s work or serves as introduction to day’s material
| • can incorporate assessment practice questions
| • students who finish early should read silent reading book

90. **Instruction: Gradual release**

All lessons should be structured using the I do-We do-You do form of gradual release. The teacher should explicitly model new skills first. Then the students should practice together as an entire class. Finally, students should be released to do independent practice. This approach will give students the scaffolding they need to become independently successful.

91. **Instruction: Group work**

Group work is not simply students doing work in groups, it must be carefully structured and thought out to maximize its effectiveness:

- Specific responsibilities for these roles must be taught at the beginning of the year and practiced
- Students can collaborate together to solve a problem, work together to brainstorm ideas, or allow you an opportunity to work with a particular group of struggling or overachieving students
- Set a pre-determined time limit and ensure all students are on-task, focused, engaged, and participating for the duration of the group work
- Directions for group work should be both written and verbal
- Verify that students have a clear understanding of expectations for group work (focused, quiet voices, respectful behavior, etc.). If necessary, restate expectations during activity and use students and their roles to help monitor this
- Develop a rubric for group work that counts for a significant part of the grade, and provide feedback on success.
- Keep the same group and roles for a week/month/quarter in order to save time and increase efficiency
- Set a noise level before group work begins, either whispers, “library level” or professional voices
- Offer both an individual and group work grade to ensure each student contributes equally; do not penalize those who have done the work
- Assign a specific role to each student (facilitator/peacekeeper, team leader, time keeper, materials manager, data recorder/scribe, gopher) so each student is doing something during the activity
- Circulate through the room to ensure that all groups are on task
- Encourage teamwork. If one student has a question, he or she should first address the group. If the group cannot answer the question, all students in the group raise their hands. The teacher can then hear the question from anyone in the group because they have first attempted to solve the problem together

92. **Instruction: Independent work**

- Before beginning, give instructions to students in several formats: recite aloud, read together, have instructions written on board or on hand out, call on students to repeat instructions back, put in their
No. Area

- own words, explain to class, etc.
- Review behavior expectations thoroughly before beginning independent work
- Use this time to check understanding of specific students
- If students are struggling to complete their work during this time, take the opportunity to re-teach the topic or skill to a small group or whole group
- Avoid using the majority of the period for independent work
- Circulate through the room to ensure that all students are quiet and on-task
- Give reminders throughout class period of expected progress
- Students should know what to do if they finish ahead of others (for example, take out their silent reading book)
- If some students need more time, allow them to finish whatever is left for homework

93. Instruction: Interruptions to teaching

Classroom teaching is the heartbeat of our school, and every effort will be made to avoid interrupting teachers while they are at work with students. Parents are urged to make appointments with teachers during non-teaching time. Teachers should politely turn away parents who arrive unannounced (unless you choose to speak to them or invite them in), and should notify an administrator of any other unnecessary interruptions.

94. Instruction: Lesson plans

Teachers must have written evidence of preparation for each lesson. Lesson plans, following the prescribed format, should be submitted by email to the principal by Sunday evening at 6pm for the following two weeks. Lesson plans must follow the school-wide lesson plan format. Note that a lesson can (and often should) contain objectives from two or more subject areas, for example a multi-disciplinary social studies lesson incorporating reading/language arts objectives. Thematic units are an example of good curriculum and lesson planning.

Each lesson in the lesson plan should include:

- Objectives
- Do Now
- Oral Drill
- Gradual release (I do-we do-you do)
- Closure with check for understanding

Details on these elements can be found in the academic section of this handbook.

95. Instruction: Negative comments

Staff members are usually thoughtful and tactically wise in the way they give feedback to students. But occasionally there are exceptions. Consider the difference between saying “You did a sneaky thing” versus “You’re a sneak.” It’s better when we speak to the inappropriate action, not the child’s character. This is also true of how we convey our expectations. Comments like “Well, even this child can do it” or “This child’s parents never taught him any manners” are picked up as comments on character, not constructive
criticism. The way we say things to students makes a big difference, and many students, especially those most at risk, are super sensitive. Furthermore, any comments about student behavior beyond simple correction or about student families should not be made in front of other students.

96. **Instruction: Objectives**

Every class should have strong objectives prominently displayed at the front of the room. A strong objective:

- States a specific, measurable goal for class that all students work to demonstrate mastery of at the end of class (i.e., “Scholars will be able to identify examples of simple machines in complex machines.”)
- Does not include immeasurable tasks such as “review” or “understand”
- Travels Bloom’s Taxonomy to move students towards higher order thinking skills within a week or unit
- Consistently begin with “You will be able to (YWBAT) . . .”
- Should be incorporated into the opening of the lesson.

97. **Instruction: Oral drill**

Every subject every day should incorporate a short “oral drill” to reinforce basic fact recall. This usually takes place after the Do Now and Words of Inspiration. Oral drills should be fast, rapid fire questioning involving short answers. Students should start standing and once they answer a question correctly, sit down. Good subject matter for oral drill include math facts, vocabulary, and short fact recall.

98. **Instruction: Student presentations**

Student presentations are a great alternative to assess students. Best practices include:

- Model a great presentation and a not so great presentation days prior to the presentation so students know what they are aiming for
- Ensure that students are silent and focused during student presentations
- Share your grading rubric with students before presentations begin
- Explicitly teach students how to behave during presentations (how to clap, how to track the speaker, how to maintain focus in light of distractions, etc.)
- Assign written work associated with student presentations (either during or in response to the presentation)
- Address student behavior which is not respectful of other students’ presentations
- Set students up for success by giving them opportunities or avenues through which to practice
- Have students clear their desks so as not to be distracted by pens, books, or other materials
- Expect students to jot down notes during presentations to provide specific feedback, ask a clarifying question or argue an opposing point
- Let students know you will select students at random after the presentation to ensure listening and comprehension
- All eyes should be on presenter
- Have students evaluate their own presentations
99. **Instruction: Taking notes**

Starting in third grades, students should begin to practice taking notes, at first with scaffolding and then independently. Best practices include:

- Equip students with a clear, consistent format for note taking
- Utilize the board or overhead for writing down key phrases or important facts
- Allow sufficient time for students to record notes
- Let students know that if you write it on the board, you expect to see it in their notes (and on a proper piece of loose-leaf paper)
- Ask questions based on prior notes and make references to earlier classes so students see the importance of note-taking. Spiral back to earlier lessons.
- Devise a system to check for notes regularly
- Walk around the classroom to ensure that all students are taking thorough, legible notes
- Help students keep track of notes in an index/table of contents kept at the front section of their binder (with the date and topic of the notes).
- One master index should be kept somewhere in the classroom Have absent students check the master index to copy missing notes.
- Do periodic binder checks to ensure that every student has a complete set of notes (particularly before exams)
- If you’re using an overhead, partially cover upcoming notes so students don’t rush ahead to write down what they see on the screen

100. **Instruction: Teaching and learning time**

During class time, teachers should always be engaged with students, either actively instructing the class, working with small groups, monitoring student work, or working one-on-one with individual students. Class time is NOT the time to correct papers, write worksheets or lesson plans, or read articles.

101. **Instruction: Words of inspiration**

Words of inspiration are a short saying or quote that should start each lesson after the Do Now. Ideally this saying should be tied to the schools REACH core virtues and the content of the day. For example, a quote on honesty might come from the author of the book to be read that day.

102. **Lunch: Escorting to Cafeteria**

Teachers who have classes before recess must escort students into the recess area and make quick contact with the Playworks coach. At the end of lunch, teachers who teach a class after lunch must pick up their classes from cafeteria. It is very important for this pick-up to happen within a minute end of the period so that the cafeteria clears for the next group.

103. **Lunch: Food service**
UHCS believes that children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive, and that good health fosters student attendance and education.

The school lunch program shall make a nutritionally adequate lunch available to every pupil and shall operate on the most economically feasible basis. The school participates in the federal and state food programs for the benefit of eligible pupils. Pupil eligibility shall be as determined by the guidelines of the subsidizing agency. UHCS requires that all regulations of the subsidizing agency be observed including especially those that preserve the privacy of eligible pupils.

Obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity. Heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood. Further, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes.

To promote healthful behavior in the school, UHCS is committed to encouraging its students to consume fresh fruits, vegetables, lowfat milk and whole grains. UHCS is also committed to encouraging students to select and consume all components of the school meal.

In order to promote and protect children’s health, well-being, and ability to learn, UHCS is committed to providing school environments that support healthy eating and physical activity and will ensure that:

- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans, and the USDA nutrition standards for National School Lunch, School Breakfast and/or After School Snack Programs. The School will regulate the types of food and beverage items offered outside the federal meal requirements such as ala carte sales, vending machines, school stores, and fund raisers.
- All students will be provided with adequate time for student meal service and consumption in a clean, safe, and pleasant dining environment. Lunch and recess or physical education schedules will be coordinated with the meal service.
- To the maximum extent practicable, all schools in our School will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program including-After-School Snack Programs, Summer Food Service Program, and Child and Adult Care Food Program).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.
- UHCS will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing School-wide nutrition and physical activity policies.

The following items shall not be served, sold or given out as free promotion anywhere on school property at anytime before the end of the school day:

- Foods of minimal nutritional value as defined by the United States Department of Agriculture
No.  Area

• All food and beverage items listing sugar, in any form as the first ingredient
• All forms of candy

UHCS is committed to promoting the nutrition policy with all food service personnel, teachers, nurses, coaches and other school administrative staff so they have the skills they need to implement this policy and promote healthy eating practices. UHCS will work toward expanding awareness about this policy among students, parents, teachers and the community at large.

104.  Lunch: Protocols

Recent research shows that students perform better when recess is schedule before lunch:

• Students waste less food.
• Students consume more food and nutrients.
• Students behave better on the playground, in the cafeteria, and in the classroom.
• Students eat at a more leisurely pace because the cafeteria atmosphere is more relaxed.

Students are more ready to learn upon returning to the classroom immediately after lunch so less instructional time is lost.

• The students perform better in the classroom because of increased nutrient intake and focused attention.

Therefore teachers should take students to recess first, and pick up their classes from lunch. Students should bring their lunch food to recess. There will be no returning to classrooms between recess and lunch.

Study hall for low paychecks will take place during recess only. Then students will return with their class for lunch.

As always students should line up in number order by class going to recess and then transitioning to lunch. Student will go straight to the counter to pick up lunch in number order, giving their fingerprint to record that they are taking a lunch.

Each class will sit at two tables at assigned seats based on their number in number order. There should be no switching. No more than three students should be on a bench to provide ample room and avoid touching issues. Lines are now on each bench to demarcate seat assignments.

Lunch monitors should enforce the following rules:

• **Silence**: Students should be silent during lunch. Students who do not adhere to this regulation should be removed and isolated at another table.
• **Remain in seats**: Students must remain in seats. They should not get up for any reason.
• **Raised hands to make requests**: This includes crossed fingers for bathroom use.
• **Assign helpers for clean-up**: These are the only students who may get up out of their seats.

At the end of the lunch period, students should be lined up by class in number order in a calm and silent fashion. Teachers will pick up their classes from the lunch room.

105.  Lunch: Recess

It is important for students to have a daily recess. Running and playing outside clears the cobwebs, forestalls many classroom problems, and improves teaching and learning. In Japan, students get a 15-minute recess after every class period! So it is in everyone’s interests for recess to happen regularly in all
No. | Area
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but the most miserable weather. Having a student miss recess for classroom infractions is a permissible consequence, but if a student is getting punished in this way more than a couple of times a week, it’s time to try something different. The guidelines for recess boil down to three essentials:

- No rough play or fighting.
- No leaving school grounds for any reason.
- Get an adult immediately if trouble is brewing!

Teachers and administrators will supervise recess. Recess will directly follow the lunch period.

This year we will have additional assistance from a Playworks coach who will lead recess activities.

106. **Lunch: Recess study hall**

Students in grades 2 and up who do not make their weekly paycheck (minimum $35) will be assigned recess study hall for one week, from Friday through Thursday. Grade-level leaders will keep track of who is assigned each week and disseminate to grade level teachers. One teacher on recess duty will be assigned to run study hall. Study hall will take place in that teacher’s room. After recess study hall, students will rejoin their class for lunch.

107. **Lunch: Taking food out of the cafeteria**

Students may not take food out of the cafeteria unless directly asked to do so by a staff member and supervised by that adult, and only for exceptional circumstances (not for normally scheduled activities). Students should not be asked to bring food to staff members.

108. **Morning: Arrival**

The building will be opened by 7:00 AM for staff to arrive. Students who arrive before 7:15 will remain in the lobby with the security guard.

At 7:15, students will transfer to the cafeteria. Student will eat at tables in the lobby. Food staff and a designated staff member will monitor breakfast. Students will eat silently and complete a brain breakfast worksheet while eating real breakfast.

Brain breakfast should be prepared each week by grade-level teachers two weeks in advance. They should include exercises that practice previously learned skills.

By 7:50 all teachers should arrive at the lobby to pick up their classes. Teachers will lead their classes in HALLs out of the lobby to their designated line up spaces. As the line passes the teacher he/she should collect their brain breakfasts. Collected brain breakfasts should be placed in a bin for a Friday awards ceremony based on quality and level of completion.

If students have whole community morning meeting, they should put their coats and backpacks in their designated hallway spaces and then line up to come to morning meeting. At 8:00 the music will start and student will enter and two concentric circles according to their designated spots.

If they have classroom morning meeting they should go straight to class.

109. **Morning: Brain breakfast**

From 7:30 to 7:55 a.m. scholars must work on the daily “Brain Breakfast” worksheet, which they will pick up in the lobby on their way in. Grade-level teachers will prepare a set of daily “Brain Breakfast”
worksheets each week. “Brain Breakfast” worksheets will include questions and activities related to the core virtues, basic skills, and critical thinking questions. At 7:55 scholars will turn in their Brain Breakfast worksheets. Complete Brain Breakfast worksheets will be eligible for class credit and/or awards.

10. **Morning: Classroom meetings (D Days)**

On D-Days students will remain in their classrooms for morning meeting. Teachers should use this time for character education or one-on-one student counseling. Each co-teacher or aide will be assigned a roster of 10-12 students they will counsel. They should meet with these students on a rotating, regular basis to set personal goals, review progress, and address issues.

11. **Morning: Grade level circle (B Days)**

Grade-level circles provide a smaller, more intimate setting to recognize individual students and address specific grade-level issues. They will be lead by grade-level teams. Grade K will be in the gym, Grades 1-2 in the cafeteria, and grades 3-4 in the library.

The grade-level circle will begin at 8:00 am with a school wide STARS & Pledge of Allegiance. This will be followed by the awarding of Character, Scholarship, and Leadership awards, and an optional small presentation. The circle will close with a chant, whether that be the Call & Response, People-People, or other appropriate chant. The circle must end by 8:20 to avoid delays in the school day.

12. **Morning: Hallway Lines**

Starting at 7:45, after breakfast, and before morning circle, students will sit at assigned locations in the hallways. Kindergarten students will go to their classrooms. Grade 1 & 2 students will wait in the hallways in front of their rooms. Grade 3 will wait in front of the Spanish and music rooms. Grade 4 will wait in front of the Skills and aftercare rooms. Assigned teachers must be monitoring students at all times. Once the music starts, students should transition to morning circle.

13. **Morning: Late students**

Students who are late will sign in at the security desk. If circle is still in session students will go to the entrance and wait to be quietly escorted to their proper line. If circle is over they should get a pass and go straight to their class.

14. **Morning: Whole school circle (A & C Days)**

All faculty is expected to attend community circle, including teachers, aides, skills room teachers, and co-curricular teachers. Teachers must model proper behavior by standing throughout the session and remaining attentive to the proceedings. Any student misbehavior should be addressed immediately.

Student will line up on their assigned colored lines in the cafeteria. See the appendix for the circle line assignments.

The circle will begin at 8:00 am with a school wide STARS & Pledge of Allegiance. No student may be required to say the pledges against his or her wishes, and students who refrain should not be subjected to any unusual attention or sanctions. Staff members may also abstain if they wish, but if they do so, they must ensure that students respectfully observe these exercises.

Faculty will lead a 10-minute presentation on a rotating basis depending on which teacher team is assigned
leadership of the morning circle. They are encouraged to involve students as much as possible.

Brief announcements and any discipline issues that need to be addressed in front of the entire school will follow the presentation. The circle will close with a chant, whether that be the Call & Response, People-People, or other appropriate chant. On solemn occasions a moment of silence may be observed for departure. The circle must end by 8:20 to avoid delays in the school day.

115. Parents: Confrontational

Many parent situations require on-the-spot analysis and decisions. It’s difficult to know exactly what to say or how to act when conversations with families lead to confrontational situations. There is no one “right” response, it depends heavily on what works for a particular teacher and for that parent. Some tips:

• Avoid assigning blame. Many parents immediately perceive that when teachers offer critical feedback on their children, they are criticizing them and they become defensive and avoid being cooperative.

• Focus on what can be done to make the student successful

• Do not compare siblings

• If language becomes vulgar, stop the conversation by saying you cannot discuss this matter in this way. If it continues, walk away and notify the Principal

• Do not engage in arguments with non-rational parents. Simply let it go and return to the issue later, with Principal assistance if necessary

116. Parents: Phone calls

Parent phone calls or notes should be responded to the same day if possible, definitely within 24 hours.

117. Parents: Reporting

UHCS believes that the cooperation of school and home is vital to the growth and education of the whole child. It recognizes its responsibility to keep parents/guardians informed of pupil welfare and progress in school. In particular, it seeks to ensure that both pupil and parent/guardian receive ample warning of a pending grade of “failure” or one that would adversely affect the pupil’s status;

118. Parents: Role

UHCS believes that the education of children is a joint responsibility, one it shares with the parents/guardians and the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained and parental involvement in school concerns encouraged.

UHCS recognizes the vital role of parents/guardians in the welfare and education of their children and the pivotal part they play in shaping character and values. Because parents/guardians are familiar with the needs, problems, gifts and abilities of their children, staff should seek to involve parents/guardians as much as possible in the planning of the individual program. Parents/guardians must, by law, be included in the development of certain educational programs for their children.

Parents/guardians are requested to keep the school apprised of changes in factors in the home situation that may affect pupil conduct or performance. Parents/guardians are specifically requested to inform the school of any changes in legal custody of the child.

Parents/guardians are responsible for their child's punctuality, attendance, cleanliness and propriety of
119. **Parents: Support**

Children will achieve better in school if parents send them to us with basic trust that we have their best interests at heart. The key to getting parents to trust us is showing respect for them and including them in the education of their children. In a very basic way, we work for parents; they are our clients, and we should act accordingly, responding to their concerns and treating their children as we would want our own children to be treated. Parents must feel that they are welcome and are treated with courtesy and respect in all their dealings with the school.

It's vital that we keep in touch with parents and let them know how their children are doing on a regular basis, not just at progress report and report card time. Each grade level will send a weekly letter to parents on Thursdays with a curriculum preview of topics for the upcoming week on the back.

Parents are asked to express any concerns they may have about what happens in classrooms directly to the teacher in charge. If parents approach an administrator with a concern, our first question will be, "Have you spoken to the teacher?" If a parent has spoken with the teacher and not felt that the concern was resolved, there will then be a meeting of an administrator, the parent, and the teacher to resolve the issue. The Administration will have a private talk with the staff member first to get their perspective on the incident.

Parents must be notified immediately if their child is injured. Parents should hear about injuries or problems first from us before they hear from the child! Be sure to keep up-to-date emergency numbers for such situations.

Parents have stressed three important ingredients they would like to see teachers observe:

- A clear idea of what is going to be taught
- Prior notice of upcoming tests and how to study for them
- Getting corrected tests back in a timely manner

Homeroom teachers are strongly encouraged to use the “Ask Me” format with parents. This is a sheet, sent home weekly or bi-weekly, that gives parents a script of questions to ask the child about recent curriculum covered— for example, spelling words, math facts, geography knowledge, writing projects, etc. The “Ask Me” format is an ideal way to involve parents in supporting the classroom curriculum and giving students a chance to review and reinforce learning with a loved one.

120. **Resources: Broadcast calling system**

UHCS has a broadcast calling system that can automatically call parent phones with pre-recorded messages. This is used daily to call parents about students who have afterschool study hall. Teachers who wish to use the system should seek permission from the Executive Director or Principal first. The school needs to ensure that the system is reserved for important messages and is not overused.

121. **Resources: Bulletin boards**

Bulletin board space is assigned to classes at the beginning of the year. Bulletin board paper is available on large rolls in the staff lounge. Please refrain from stapling on walls.

122. **Resources: Classroom materials**
No.  Area

When materials, furniture or learning aides are purchased for a classroom with school funds or inherited when coming to a grade, those materials are property of UHCS and belong to that grade and classroom. Those materials may not be given away to other staff members, traded or given to students without permission from administration. If a teacher ends employment at UHCS, all materials remain in the classroom for the next teacher. If a teacher moves to another grade or position, those materials remain in the classroom and may only be moved with permission from administration.

123. Resources: Computers

Use of computer and network resources is a privilege, not a right. Faculty members can expect their computers and laptops to be periodically inspected and monitored for appropriate usage.

Unacceptable uses of computers include, but are not limited to, the following:

- Using profanity, obscenity or other language that may be offensive or abusive to another person.
- Copying personal communications to others without the original author’s permission.
- Copying software or other copyright protected material in violation of copyright law.
- Harassing another individual.
- Use of any computer or program in a manner other than that which was intended.
- Unauthorized installation of software including downloads (ie. Napster, Morpheus, games, etc.) or modification of the laptop.
- Using network access to alter or destroy information belonging to others.
- Spreading computer viruses deliberately or by importing files from unknown sources.
- Using the network to attempt to disrupt UHCS business or educational activities.
- Using the network for any illegal activity or private business purposes.
- Computer “hacking” activities are expressly prohibited. Individuals must not attempt to undermine the security or the integrity of computing systems or networks and must not attempt to gain unauthorized access.
- Users may not use any computer program or device to intercept or decode passwords or similar access control information.

Inappropriate use as outlined above will result in an informal or formal disciplinary action, depending on the severity of the infraction. Disciplinary measures may include, but are not limited to, loss of laptop and/or system access privileges.

Off Campus Internet Access: Faculty member may use the laptop to connect to the Internet from locations other than campus, such as through an Internet service provider (ISP) at your home. UHCS will neither provide Internet access off campus nor configure the laptop to work with your ISP.

Backup: Faculty members are responsible for maintaining an appropriate backup of your laptop, especially of the work-related documents and data files you create that are not restored when reinstalling the operating system and programs.

124. Resources: Copying machine

The copier in the teacher’s lounge is for staff use and must be activated using you PIN. Please do not share your PIN with anyone else. Please try to fix the copier if it “jams” and if you are unsuccessful, notify the office. To conserve paper, please use both sides and refrain from copying material that could just as
<table>
<thead>
<tr>
<th>No.</th>
<th>Area</th>
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</thead>
<tbody>
<tr>
<td>125</td>
<td>Resources: Die-cut letter maker</td>
</tr>
<tr>
<td></td>
<td>Staff member have access to a die-cut letter maker. It is located in the staff lounge. Please use with care and clean-up any scraps after use.</td>
</tr>
<tr>
<td>126</td>
<td>Resources: Digital cameras</td>
</tr>
<tr>
<td></td>
<td>UHCS has a digital camera and a Flip video camera for staff use. They can easily download the Mac computers for playing and editing. Check with the Technology Coordinator or the Executive Director if you would like to use it.</td>
</tr>
<tr>
<td>127</td>
<td>Resources: Faculty lounge</td>
</tr>
<tr>
<td></td>
<td>Students are not allowed in the faculty lounge. Students may not be sent to get drinks or food from the refrigerator. Teachers must clean-up after themselves. There are no servants in our school!</td>
</tr>
<tr>
<td>128</td>
<td>Resources: Furniture</td>
</tr>
<tr>
<td></td>
<td>Furniture is assigned to specific rooms and inventoried before the beginning of each school year. Please do not move or trade furniture to different rooms without permission of the Executive Director so he can approve and track.</td>
</tr>
<tr>
<td>129</td>
<td>Resources: Heating and cooling</td>
</tr>
<tr>
<td></td>
<td>Issues with heating and cooling should be directed by email to the School Business Administrator, with the Executive Director copied in case she is not in. Please note our heating and cooling is controlled off-site and requests must be made through our landlord, which may cause delay in addressing.</td>
</tr>
<tr>
<td>130</td>
<td>Resources: Internet usage</td>
</tr>
<tr>
<td></td>
<td>UHCS reserves the right to limit access to the Internet for those employees who are required to use it. UHCS also reserves the right to monitor the usage of the Internet. This includes the following:</td>
</tr>
<tr>
<td></td>
<td>• The blocking of certain sites that have been deemed offensive. Trying to subvert this blocking will be grounds for termination.</td>
</tr>
<tr>
<td></td>
<td>• Monitoring the usage rates of the Internet by all employees and individual usage. The company reserves the right to publish this information on an internal basis.</td>
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<tr>
<td></td>
<td>• Monitoring the specific sites that each employee visits, and the length of each visit</td>
</tr>
<tr>
<td></td>
<td>• All file transfers and e-mail deliveries will also be monitored</td>
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<tr>
<td></td>
<td>All of your communications and Internet visits made during business hours are not considered to be private. Therefore treat all of your activities as such. UHCS reserves the right to inspect files and communications that you make to assure compliance with this policy.</td>
</tr>
<tr>
<td></td>
<td>To maintain security, please adhere to the following:</td>
</tr>
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</table>
No. | Area
---|---
131. | **Resources: Lamination**
The school has a lamination machine for staff use. Please make requests to the office for lamination and allow several days for processing.

132. | **Resources: Library**
UHCS now has a student library with over 5,000 books and a web-based cataloging system that allows users the ability to dynamically browse all the resources available with the click of a button.

*Using the Library* The Technology and Media Teacher is in charge of the library. Teachers should not allow students to enter the library or remove books from the shelves without supervision. Our goal is to provide and efficient system for the entire school. If a book is found please follow check-in procedure below. We can only ensure accuracy of our cataloging system if all items are processed, checked in on time and are not removed from the UHCS library without being checked out.

*Teacher Access* Teachers have the ability to browse the UHCS online catalog, read item descriptions, view item availability, check in or check out desired item and check his or her own patron status or their student’s status. Checking a patron’s status will indicate if that patron has any items checked out, overdue or if that patron has reached the maximum number of borrowed items.

Teachers have the has the ability to checkout books on their own by logging into the UHCS online cataloging system and following the checkout procedure. If available, teachers can seek assistance from one of UHCS library volunteer. UHCS Teachers have a maximum checkout time of fourteen days.

Any items returned on or before the fourteenth day of checkout will not be considered overdue. Any item that is not returned on or before the designated due date is subsequently considered overdue. Teacher-patron are not required to re-shelve items during check-in. Upon check-in teachers will be asked to simple place all returning items in the check-in drop cart located in the library. Returned items will be processed and re-shelved by the UHCS library volunteers or Technology Coordinator.

Teachers may check out desired text from the UHCS Library. The maximum number of books a teacher-level patron can check out in one period is fifteen. Once the maximum number checked material is reach a teacher level patron cannot checkout any other item until and equal number of material is checked in and the update is made in the database.

*Student Access* UHCS students have the ability to browse the UHCS online cataloging system, read item description and view item availability. Teachers are asked to be responsible for checking desired items for their students. Similar to the procedures of the school, students are assigned to their teachers’ homeroom class. The homeroom teacher will be given a barcode list of all his or her students. Teacher can refer to this list during the checkout process for the student. Students have a maximum of one seven days to return an item. Any item that is not return on or before the designated due date is subsequently considered overdue.
No.   Area

Students will be asked to return all items to their homeroom teacher on or before the due date. After collecting all returned items, teachers are asked to follow the check in procedure. (Refer to Teacher Check In above)

*Library Volunteers* UHCS library volunteers are usually in from Monday to Thursday and from 9AM to 12PM. This schedule is posted and can be found in the library. During these hours, teachers can seek assistance with check-in and checkout from library volunteers, Ms. Davis and Ms. Walker.

133. Resources: Office hours

   Every teacher is required to have a time during the school week when he or she is available to parents. We hope that teachers will be flexible about meeting with parents at other times if the office hours are not convenient to a parent’s schedule. The principal will also have office hours every day during the lunches he/she does not cover. Drop in if you would like to talk (and don’t mind watching me eat!).

134. Resources: Ordering materials

   The school will maintain a stock of general supplies for teachers to access, including pens, pencils, paper, chart tablets, etc. Teachers who need replenishment of such supplies should ask the office.

   Teachers who seek materials and supplies beyond this general stock should fill out a requisition form and submit to the Executive Director, along with a brief note explaining why the request is being made. If approved, the Executive Director will submit to the School Business Administrator and the order will be processed.

135. Resources: Phones

   Staff members now have phones with local access in their rooms. They should use them on a limited basis during instruction time to contact the office or make necessary phone call home for a misbehaving student. Lengthier conversations should be reserved for non-instructional time.

   Each phone is equipped with voicemail that staff members should check on a regular basis.

   Staff members should give the main office number to family and children's schools or caretakers for use in emergencies.

136. Resources: Playing videos

   Showing VCR/DVD films or Internet videos in classrooms can be an excellent part of the curriculum and a good motivational device, provided films are carefully selected, are high-quality, and fit into the curriculum. One strict limitation: only with prior permission from Administration may PG films be shown (R films are never appropriate for elementary children). In addition, showing videos should not be overdone (i.e., more than once a week) and should always be processed in classroom discussions and/or followed up with writing, worksheet activities, or homework assignments. We want to avoid the impression (or reality) of merely entertaining students or providing "filler" during valuable school time. The school day is short enough as it is, and students see plenty of junk TV at home. Videos must be something special, and should fill some of the cultural literacy gaps in students' lives.

   Best practices for video use:
   
   - Showing two minutes of a video can be a great hook/focus
   - Refrain from showing videos too frequently or ones that last for more than one period
   - Create written assignments for students to complete while watching videos
No. | Area
---|---
137. **Resources: Powerschool**
Powerschool is our web-based student information system, accessible to all staff through their computers. Staff responsibilities for maintaining information in Powerschool are as follows:
- Attendance should be entered into Powerschool by the senior teacher in each co-taught class and the homeroom teacher in single teacher classes.
- Academic grades & comments should be entered into Powerschool by the teacher who leads the planning of a particular subject area.
- Behavior grades & comments should be entered by the lead planning teacher for both English language arts and math.
- All significant parent interactions and behavior issues should be logged into the Discipline log.
- All significant health issues should be entered into the Health log.
- All social worker interactions should be entered into the Counseling log.
- Submit any personal information updates or student information updates for the office to enter.

138. **Resources: Printers**
Staff have access to several networked printers, including the faculty lounge copier. Care should be taken to limit copying to what is necessary and not waste paper and ink. Paper can be requested from the front office. If a print-out does not go through, be sure to remove it from your queue so that it does not jam the printer in the future.

139. **Resources: Projectors**
UHCS has both overhead and LCD projectors for staff use. Overhead projectors are assigned to most classrooms. LCD projectors are available in the cafeteria, music room, and technology room. Staff members must sign out these resources and return them when finished. It is essential that the cafeteria projector is returned each day to the cafeteria so it is ready every morning for community circle.

140. **Resources: Refrigerator & microwave**
A staff refrigerator & microwave is available in the faculty lounge. Please remove old food and keep it clean.

141. **Resources: Repairs**
Staff can make repair requests by filling out a form available in the office and submitting it to the School Business Administrator.
No. Area

142. **Resources: Staff library**

   The Principal has a staff library with instructional and curricular resources. If you need a reference, please ask her to borrow the book.

143. **Resources: Stationery**

   Any letter sent out on UHCS stationery must be approved in advance by the Administration.

144. **Resources: Technology support**

   All technology support requests should be first directed to the Technology and Media coordinator by email, with the Executive Director copied in case he is absent. He should not be interrupted by phone or while he is teaching. He will respond to it as soon as possible. Please have back-up plans if technology does not work.

145. **Resources: Website**

   UHCS has a website at [www.uhcs-newark.org](http://www.uhcs-newark.org). Each staff member is encouraged to develop their own web page to use in instruction and share resources. Training will be given at the beginning of each year and at request.

146. **Safety: Chain of command**

   In emergency situations, decision making power will follow the order of the “chain of command”

   1. Executive Director
   2. Principal
   3. School Business Administrator
   4. Assistant Principal
   5. Security Guard

   See the UHCS Safety and Security Plan for more details.

147. **Safety: Child abuse reporting**

   It is mandatory that staff members report any suspected abuse or neglect, and we are protected from prosecution under the New Jersey state law even if our report is mistaken. All staff members should be vigilant for signs of neglect or of physical or sexual abuse. Look for the obvious signs (bruises, cuts, overtly sexualized behavior) and for less obvious signs (acting out, looking like he or she wants to tell you something). If you suspect that a child has been neglected or physically or sexually abused, the school’s policy is that you must report the facts to the principal, social worker, or Nurse. If you are not sure whether child abuse or neglect is involved, please speak to one of the above people. If you speak to a child about possible abuse, be very careful:

   - To strike a balance between being caring and being too inquisitive
   - To ask open-ended, not leading questions (“Please tell me what happened.” not “Did he hit you?”)
   - Not to promise to keep any information private; you are legally mandated to report abuse.
No. Area

UHCS is a school with warm relationships between staff and students. Appropriate touching is fine. But to protect yourself against misunderstanding and possible accusations of child abuse, do not put students in your lap, give them neck or back massages, or kiss them.

148. Safety: Electrical outlets and appliances

To maintain a safe environment for students, adhere to state and insurance requirements, and prevent electrocution and fires, UHCS prescribes the following policy for electrical outlets and appliances.

- *Electrical Outlets:* When not in use, all electrical outlets must remain covered to prevent accidental electrocution. Operations staff should be alerted if outlets are not covered so they can be remedied immediately.

- *Prohibition Against Lighting Ornamentation:* Lighting ornamentation, such as “mini-lights” or “Christmas lights” are prohibited unless on temporary display as part of a performance. Such lights, if left on and left unattended, can spark a fire. When used for a performance, such light may only be turned on for the duration of practice or performance and must be turned off immediately afterwards.

- *Prohibition Against Heat Sources:* Electrical appliances that generate heat, such as portable space heaters, personal refrigerators, electric toasters, and personal coffee makers are prohibited. They are heat sources which, if not properly attended, could easily be the source of a fire.

- *Microwave Ovens:* Microwave ovens, if not properly maintained, can become a source of microwave leakage that can inadvertently impact student health. Therefore, to protect the safety of children, microwave ovens are prohibited in spaces used by children, including classrooms, labs, and libraries. The school may maintain a microwave for staff use in the teacher lounge and back office. In these areas, a prominent “Caution: Microwave in Use” must be placed to alert pregnant women or people with pace makers that a microwave is in use.

149. Safety: Fire

If you see evidence of a fire in the school, follow the four-part acronym R A C E:

- **R** = Rescue without risk to yourself
- **A** = Alarm - pull the nearest fire box and notify the office via intercom or a reliable messenger
- **C** = Confine the fire by closing doors and windows (fresh air feeds a fire)
- **E** = Evacuate everyone from the area as quickly as possible!

We will have monthly fire drills to practice evacuating the building. When evacuating, staff should lead students quickly and quietly to the nearest exit (double lines coming down stairways for speed) and line up away from the building, leaving room for fire trucks (out front, all classes should be away from the school). Follow the evacuation diagram that is posted. Once outside, teachers must take attendance to make sure no one was left in the building.

150. Safety: Leaving the building

Staff members must inform the office about any neighborhood excursion with students beyond school grounds (e.g., fire station, park). Approval must be sought in writing.

Staff who leave the building during the day must notify the office so they can be contacted if necessary.
151. **Safety: Locked classroom doors**

All classroom doors must be unlocked during instructional time. This is a safety issue (people must be able to get into the room quickly if there is an emergency), but also an appearance and tone issue. To visitors and guests, a locked classroom door communicates a very negative message: “You’re not welcome. Don’t bother us.”

152. **Safety: Mercury**

Mercury is a fascinating substance to children but is a deadly poison that can penetrate the skin. No mercury thermometers or mercury in any form is allowed in classrooms.

153. **Safety: School environment**

Building strong character in our children is essential to the mission of UHCS. The foundation of this character education rests on our five REACH core virtues: Respect, Excellence, Accountability, Caring, and Honesty. We teach these core virtues through presentations, activities, saying and chants, and the rewards and consequences of our discipline system.

Therefore the school strives to create a safe environment for scholars. The school acknowledges that scholars are entrusted to us with the expectation that their educational experience will take place in such an environment. With this in mind, the school will not tolerate activities on its premises, or on school-sponsored trips and activities, which endanger the safety, morals, health, or welfare of its scholars.

Disciplinary and/or legal actions will take place for individuals who are members of the school community or visitors who engage in the following:

- Physical violence, or threats of physical violence, including “play-fighting” and “roughhousing.”
- Obscene, vulgar or other objectionable language whether in anger, casual conversation, or as a joke.
- Possession, using or selling alcohol, drugs or other controlled substances, or drug paraphernalia, including beepers or pagers.
- Smoking.
- Vandalism.
- Theft or robbery.
- The possession, use or sale of weapons, fireworks, or other dangerous instruments, or contraband, including instruments that may have the appearance of a weapon, or may be reasonably mistaken for a weapon. No scholar shall have on his or her person any firearm, knives, dangerous chemicals, explosives, or any other object which could be used as a weapon.

All persons violating this policy shall be considered "disorderly persons" and subject to appropriate action.

154. **Safety: Security Drills**

UHCS has a detailed safety plan, with procedures for lockdowns and evacuations. Per new state requirements, one of these procedures will be practiced each month, alternating with fire drills.

155. **Safety: Surveillance cameras**
No.  Area

To protect staff and students, UHCS operates a system of surveillance cameras. These will be used as needed to investigate any discipline or safety issues.

156. Safety: Transportation

The safety and welfare of pupils shall be the first consideration in all matters pertaining to transportation. Students must remain in their seats in seat buckles at all times the vehicle is moving. Teachers accompanying children must be vigilant to ensure student compliance.

**Accidents:** Forms shall be provided for the immediate reporting of all incidents involving a district owned or contracted vehicle that include any of the following:

A. Physical injury to anyone concerned, no matter how minor
B. Property damage of any kind, even if the financial loss is negligible
C. Failure of any mechanical function of a district owned or contracted vehicle during operation, even if no injury or damage results

It shall be the responsibility of the chief school administrator to direct an investigation on the report and to comply with the law. The information gained shall be considered in evaluating personnel performances, and in scheduling inspection of vehicles.

**Bus Drivers:** Drivers of all Type I and Type II school vehicles used to transport district pupils shall be licensed by the State of New Jersey as bus drivers. They shall comply with all state requirements on physical condition, criminal history clearance, etc. The district shall be in compliance with all drug and alcohol testing requirements of the Omnibus Transportation Employee Testing Act and implementing regulations and shall provide all bus drivers with required information on them (see policy 4219.23 Employee substance abuse). Bus drivers are responsible for the safety of pupils entering, riding, and departing their vehicle. Bus drivers are prohibited from using a cell phone while driving a school bus.

157. Safety: Visitors

UHCS welcomes visits to school by parents/guardians other adult residents of the community and interested educators, when they fit into the classroom or school routine.

A "visitor" is anyone other than a pupil enrolled in or a staff member employed in the particular school.

Visitors may not consult with the teaching staff or pupils during class time without the principal's permission.

To ensure student safety and minimize class disruption, all visitors, including parents, should adhere to the following:

• Upon entering the building, visitors should sign in with the Security Guard and walk directly to the office.
• If parents are bringing in students late, they should be checked in with the Security Guard and left in the lobby. Staff will escort them to class.
• Office staff will assist visitors with their purpose in visiting. If they cannot address their purpose, they will determine which staff member can best do so and arrange for a meeting.
• At the conclusion of the visit, the visitor should exit directly out of the building, signing out with the Security Guard as they do so.
• If a parent seeks to speak to a teacher, the office will make an appointment. If it is urgent, they should
No.  Area

see the Principal or Executive Director first, and they will determine if disruption of class is warranted.

• If a child is being picked up early, a staff member should retrieve that child. Parents should not go to
classrooms to pick up their children.

• At no time should visitors go directly without staff escort to any room except the office. This includes
classrooms and support staff offices.

When the parental rights of a parent have been terminated by a court of appropriate jurisdiction, the legal
guardian must inform the school so that the administration may apply appropriate regulations. The
principal shall seek confirmation of legal custodianship where necessary.

No one may visit the school during school hours for the purpose of recommending or exhibiting books,
maps, etc., to staff. No person shall be allowed to deliver any address or lecture on any subject unless
authorized by the Executive Director or Principal.

158. Staff: Alcohol use

The use of alcoholic beverages in school worksites is prohibited. Violations of this prohibition may subject
an employee to disciplinary action that may include but is not limited to nonrenewal, suspension, or
termination at the discretion of the board.

159. Staff: Attendance

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

If you will be out, please call the Executive Director between 6:00 and 6:30 AM on his cell phone (201-
838-6519). Do not call and leave a message at the school. If you can anticipate an illness the day
before, let Mr. Simmonds know at school or call him at home before 10:45 p.m. If you will be absent
another day, it is essential that you call the school before 2:00 PM. Mr. Simmonds will call substitutes
directly.

The UHCS contractual workday is 8 hours and 30 minutes and begins fifteen minutes before the official
opening of the student day (i.e., 7:45 a.m.) and ends fifteen minutes after the end of the student day (i.e.,
4:15 p.m.):

• Staff members sign in by 7:45 at the latest.
• Students begin to enter at 7:30 for breakfast and before-school work
• Staff members may leave after the first wave of cars has pulled out, which will be at about 4:15.

This is the minimum workday. Obviously, there is no way that a professional person can fulfill the myriad
responsibilities of teaching UHCS students within these hours. How much time you put in outside school
is your decision; the bottom line is that you are prepared to teach your students and your classroom is
ready for instruction when students enter in the morning.

Every day a teacher is absent detracts from the quality of education students receive, and affects staff
morale and school discipline. No matter how effective substitute teachers are, they cannot replace our
regular teachers.

Attendance that shows a pattern of Friday or Monday or pre- and post-vacation absences will be
questioned and may result in a negative performance evaluation. Special medical or family circumstances
will, of course, be taken into account, and should be brought to administration’s attention before
performance evaluation time.

Staff members should strive for 98 percent or better attendance (no more than 4 days absent of the 200-
day staff year). This level of attendance will result in a written commendation in the performance evaluation.

Staff punctuality (signed in by 7:45 a.m.) is critical, since our students are entering the building at this same time. It is a basic professional responsibility to have your classroom lights on and everything ready to go when the first students enter.

160. **Staff: Bereavement leave**

An employee may request up to two additional days of paid time off for the purposes of bereavement of a close relative (parents, grandparents, siblings, or children of employee or spouse).

161. **Staff: Board meetings**

UHCS holds board meetings on the second Tuesday of every month. Dates are posted in the lobby and on the school website. The public, including staff is free to attend. Please note that the board requests that any grievances be first addressed with the administration. See Staff: Grievances for more details.

162. **Staff: Cell phones**

School staff shall not contact parents’/guardians’ or students’ cell phones unless directed to do so by the parent/guardian or student. School personnel shall limit cell phone interaction with students to contact that pertains to legitimate school business. Legitimate school business includes:

A. Answering academic inquiries regarding homework, other classroom work or assignments;

B. Scheduling appointments for school related conferences and/or extra help;

C. Clarifying classroom expectations and/or assignments;

D. Notifications related to classroom, club or sports schedules, events, trips, assignments; deadlines.

Cell phone contact with students shall be as brief and direct as possible. When brief contact is not sufficient and/or feasible to resolve the matter, teachers shall schedule face-to-face conferences during regular classroom and extra-help periods to confer with the student. No contact shall exceed three replies.

Staff shall not send messages that contain material that may be defined by a reasonable person as profane or obscene; messages that are racist, sexist or promote illicit, illegal or unethical activity; or messages:

A. That violate the school’s affirmative action policy;

B. That are personal in nature and not related to the business of the school;

C. That can be interpreted as provocative, flirtatious or sexual in nature;

D. That contain confidential information to persons not authorized to receive that information.

**Text Messages:** No staff member, coach or volunteer shall text message any student individually. All text messages to students shall be sent to the class, team, club or organization.

163. **Staff: Children of staff members**

UHCS seeks to support staff in raising strong, healthy, and happy families. It also seeks to protect student and staff safety, privacy and fairness.

Therefore, children of staff shall not be permitted to remain with or be in the care of staff during normal contracted hours or other paid hours, such as afterschool activities. This includes during breakfast and
lunch periods.

In fairness to other students, and for reasons of safety and liability special preparation of food for children of staff, including heating, is also not permitted. No other special treatment is permitted.

Outside contracted or paid hours (normally afterschool or on weekends), children of staff may remain with parents in their rooms while their parents work. At no time can children of staff be left unattended, whether in classrooms, halls, or other school spaces.

Children of staff are not permitted to remain in the classroom or other school space if student information is being discussed either among staff or with parents. Special care must also be taken to ensure children of staff do not have access to confidential records or student work.

When situations arise where children of staff cannot remain with parents, they should be taken to the lobby where they will be under supervision of the security guard or afterschool supervisor. This privilege may be revoked if children of staff fail to follow the student code of conduct while under supervision.

164. **Staff: Conduct**

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

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

165. **Staff: Conflict of interest**

To avoid conflict of interest, an employee of UHCS shall not:

- Have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity that is in conflict with the proper discharge of his/her duties.
- Use or attempt to use his/her position to secure unwarranted privileges or advantages for himself/herself or others.
- Act in his/her official capacity in any matter wherein he/she has a direct or indirect personal financial interest such as selection or purchase of any textbook or other materials on which he/she receives a royalty.
- Accept any benefit, favor, service or other thing of value under circumstances from which it might be reasonably inferred that such benefit, service or other thing of value was given or offered for the purpose of influencing him/her in the discharge of his/her duties.

Bribery and corrupt practices by employees as described in the criminal justice code are forbidden and shall be prosecuted to the full extent of the law.

166. **Staff: Dress code**

UHCS teachers and administrators are expected to conduct themselves at all times in an appropriate manner, to include the wearing of proper attire. Staff should dress for success everyday of the week, unless a stated dress code policy allows you to dress casually on a given day. Dressing for success allows staff to gain the respect needed to set a positive example for their students. Our attire for staff at UHCS is considered “business casual”. For men, this means shirt, tie, and pants. For women, this means shirt or blouse and skirt or pants. This prohibits the wearing of jeans, flip flops, sweat suits/jogging attire, tights
and leggings worn as pants, tube and halter tops, spaghetti strapped tops. Tight or revealing clothing is
NOT permitted. All tattoos should be covered at all times. Sneakers are not permissible except for
physical education and outdoor field trips, or with permission from doctor.

167. Staff: Duties

It is essential that teachers and paraprofessionals are punctual for their duty posts before, during, and after
school and work with their colleagues to actively supervise students in their assigned area. It should not be
necessary for administrators to remind or admonish staff members

168. Staff: Electronic communication

In the on-line, digital world as well as in person, employees must conduct themselves in ways that do not
distract from or disrupt the educational process. Therefore, all staff will refrain from the following:

A. Improper fraternization with students using social networking websites on the internet:
   1. Teachers may not list current students as “friends” on networking sites;
   2. All e-contacts with students should be through the school’s computer and telephone system;
   3. All contact by coaches with team members shall be sent to all team members;
   4. Inappropriate contact via e-mail or phone is prohibited;
B. Posting inappropriate items with sexual content;
C. Posting inappropriate items exhibiting or advocating use of drugs and alcohol.

The school will periodically conduct internet searches to see if staff have posted inappropriate materials
on-line. When inappropriate use of computers and websites is discovered, the school principals and
Executive Director will download the offensive material and promptly bring that misconduct to the
attention of the board’s personnel committee for review.

School personnel shall also adhere to the following guidelines when sending or receiving messages via
internal or external email:

A. All messages shall pertain to legitimate school business.
B. Personnel shall not reveal passwords to others. If a staff member believes that a password has
   been lost or stolen, or that email has been accessed by someone without authorization, he/she should
   contact the Technology Coordinator immediately. Email windows should not be left open on the
   screen when the computer is unattended.
C. To ensure that federal copyright laws are not violated, staff shall not send messages that contain
text without the author’s permission.
D. Staff shall not send messages that contain material that may be defined by a reasonable person as
   obscene; messages that are racist, sexist or promote illegal or unethical activity; or messages:
   1. That violate the school’s affirmative action policy;
   2. That are personal in nature and not related to the business of the school;
   3. That are broadcast to a large group of other personnel without supervisory permission;
   4. That contain confidential information to persons not authorized to receive that information.
E. Personnel shall become familiar with the school’s policies and regulation on staff and student
access to networked information resources before initiating email use.

G. Employees learning of any misuse of the email systems shall notify the assistant Executive Director for personnel and technology immediately.

Penalties for failure to exercise good judgment in on-line conduct will be commensurate with the infraction, up to and including dismissal.

169. Staff: Equal Opportunity Employer

Equal Opportunity is University Heights Charter School’s policy. It is our policy to select the best-qualified person for each position in the organization.

No employee of the company will discriminate against an applicant for employment or a fellow employee because of race, creed, color, religion, sex, national origin, ancestry, age, or other physical or mental disability. No employee of the company will discriminate against any applicant or fellow employee because of the person’s veteran status.

This policy applies to all employment practices and personnel actions including advertising, recruitment, testing, screening, hiring, selection for training, upgrading, transfer, demotion, layoff, termination, rates of pay, and other forms of compensation or overtime.

170. Staff: Evaluation

All permanent staff members will be formally evaluated at least twice every year, using the required UHCS format. It is the principal’s prerogative to evaluate any teacher on a more frequent basis if it seems necessary.

Administration will continue to make brief supervisory visits to classrooms and give verbal feedback to teachers on what was most striking in the classroom segment observed. Evaluations will be based on these formal and informal visits and other data collected in the course of the year. Teachers may request an additional observation if they wish to get feedback in a particular area.

UHCS teachers have the opportunity to give input on the performance evaluation two weeks before it is written. As part of this input, teachers will be asked to present brief evidence of student learning.

171. Staff: Family Medical Leave

Employees may be eligible for unpaid, job protected family and medical leave under either the Federal Family and Medical Leave Act (FMLA) or the New Jersey Family Leave Act (NJFLA) if applicable, or both. Eligible employees may receive up to twelve (12) weeks of leave per year (FMLA) or twelve (12) weeks every twenty-four (24) months (New Jersey, if applicable) for the reasons set forth below. The School will calculate the 12 month period and the 24 month period on a rolling basis. Thus, when a leave is requested, the School will look back in the relevant time period to determine the amount of available leave as of the date the leave is to begin.

To be eligible for such leave, employees must have one (1) year of service with the School and have must worked at least 1,000 hours for New Jersey Leave (if applicable) or 1,250 hours for Federal Leave during the previous twelve (12) months. Leave may be taken for one of the following reasons:

1. Birth of a child;
2. Placement of a child with the employee for adoption (or foster care, FMLA only);
3. To care for a spouse, civil partner, child (includes individuals 18 or older only if they are "incapable of self-care" because of mental or physical disability that limits one or more of the
"major life activities") or parent (parent-in-law, NJFLA only), with a serious health condition; or
4. The employee’s own serious health condition (FMLA only).

Armed Services-Related Leave

An employee who is a spouse, son, daughter, parent or nearest blood relative to a member of the Armed Forces who is being treated for, recuperating from or is on the temporary disability retired list due to a “serious injury or illness” is entitled to unpaid FMLA leave for up to a 26 weeks during a 12-month period to provide care for the service member. A qualifying "serious injury or illness" is defined as an injury or illness incurred in the line of active duty that renders the member medically unfit to perform the duties of the member's office, grade, rank or rating. This leave is only available during a single 12-month period.

In addition, the School provides 12-weeks of unpaid leave during a 12-month period, to an employee who has a qualifying exigency arising out of the fact that his or her spouse, son, daughter, or parent who is on active duty or has been called or notified of an impending order to active duty in support of a contingency operation. In order to qualify for this leave, the contingency operation implicated must involve actions, operations or hostilities against enemies of the United States or opposing forces or active duty during a war or national emergency.

Leave under either of the Armed Services-related leave provisions, or a combined leave under both provisions, may not exceed a total of 26 weeks in any 12-month period.

Employees requesting Armed Services-related leave must comply with the procedural requirements of the FMLA, including the requirements for notice and certification of applicable leave circumstances.

Types of Leave

Leave due to the birth or placement of a child in your home for adoption or foster care must be taken in one continuous 12-week segment and must be taken within 12 months of the birth or placement of the child. You may take leave due to your own or a family member’s serious health condition in:

1. One continuous 12 week segment;
2. An intermittent schedule, such as one day off each week; or
3. A reduced schedule, such as beginning two hours late, twice a week.

Substituting Paid Leave and Workers’ Compensation Leave

Family/Medical Leave is unpaid leave; however, you may use any accrued, unused earned paid days off concurrently with your leave (except when used in conjunction with your own disability leave), which is counted toward the maximum amount of leave. Once paid days off are exhausted, the balance of your leave shall be without pay. If, as the result of your condition, you receive Workers’ Compensation leave, that leave will also run concurrent with your FMLA leave. Your total FMLA leave time, which may include paid days off, and Workers’ Compensation leave time, may not exceed 12 (twelve) weeks. The School has the right to designate such leaves as running concurrently with FMLA leave.

Benefits During Leave

Taking family and medical leave will not cause you to lose any employment benefits accrued prior to the first day of leave. The leave period will be treated as continued service for purposes of determining vesting and eligibility to participate in any retirement plan in effect. However, employees on FMLA leave normally will not accrue any other additional benefits during the leave period, unless it is paid leave under which benefits would otherwise accrue. Upon return to work, the employee shall be restored to the same, or an
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equivalent position, where circumstances permit.

The School will maintain your insurance benefits while you are on leave, although you will be required to pay your portion of the premium. However, if you do not return to work after the leave, you may be asked to reimburse the School for the cost of maintaining insurance coverage during the leave. This provision will not apply in cases where your inability to return is through no fault of your own -- for example, at the end of leave you remain physically unable to return to work due to your serious health condition.

Notice of Leave

If your need for leave is foreseeable, you must give 30 days prior notice if possible. If you do not give such notice, the leave may be delayed for up to 30 days. If your need for leave is due to a planned medical treatment, make every attempt to schedule the treatment so as not to unduly disrupt the work of the School. If your need for leave is not foreseeable, you must request it as soon as practicable, no later than two business days after the need for leave arises.

172. Staff: Gambling

Gambling, legal or illegal, is not permitted in or on the school worksite.

173. Staff: Grievances

The philosophy of the UHCS policy is to solve problems and change problematic behavior with less formal warnings so that more serious discipline is not needed. Of particular concern are staff actions that show disrespect for children and parents and those that undermine staff morale. Differences between staff members must be talked out privately and in a professional manner. It is unacceptable for students, colleagues, parents, or visitors to see angry disputes between staff members going on in or around the school.

With the ultimate goal of serving the educational welfare of children, the informal grievance procedure following provides for the prompt and equitable adjustment of differences. It is essential that full cooperation be given by all employees to achieve these goals.

Each employee shall be assured the opportunity for an orderly presentation and review of concerns and grievances. No employee shall suffer reprisals or reduction in status as a result of having presented a grievance or having represented an employee in a grievance. It shall be the general practice to process grievance procedures during time which does not interfere with assigned duties. An individual employee or his/her representative during the course of the processing of a grievance shall continue to follow administrative directives and board policy.

174. Staff: Jury Duty Leave

Per state regulation, full-time employees of University Heights Charter School, as employees of a state agency, are entitled to their usual compensation while serving as a juror.

175. Staff: Mailbox

Sharing informational and humorous items with colleagues is encouraged; satire and ridicule are inappropriate, as is anything that undermines good morale and our unified effort to improve student achievement. Items placed in staff mailboxes (electronic or regular) must be signed.
176. **Staff: Memos**

Staff members must check for and read memos each day, delivered in their email or regular mailboxes. Items marked “immediate” should be read first thing in the morning. You are accountable for all information contained in all memos (e.g., fire drill times, assemblies, office circulars, professional development opportunities).

177. **Staff: Nepotism**

For the purpose of this policy, “relative” shall be defined as an individual’s spouse, civil union partner, domestic partner, or the parent, child, brother, sister, aunt, uncle, niece, nephew, grandparent, grandchild, son-in-law, daughter-in-law, stepparent, stepchild, stepbrother, stepsister, half-brother or half-sister, of the individual or of the individual’s spouse, civil union partner or domestic partner, whether the relative is related to the individual or the individual’s spouse, civil union partner or domestic partner, by blood, marriage or adoption.

“Immediate family” shall be defined as an individual’s spouse, civil union partner, domestic partner, child, parent or sibling residing in the same household, whether related by blood, marriage or adoption.

*Employment/Promotion of Relative:* The Board of Trustees, in order to avoid both the reality and the appearance of conflict of interest in employment, will not appoint a relative of a board member or of the Executive Director to any employment position in this school. The board also directs that no relative of a board member or Executive Director shall be placed in nomination for any vacant position. The Executive Director shall not recommend to the board any relative of a board member or of the Executive Director. Nor shall any person be considered for employment in any position in which he/she would come under the direct or indirect supervision of any relative.

Further, no school administrator shall supervise, or exercise authority on personnel actions regarding a relative of the administrator. Where it is not feasible to eliminate such a direct or indirect supervisory relationship, appropriate screens and/or alternate supervision/reporting mechanisms shall be put in place.

178. **Staff: Paid time off**

UHCS expects students to attend school each and every day possible, and we expect the same from all instructional staff. We need to be the model for our students to follow, and every day we miss school is a day we miss providing the highest quality instruction possible.

The school does recognize, however, that there are some situations in which it is absolutely necessary to miss school. Thus, each non-administration staff member may take up to 10 total days of paid time off over the course of the school year (pro-rated at 1 day for each month of employment).

*Procedure and Preparation for Request:* **Planned** paid time off days must be requested in advance by filling out a request form and returning it to the executive director at least two weeks prior to the requested day off. Staff may obtain a form from the office. Lesson plans and materials for planned time off should be submitted to the principal at least one day before the scheduled leave.

The administration reserves the right to use discretion in granting requests for planned paid time off days based on the need for the school to maintain adequate staffing levels. No more than two consecutive days will be granted. Requests for days off adjacent to school holidays will also not be permitted.

Instructional staff members who are requesting an **unplanned** paid time off day (such as for sickness or family emergency) should call the lead person on their cell phones by 7:00 a.m. that morning so that there is adequate time to secure a substitute. Phone numbers may be obtained from the main office.
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<td>All teachers must submit at least two days of substitute lesson plans and materials (copied for all students) to the headmistress for any unplanned personal days. These plans and materials should be updated monthly so they represent the current skill level of students.</td>
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<td>Unplanned paid time off that exceeds two consecutive days must be documented with a doctor’s note. Either planned or unplanned paid time off for instructional staff may only be taken in full-day increments.</td>
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<td>An employee may ask request up to two additional days of paid time off for the purposes of bereavement of a close relative (parents, grandparents, siblings, or children of employee or spouse).</td>
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<td><strong>Paid Time Off Days Buy-Back:</strong> Unused paid time off days will be “bought back” at the end of the year at a rate of $100 per day (20 cents per minute) for teachers and support staff and $75 per day (15 cents per minute) for teacher aides and operations staff. Administration is excluded. Once days are “bought back” there will be no “rollover” of paid time off days to the following year.</td>
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<td><strong>Consequences for Non-Compliance:</strong> Instructional staff that fails to provide required notification, documentation, or lesson materials for paid time off will face reprimand documented in their professional files that will impact annual evaluation. Extended non-compliant absence may result in employment termination.</td>
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179. **Staff: Political Activity**

All employees are prohibited from engaging in campaign activities on school property that potentially present a conflict of interest.

All employees are prohibited from engaging in any activity in the presence of students during performance of the employees’ duties, which activity is intended or designed to promote, further or assert a position on any voting issue, Board of Trustees issue, or bargaining issue.

180. **Staff: Private tutoring**

UHCS recognizes that the discharge of its responsibility to provide a thorough and efficient system of education for each child in the district may require special help for some pupils beyond the regular classroom program. Tutorial instruction shall be interpreted to mean individualized instruction additional to, and in support of, regular classroom instruction.

Wherever possible within the working day, each teaching staff member shall assist assigned pupils in the remediation of individual learning difficulties.

In certain cases where extra help is desirable and the parents/guardians request such assistance, a teacher or administrator may recommend that the parents/guardians secure tutorial services for the pupil.

To avoid placing a teacher in a position where he/she may have a conflict of interest, teachers shall not tutor, for a fee, pupils enrolled in their classes or upon whose evaluation or assignment they may be called upon to pass. Nor shall any employee of the board make a commitment to perform services for extra pay when he/she has been instrumental in recommending the need for those services.

Teachers shall not tutor any pupil for pay during regular working hours or on school premises.

181. **Staff: Professional development**

UHCS dedicates significant time and resources to professional development:

- Pre-Service Summer Professional Development
- Grade-level professional development every cycle
No. Area

• 1PM Early dismissal professional development every month
• Full-day professional development sessions several times per year
• Individual professional development workshops as necessary

Teachers who wish to attend external professional development workshops should make a request to the Principal. Considerations will be given to scheduling and minimizing interruption to instruction.

All professional development must be attended in dress code and with punctuality, unless otherwise directed.

182. Staff: Punctuality

Each minute late, according to contract, will be deducted from the 10 days (5,000 minutes) of paid time off allotted, reducing the amount of time available for paid time off. The time on the electronic fingerprint punch clock system will be the time used. Teachers should make sure they arrive a few minutes early to make sure they punch-in on time. There is no “grace period.” They should also punch in at the end of the day, no earlier than 4:15.

Staff members that need to leave early for emergencies, necessary appointments pre-approved by the Executive Director, or onset of severe sickness will also have time deducted from the 10 days (5,000 minutes).

Punctuality must also be followed with respect to the master schedule. Failure to adhere to indicated transition times for subjects or co-curricular classes means subjects will be shortchanged and special educations student will be out-of-sync with general education classes they may join. While teachers may wish to give colleagues extra time for classes out of kindness or courtesy, they must refrain from doing so for the school to work properly and avoid scheduling conflicts.

183. Staff: References

UHCS seeks to support employees in their career development. This may require employment references to take advantage of employment and educational opportunities. The following policy dictates the terms upon which employment references will be provided.

• Current Employees: At employee request, University Heights Charter School will provide references for current employees to take advantage of educational opportunities and employment opportunities that do not interfere with the employee’s capacity to execute their contractual responsibilities. These references, to be filled out by the employee’s immediate supervisor or the Executive Director, may include a description of position responsibilities and employment dates. The supervisor or Executive Director may also provide an evaluation of the employee’s performance, either in response to questions or in the form of a recommendation letter, once the employee has signed a waiver form. Employees seeking references should provide at least two weeks before the reference is due to allow for enough time for completion.

• Former Employees: At former employee request, University Heights Charter School will provide references for former employees to take advantage of educational and employment opportunities. These references, to be filled out by the employee’s immediate supervisor or the Executive Director, may include a description of position responsibilities and employment dates. Performance evaluations, either in response to questions or in the form of a recommendation letter, will not be provided. Former employees may use their yearly performance evaluations for this purpose.

• Colleague References: Colleagues may provide each other reference but should not be pressured to do so. If they feel pressured by a current or former employee to provide a reference they do not wish to make
they should notify their supervisor immediately. When making a reference, colleagues must state honestly their relationship as collegial and non-supervisory in nature, and not in any way give the appearance of having a supervisory relationship. They must also state this their personal reference and not one made on behalf of the school.

184. **Staff: Sexual harassment**

UHCS will not allow any form of sexual harassment within the work environment. Sexual harassment interferes with work performance; creates an intimidating, hostile, or offensive work environment. Sexual harassment influences or tends to affect the career, salary, working conditions, responsibilities, duties, or other aspects of career development of an employee or prospective employee; or creates an explicit or implicit term or condition of an individual’s employment. It will not be tolerated. Sexual harassment, as defined in this policy, includes, but is not limited to, sexual advances, verbal or physical conduct of a sexual nature, visual forms of a sexual or offensive nature (e.g., signs and posters, material downloaded from the Internet, sexually explicit e-mail communications), or requests for sexual favors.

185. **Staff: Shout-out board**

Staff may recognize each other by posting notes on the “shout-out” board in the faculty lounge. They will also be an opportunity to make public announcements at monthly staff meetings.

186. **Staff: Signing in**

Staff will “sign in” each day using the electronic fingerprint punch clock system. If it is not operational, a ledger will be used. This record is important for filling out payrolls, so your initials are vital. Please don't forget, and don't ask someone else to sign for you.

187. **Staff: Student teachers/interns**

UHCS seeks to cooperate with colleges and universities in the placement of student teachers/administrative interns in the school. Student teachers/administrative interns shall be placed with experienced staff members who agree to perform the necessary training and supervision.

The Executive Director shall recommend and the Board of Trustees approve the selection and placement of student teachers and administrative interns. Student teachers/interns shall comply with the requirements of law regarding health examinations and criminal history checks.

The supervising teacher and principal shall be responsible for the conduct of student teachers while serving in the schools of this district. The Executive Director shall be responsible for administrative interns.

Student teachers/interns shall be allowed to participate in school activities where their contributions would be appropriate to the educational program of the school.

188. **Staff: Substance abuse**

The unlawful manufacture, distribution, dispensing, possession of, use of or sale of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance on or in school worksites is prohibited. Any violation may subject an employee to participation in a drug rehabilitation program and disciplinary action including but not limited to nonrenewal, suspension, or termination at the discretion of the Board of Trustees.

For the purposes of this policy “worksite” shall include any school building, or any school premises and
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any school owned vehicles or any other school approved vehicle used to transport students to and from
school or school activities. Worksite also includes off school property during any school sponsored or
school approved activity, event or function such as a field trip or athletic event, where students are under
the jurisdiction of the school.

The Board of Trustees, as a result of criminal convictions of any criminal drug statute violation by an
employee occurring outside of the worksite, may discipline said employee. Disciplinary action may include,
but is not limited to nonrenewal, suspension, or termination at the discretion of the board.

Work Performance in Connection with a Federal Grant
In order for the school to qualify for any direct federal grant, the school must certify that it will provide a
drug free workplace and maintain a good faith effort to continue to maintain a drug free workplace. To
this end, employees engaged in school worksites as a result of federal grant moneys shall in addition to
complying with requirements of the programs shall also be in strict compliance with this policy.

The Executive Director shall notify all employees whose work performance is done in connection with a
federal grant that they are to notify their respective supervisors of convictions of any criminal drug statute
violation occurring in the workplace. Employees must notify their supervisors no later than five days after
such conviction. To be in compliance, the school must notify the federal grant program of such
conviction within 10 days of receipt of said conviction.

189. Staff: Substitute teachers
We are constantly searching for effective substitutes, and when we identify them, we try to get them back
on a regular basis. Would teachers please let the office know if you had a particularly effective substitute in
your class, or saw one in action during the day? Conversely, we would appreciate hearing if a substitute is
ineffective. In extreme cases, we can write a memo to ensure that such substitutes do not return to the
UHCS, and can even move for dismissal.

190. Staff: Substitute teachers folders
Every teacher must keep a substitute folder up to date and left in the main office. The following items
must be in your substitute folder:
• Class list and seating chart
• Class schedule for the week (this also must be displayed in the classroom)
• Your signals to students to be quiet and listen (lights off, hands up, bell, etc.)
• Neighboring teachers who might be willing to take students who need to leave the room
• Procedure for taking students to lunch/recess and picking them up afterward
• Dismissal procedure: timing, your duty post, etc.
• Your procedure for taking students to the bathroom, and the individual bathroom pass system you
  use
• Pullout schedules for students who leave the room for Resource, Speech, etc.
• Lesson plans for the day (five days' supply of high-interest work)
• Notes on handling high-risk students in your class
• Notes on whether you are comfortable having the substitute leading some activities outside those
In addition, your plan book or lesson plans should be on your desk. Substitutes will be given a packet of school-wide information by the office.

191. Staff: Teacher leadership roles

All grade and subject chairs have the responsibility of leading team meetings and reporting progress back to the principal and the leadership team in order to assist in reaching school goals. These two roles are not evaluative and they do report on teacher practice. The professional learning community here at UHCS consists of many teams working in unison to reach one common goal of student achievement. The teachers who lead these teams are colleagues and in the role to support the team.

Because of their leadership duties, teacher leaders will be afforded release time, up to two periods per cycle. This will be noted on the schedule. Co-teachers and aides will cover their duties at those times.

192. Staff: Team meetings

UHCS is dedicated to becoming a team-oriented environment to maximize staff ownership, contribution, and leadership of the school. Regular team meetings are scheduled on the master schedule. Additional team meetings may be scheduled as needed by the team. All members are expected to attend their team meetings and be on-time unless there is an emergency.

193. Staff: Team memberships

Staff members may be assigned to a number of different teams, including:

- Co-teacher or role partners
- Grade-level
- Subject-area
- Special education
- Bilingual
- Character
- Title I
- Health & safety
- Technology
- Professional development
- Faculty leadership
- School leadership

If a staff member would like to join a team he/she has not been assigned, he/she should make a request to the Executive Director. Care will be taken to keep teams balanced and manageable.

194. Staff: Teamwork & positive staff culture

Teacher teams are critical to our success in reaching our academic and behavioral targets. These are signs that a team is working effectively:

- Grade Level Team Meetings take place at least once a week.
- Everyone is there on time and the time is used effectively.
- The team leader has an agenda and leads the discussion.
- Team members sit in a circle and no one uses the time to correct papers or do other work.
- All team members have a chance to participate, and no single person dominates the discussion.
- Team members deal openly and honestly with conflicts, talking them out and moving along.
Team members maintain confidentiality of sensitive issues discussed in meetings.
Most of the time is spent discussing students’ work, achievement data, and curriculum ideas.
Operational issues are dealt with as quickly and efficiently as possible.
The team stays focused on the mission: preparing students to be successful at the next grade.

195. Students: Attendance

The current UHCS policy on student absences is as follows:

(1) Parents must send a note any time a child is absent (a call is not enough).
   a. A legitimate parent note changes an absence from unexcused to excused if it falls within UHCS guidelines. The absence still stands and is noted in the registrar.

(2) A student must be present more than half the school day to be marked present; a student is considered absent for a half day if she or he misses more than 2-1/2 hours of the school day.

(3) Homeroom teachers’ responsibilities for each unexcused absence within each marking period are as follows:
   a. First unexcused absence: teacher calls the parent, reminds about note, how important attendance is.
   b. Second and third unexcused absences: note to parents required giving number of absences, status.
   c. Third unexcused absence: student referred to DCO (Dean of Community Outreach) who will meet to plan action.
   d. Fourth unexcused absence: principal must call the parent up for a meeting.
   e. Fifth unexcused absence: teacher must fill out a form for the principal’s designee to pursue.

(4) Students who are late in the morning (after the morning meeting begins 8:00) must be marked late in attendance records. Students may not receive perfect attendance awards if they have one or more tardy days in their attendance.
   a. Students who are late will serve afterschool study hall that day unless it is Friday.
196. **Students: Bathroom visits**

Only in “emergencies” should individual students be allowed to go to the bathroom outside of the class scheduled windows for bathroom. Each student must sign in and out in a notebook in the classroom for each trip and carry a pass. Use your own best judgment about when it's an emergency.

197. **Students: Birthdays**

We have asked that parents do not bring in outside food because of allergies and the high amount of sugar in those products. Parents can buy each student a gift such as pencils for the class, notebooks for each student etc. in honor of their child’s birthday. Teachers must choose a time that does not interrupt instructional time (i.e. lunch and recess) to recognize the student and their special day. Teachers should encourage parents to bring in pizza and serve and celebrate during lunch if they wish to bring food. Cake, cupcakes and cookies are **not permitted**.

198. **Students: Crisis for students**

If you hear about traumatic events affecting one of our students (the death of a parent, the serious illness of a family member, a fire at home, etc.), immediately notify the Principal or office staff. It will be their responsibility to confirm the information and notify all staff members who work with that child (homeroom teacher, specialists, lunch monitor, teaching assistants, etc.).

199. **Students: Grievances**

Students or their parents who have a grievance against the school should first address it with the Principal or Executive Director, who will try to resolve and mediate the situation. If the parent is not satisfied, he/she will be directed to make contact with the Board President. She may also raise the issue at the next board meeting. If the parent is still not satisfied, they will be directed to contact the Office of Charter Schools and/or the County Superintendent.

200. **Students: Photographs and video**

Taking pictures or video of school pupils and buildings for commercial purposes is prohibited without written approval of the Executive Director.

- “Commercial purposes” in this context is defined to mean for sale or for use in connection with the advertisement or promotion of goods or services.
- “School pupils” in this context means boys and girls enrolled in the school during that part of the day they are at school, on the school grounds, or engaged in any activity under the direction and supervision of the school.

Pictures of children with educational disabilities shall not be disseminated in any way unless permission is granted by parents/guardians. Photographs of children placed in the school by the Division of Youth and Family Services (DYFS) shall not be published without permission of the division case worker.

Pictures or video of school pupils shall not be posted on the web site, except under the following conditions:

A. Prior written permission has been obtained from the pupil’s parent/guardian or from the adult pupil;

B. Group photographs may identify the group, but not the individuals in the group;
## Appendix: UHCS Tiered Code of Discipline

<table>
<thead>
<tr>
<th>Level of Misbehavior</th>
<th>Examples</th>
<th>Procedures</th>
<th>Disciplinary Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Misbehavior on the part of the student which interferes with orderly classroom procedures or the orderly operation of the school.</td>
<td>• Disruptive behavior</td>
<td>There is immediate intervention by the staff member who is supervising the student.</td>
<td>• Verbal reprimand (teacher and/or administrator)</td>
</tr>
<tr>
<td></td>
<td>• Classroom tardiness</td>
<td>Misbehavior requires a teacher to contact parent: conference with the counselor and/or administrator may be needed.</td>
<td>• Change seat</td>
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<tr>
<td></td>
<td>• Cheating</td>
<td>Parents must be notified if a student is kept for detention up until 5:00 pm.</td>
<td>• Deduction of Scholar Dollars</td>
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<tr>
<td></td>
<td>• Failure to complete assignments or carry out teacher directives</td>
<td>A proper and accurate record of the offenses, parent contact, and disciplinary action is maintained by staff member.</td>
<td>• Behavioral contract</td>
</tr>
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<td></td>
<td>• Failure to follow instructions</td>
<td></td>
<td>• Conference</td>
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<td></td>
<td>• Wearing of or other apparel that can be disruptive to the educational process</td>
<td></td>
<td>• Withdrawal of privilege</td>
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<td></td>
<td></td>
<td></td>
<td>• Behavioral adjustment program</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Detention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Contact parent</td>
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<td></td>
<td></td>
<td></td>
<td>• Peer mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Confiscated items will be returned to student at the end of the day.</td>
</tr>
<tr>
<td>II. Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school</td>
<td>• Unmodified Level I misconducts</td>
<td>The student is referred to the administrator for appropriate disciplinary action.</td>
<td>• Parent/Guardian conference required</td>
</tr>
<tr>
<td></td>
<td>• Disrespect of teacher</td>
<td>The administrator meets with the student and/or teacher and effects the most appropriate response.</td>
<td>• Behavioral contract</td>
</tr>
<tr>
<td></td>
<td>• Abusive language</td>
<td></td>
<td>• Behavioral adjustment program</td>
</tr>
<tr>
<td></td>
<td>• Hitting</td>
<td></td>
<td>• Parent shadowing</td>
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<tr>
<td></td>
<td>• School tardiness</td>
<td></td>
<td>• Peer counseling</td>
</tr>
<tr>
<td></td>
<td>• Truancy</td>
<td></td>
<td>• Peer mediation</td>
</tr>
<tr>
<td></td>
<td>• Using forged notes</td>
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<td>• Counseling (guidance counselor, social worker, psychologist, attendance counselor)</td>
</tr>
<tr>
<td></td>
<td>• Scholastic dishonesty</td>
<td></td>
<td>• Confiscated items will only be returned to a parent or guardian</td>
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<tr>
<td></td>
<td>• Cutting class</td>
<td></td>
<td>• In school suspension</td>
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<tr>
<td></td>
<td>• Use of Radio/walkman/CD player/cell phone</td>
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<td>• Referral to outside agencies</td>
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<tr>
<td></td>
<td>• Wearing gang related apparel or accessories which indicate gang membership or affiliation</td>
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<td></td>
</tr>
</tbody>
</table>

This misbehavior can usually be handled by an individual staff member but sometimes requires the intervention of other support personnel.

These infractions, which usually result from the continuation of Level I misbehavior, require the intervention of personnel on the administrative level because the execution of Level I disciplinary options have failed to correct the situation. Also included in this level is misbehavior whose educational consequences are serious enough to require corrective action by administration.
### III. Acts directed against persons or property

These acts can most frequently be handled by the disciplinary mechanism in the school. Corrective measures which the school undertakes, however, depend on the extent of the school’s resources for remediating the situation in the best interests of all students.

<table>
<thead>
<tr>
<th>Unmodified Level II misconducts</th>
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</thead>
<tbody>
<tr>
<td>Continued disruptive behavior</td>
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<tr>
<td>Extreme defiance</td>
</tr>
<tr>
<td>Fighting</td>
</tr>
<tr>
<td>Graffiti &amp; Vandalism</td>
</tr>
<tr>
<td>Stealing</td>
</tr>
<tr>
<td>Threats to others</td>
</tr>
<tr>
<td>Intimidation and bullying</td>
</tr>
<tr>
<td>Gender, racial, or ethnic harassment</td>
</tr>
<tr>
<td>Sexual harassment/assault</td>
</tr>
<tr>
<td>Chronic tardiness, cutting, truancy or absenteeism</td>
</tr>
<tr>
<td>Unauthorized use of cellular phone</td>
</tr>
<tr>
<td>Alcohol/smoking</td>
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<tr>
<td>Gambling</td>
</tr>
</tbody>
</table>

An administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences.

- An administrator meets with the student and confers with the parent about the student’s misconduct and the resulting disciplinary action.
- A proper and accurate record of offenses and disciplinary actions is maintained by the administrator and staff.
- There is restitution of damages by the parent or guardian of any minor.

#### IV. Acts which result in violence to another person or property or which pose a direct threat to the safety of others in the school.

These acts are often criminal and are so serious that they may require administrative actions which require the immediate removal of the student from the school, the intervention of law enforcement authorities.

<table>
<thead>
<tr>
<th>Unmodified Level III misconducts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession/use/transfer of weapons</td>
</tr>
<tr>
<td>Extortion</td>
</tr>
<tr>
<td>Bomb threat</td>
</tr>
<tr>
<td>Theft/possession/sale of stolen property</td>
</tr>
<tr>
<td>Assault and battery</td>
</tr>
<tr>
<td>Arson</td>
</tr>
<tr>
<td>Possession/use/selling of unauthorized or illegal substances</td>
</tr>
<tr>
<td>Use of cell phone to facilitate the commission of a crime or to inflict injury or harm to persons or property</td>
</tr>
</tbody>
</table>

Administrator verifies the offense, confers with the staff involved and meets with the student(s).

- Parents are notified. The student is immediately removed from the school environment.
- School officials contact law enforcement authorities and assist in prosecuting offender.
- A complete and accurate report of the student’s infraction is immediately submitted to UHCS of Trustees for action.

### Parent/guardian conference required

- Behavioral adjustment program
- Alternative programs
- Out of school suspension
- Counseling (guidance counselor, social worker, psychologist, attendance counselor)
- Referrals to outside agencies
- Restitution for vandalism
- Clean graffiti
- Confiscated items may only be returned to a parent or guardian

### Parent/guardian conference required

- Suspension
- Expulsion
- Alternate school services
- Other Board of Trustee actions which result in appropriate placement
Acknowledging Receipt of Policy Manual

I have received my copy of the University Heights Charter School Staff Handbook, specifying the policies, practices, and regulations, which I agree to observe and follow during my employment with University Heights Charter School. I understand that it is my responsibility to be familiar with its content and to ask questions on any matters I don’t understand.

Since the information in this handbook is necessarily subject to change as situations warrant, it is understood that changes in the staff handbook may supercede, revise, or eliminate one or more of the policies in this manual. These changes will be communicated to me by my supervisor or through official notices. I accept responsibility for keeping informed of these changes.

__________________________________________________________________________

Employee’s Signature                                      Date

__________________________________________________________________________

Name [Please Print]