



Family Handbook 2020 – 2021

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Contact Information

School Phone: (973)757-1500

Address: 229 18th Ave, Newark, NJ
Note: We are co-located with KIPP THRIVE Academy

Website: <https://kippnj.org/schools/kipppbold-academy/>

Main Office

Name	Position	Cell Phone	Email Address
Mrs.Bonnifield	School Leader	(973) 951-3488	lbonnifield@kippnj.org
Mr. Mitch Cooper	Director of Campus Operations	(440) 840-0960	mcooper@kippnj.org
Ms. Nashira Parker Ms. Lacey Reynolds	School Operations/Academic Manager	(862) 253-5284 (203) 909-2575	nparker@kippnj.org lreynolds@kippnj.org
Ms. Benenyeh Wyne	School Office Manager	(973)757-4455	nwyne@kippnj.org

Please call or email (boldmainoffice@kippnj.org) the Main Office if you move, change your phone number, or need to update any other essential KIPPster information!

Student Expectations and Consequences; Hybrid & Remote Learning Adjustments

Expectations for Remote Learning

At KIPP, we believe in preparing our students for college. Although our remote learning plan is happening in response to an emergency, we know there is an opportunity to practice strong habits that can set students up for success both in their current classes and in the long term. Virtual school is an opportunity to practice independence and establish strong work habits for classes students take at home with support, guidance, and encouragement from teachers and staff. In remote learning, for “live” or synchronous classes, students are expected to be present in class and on time in the same way that they would if they were in person at school. If students have asynchronous assignments, that means that they should budget their time to meet these expectations by the deadline.

We believe having clear expectations that we teach and practice with our students and families will ensure students can focus on learning every day. It is important that we all uphold these expectations as we continue to navigate the online learning experience.

Student Participation on Zoom

- Make sure that students have a place where they can work without too many distractions (consider suggesting to students that they sit with a wall behind them to eliminate distractions that may come on screen)
- A student's first and/or first and last name should be displayed on the screen - no made-up nicknames.
- A student's mic should be muted unless they are sharing in whole group
- A student's video should be on if they are able to do so
- A student should be sitting up and wearing appropriate dress (uniforms are required in some regions, not in others)
- A student should come prepared with their materials, including a charged computer and any books or note-taking sheets needed
- If a student needs to leave the Zoom to go to the bathroom or for any other reason, please type privately to the facilitator, “BRB” in the chat. Students should limit the times they aren't on screen to the extent possible
- Students should not record class sessions (either audio or video)
- Students should only use zoom tools appropriately
- Students will be asked to use various participation tools and will be expected to do so

Accountability for Participation in Remote Learning

Since our students are learning remotely anywhere from 3-5 days each week, it is essential that we maximize remote instructional time and that we create an environment where our students are learning in a supportive community.

- Students will be marked “present” or “absent” for live classes they are expected to attend.
- Students receive weekly participation grades based on their engagement in class (MS/HS only)
- Students will complete exit tickets and other ways to show their learning at the end of a class

- All typical behavioral and participation expectations, incentives, and consequences that apply in an in-person classroom apply to remote learning as well, and our Student Code of Conduct from each campus's handbook will still be enforced.
- Similar to our in-person practices, we use a ladder of consequences to redirect student behavior unless there is an extreme behavior that must be addressed urgently.

Academic Honesty

Just as in in-person school, students are responsible for ensuring that any work they submit is a product of their thoughts, hard work, and effort. In our remote model, students will sometimes take assessments from home and submit work remotely. Our academic honesty policy has been updated to reflect expectations for remote as well as in-person learning:

- **Secondary**
 - **All work should be your own work.**
 - **No phones or others tabs open during class unless directed.**
 - **Put forth your best effort, your work should reflect your full potential.**
 - **Give credit where credit is due (cite evidence where appropriate).**

Out of Classroom Consequences/Suspension During Hybrid Instruction

Our hybrid model will already limit the time our students are in the building, so we should work to minimize out of classroom consequences and out of school suspensions to the extent possible.

Using Disciplinary Measures for Enforcing Safety Protocols

It is important that we uphold safety protocols without creating a punitive environment around safety, since we know we will achieve the best results as a community when our interactions are characterized by trust and assuming the best.

- For students who are having difficulty complying with social-distancing and mask-wearing requirements in school building or on buses, please use the least invasive progression of strategies below.
 - Use a non-verbal or private individual reminder to ask student to put his or her mask on properly
 - Engage in a conversation with the child removed from the main area of the classroom and ask that s/he puts his/her mask on prior to returning to his or her seat
 - If a child continues to refuse to wear his/her mask, follow your school procedures for accessing support (e.g. texting dean, etc.)
 - In applicable cases, work with a social worker to provide resources to the family/student if the student is in crisis or experiencing other stress/behaviors otherwise impacted by external circumstances.
 - In applicable cases, work with the special education team if there are IEP or accommodation/modification needs for a particular student
 - SL/Dean/SW has a one-on-one call or Zoom meeting with parents to set expectations and underscore the safety risks. If old enough, the student should be included as well.
 - Staff will be informed of students who have been exempted from wearing a mask. Families will be able to submit a request for mask exemption if a health condition prevents a child from wearing a mask.

- If teachers and school staff have made several mitigation attempts and a student continues to refuse to uphold safety measures, we recommend moving students to all remote instruction for one week (wherein the student only misses two days of in-person) and hold their in-person spot until the period of all-remote ends.

Non-Safety Related Consequences & Suspension

We should always seek to minimize suspension given its impact on students' ability to access instruction. This effort becomes even more important in this time period where in-person student instruction happens only 2/5 days. Schools should make sure to have a strong ladder of incentives and consequences in place to avoid suspension, if possible. However, we know that suspension-worthy incidents may still occur, and it is important to continue upholding the expectations we have set so that all of our students can learn in a safe environment.

- **Suspension-Worthy Behavioral Issue During In-Person Instruction:**
 - Student receives a suspension under the normal procedure
 - Student completes days of in-person instruction remotely (joining all-remote cohort for that number of days)
 - OR
 - Student completes asynchronous assignments for the duration of the suspension
- **Suspension-Worthy Behavioral Issue During Remote Live Instruction:**
 - Student receives a suspension under the normal procedure

Student completes asynchronous assignments for the duration of the suspension

Foundational Values

BRAVERY	We take academic risks and stand up for what we value. We are unafraid to be unique and powerful.
ENTHUSIASM	Our enthusiasm for learning is palpable. We engage in every moment with a zesty eagerness others can see, hear, and feel.

Actions:

BELIEVE	We believe in ourselves, others, and the power of our team. We have the generosity of spirit to believe in the hearts of others, we champion the willingness to try and want others to succeed	Tag Line: Assume the best; team and family
OWN	We take responsibility for our success and the success of our BOLD sisters and brothers. We control our destiny by naming and pursuing our goals because we are worthy of them.	Tag Line: Choice
LEAD	We positively influence those around us, provide guidance when helpful, and act as role models. We use our voices to bring about the change we wish to see around us. We are ambassadors to our schools.	
DRIVE	We have a grit that comes from the deeply held belief that we can get better and better. We are resilient. We respond with flexibility to challenges, never admitting defeat.	Tag Line: Find a way or make one

<u>Value and Quotes</u>	<u>Student Actions</u>	<u>Macro-Structures</u>
Bravery “Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure.” –Marianne Williamson		
Enthusiasm What hunger is to food, zest is to life. Carpe diem.		
Believe “In spite of everything, I still believe that people are really good at heart.” -Anne Frank “That’s what I consider true generosity: You give your all, and yet you always feel as if it costs you nothing.” -Simone de Beauvoir “Fake it till you make it.”	<i>-Speaking in a loud and proud voice</i> <i>-Making eye contact and smiling</i> <i>-Supporting classmates</i> <i>-Being polite</i> <i>-Asking questions about people and ideas</i> <i>-Trusting oneself, teammates, and teachers</i> <i>-Looking for the good in everyone</i> <i>-Expressing appreciation for opportunities</i> <i>-Seeing bad events as temporary, compartmentalized, and due to external forces</i>	Teachers will build strong relationships with students by teaching them for the full day in fifth grade. This will build self-concept, optimism, and gratitude. (Teachers in fifth grade will loop with their advisees for sixth, seventh, and eighth grade. New teachers will take on a group of fifth grade advisees and loop with them for sixth, seventh, and eighth grade. If a teacher leaves, his advisees will be assigned to an administrator. If too many teachers leave to accommodate this model, we will assign a new teacher to the advisees.)
Own “Nothing will work unless you do.” — Maya Angelou	<i>-Articulating one’s strengths what one is working on</i> <i>-Staying on-task/ignoring distractions</i> <i>-Getting to work right away</i> <i>-Assuming responsibility for mistakes</i> <i>-Celebrating one’s successes</i> <i>-Creating and using learning plans</i> <i>-Recognizing and solving conflict with a peer</i> <i>-Setting and working towards goals</i> <i>-Embracing one’s differences</i>	-Students will create a goals document based on their MAP score each trimester. -Teachers will have dedicated conference time to give kids feedback and set short-term goals. -Teachers will have students evaluate one another’s work and give feedback during writing.

<p>Lead “Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.” – Barack Obama</p>	<ul style="list-style-type: none"> -<i>Standing up for what is right</i> -<i>Modeling what is right for others</i> -<i>Actively participating</i> -<i>Motivating and inspiring classmates</i> -<i>Giving classmates feedback</i> -<i>Having classmates' backs (is loyal)</i> -<i>Constantly considering how to make our school better</i> -<i>Seeing criticism for what it is: either an opportunity to improve or a negative thought to reject</i> 	<p>-Students will have a variety of formal leadership roles dependent on their grade level. As students matriculate to higher grades their opportunities to lead will continue to grow.</p>
<p>Drive Find a way or make one.</p>	<ul style="list-style-type: none"> -<i>Thinking of a variety of strategies to solve a problem</i> -<i>Overcoming obstacles and see them as opportunities to get stronger</i> -<i>Asking for challenges</i> -<i>Defending opinions</i> -<i>Finishing whatever s/he began –</i> -<i>Sticking with something for more than a few weeks</i> -<i>Trying very hard even after experiencing failure</i> -<i>Stayed committed to goals</i> -<i>Kept working hard even when s/he felt like quitting</i> 	<p>-Students will have a problem-solving block at the beginning of math class, with more regularity as they grow. Students will use a variety of tools to attack math problems above their grade level, e.g. from the GRE.</p> <p>-Students will complete 3 longer term projects: a science fair project, a short story for publication, and the completion of service hours.</p>

BOLD community members share the same fundamental assumptions.

- We all will learn.
- We share responsibility for our children and our mission.
- Families and communities are valued partners.
- Collaboration and cooperation improve results.
- Data guides decision-making.
- Actions speak louder than words: be the change you wish to see in the world.
- We are responsible for our choices and actions.
- Students, like all people, deserve respect.
- We value debate and dialogue, so we are curious about others' ideas and opinions.

Key Messages

Each grade will have a key message in each value that will drive student behavior. This message will be displayed in classrooms and hallways and will be the basis of our summer school presentations and character discussions. Students will be exposed to all four values during summer school but will have specific lessons on each in ten-week cycles.

5 th	6 th	7 th	8 th
<p>Believe: My teachers believe in me.</p> <p>Own: I am responsible for my own actions and can name my academic goals.</p> <p>Lead: I am an example.</p> <p>Drive: I attack problems joyfully.</p>	<p>Believe: I believe in me.</p> <p>Own: I can set and track my academic goals. I control my destiny.</p> <p>Lead: My voice is a powerful tool.</p> <p>Drive: I find a way or make one.</p>	<p>Believe: I believe in the power of our team.</p> <p>Own: I can change how others see me through my choices.</p> <p>Lead: I practice leadership in all things.</p> <p>Drive: I see setbacks as an opportunity to get better.</p>	<p>Believe: I believe the best of others.</p> <p>Own: I am my brother's keeper.</p> <p>Lead: I can use the skills of leadership to change the world.</p> <p>Drive: I remain bold in the face of challenges.</p>

WELCOME TO BOLD ACADEMY

BOLD Academy is a special place for a special time in your life, as you grow academically, socially, and emotionally with our family. Your teachers, counselors and leaders are interested in you as a person, as they help you develop into a successful student. We expect you to accept the challenges, responsibilities, and the many opportunities BOLD Academy offers. Strive for excellence, be dedicated to your own educational goals, and make positive contributions to our school and community. This Student Handbook/Agenda is designed to help you at BOLD Academy. It contains an explanation of rules and procedures to provide an environment that is safe, engaging, and free of distractions. The agenda also serves as an assignment book for daily and long-term assignments. We ask that you bring the agenda to each class and homedaily to share with your parents. Your teachers, counselors, and other staff members are available for your assistance during the school year. We believe the collaboration of students, teachers, and parents, provides a successful experience for everyone at BOLD Academy.

SCHOOL HOURS

BOLD Academy encourages students to be at school daily to maximize their learning opportunities. We strongly request that students and their parents make every effort possible to be on time and minimize the number of days they miss school. Every minute missed is a minute that could be spent learning. The school day begins at 8:00 a.m. SHARP, Monday through Friday. The front doors close at 8:15 a.m. each morning. When students arrive after 8:15 a.m. they will be considered late. On Monday, Tuesday, Thursday, and Friday, students are dismissed at 4:15 p.m. On Wednesdays, students are dismissed at 1:45 p.m.

EARLY ARRIVAL

BOLD Academy opens the door at 7:45 a.m. Scholars will be allowed to enter the school at that time, but not before unless given permission by and accompanied with a staff member.

EARLY DISMISSAL

Appointments for students should be made outside of school hours. Early dismissal should be requested only when no other reasonable alternative is available. The student must be signed out by a parent/guardian at the office before leaving the building and sign in if they return to school.

DELAYED OPENING/SCHOOL CLOSING

If BOLD Academy (in conjunction with NPS) delays the opening of school due to hazardous conditions, the school will provide an **ALL CALL** to families in a timely fashion. In addition, teachers will update **REMIN** groups for each grade level. If it is determined that conditions warrant schools being closed for the entire day, the same communication will be provided.

DRESS CODE

Our uniform policy at KIPP BOLD is designed to build a sense of pride within our school community and to ensure that our students look professional yet remain comfortable as they learn.

Students must remain in uniform at *all times* while on campus. All students must arrive each morning on campus in uniform, and may not change into their uniform upon arrival. If your student is not in dress code, he/she will not earn points towards trips and will earn disciplinary action. Students will also be given a shirt to wear over their clothes if they are not wearing a BOLD shirt and khaki pants to pull over their pants if they are not wearing BOLD pants.

During summer school, when your child has not yet earned his/her uniform, he/she must still be in dress code with the exception of the uniform shirt. Students who have not yet earned their shirts must wear a plain t-shirt or polo shirt free of any brand names, writing or illustrations. The same consequences will apply for students out of dress code.

Ordering from Flynn O'Hara www.flynnohara.com 800-441-4122 (M-F 9AM-5PM) Email: custserv@flynnohara.com Fax: 215-637-6392	Flynn O'Hara Corporate Offices 10905 Dutton Road Philadelphia, PA 19154
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At school: Flynn O'Hara representatives come during registration each year. The school will notify you when and provide order forms in advance. \$25.00 deposit is required for these orders.

Online: www.flynnohara.com and follow the onscreen instructions

Phone: 800-441-4122 (M - F 9AM - 5PM)

extended hours during Aug 1 – Sept 5 (M-F 9AM – 8PM; Sat 10AM – 2PM)

Fax: Please fill out the order form and fax to 215-637-6392

Mail: Payment in full is required. Include \$9.00 for shipping and handling. Send completed form to 10905 Dutton Road, Philadelphia, PA 19154

PLEASE NOTE: Flynn O'Hara does not currently have a local store to service our school

Dress Code Expectations for Boys

<ul style="list-style-type: none"> Shirts must be long enough to tuck in. BOLD shirts from any year are allowed. Shirts purchased on BOLD field trips (with teacher approval) are allowed. Shirts may not be written on or signed. Only KIPP BOLD, college, and trip sweatshirts are allowed. Any other sweatshirts or jackets must be left in the closet at the beginning of the day– not carried with them or worn around the waist. Students may wear undershirts beneath their uniforms. 	<ul style="list-style-type: none"> Khakis must be worn. Shorts/capris/skirts/cargoes of any type are NOT permitted. No holes are allowed. Pants must be pulled above the waist at all times, must NOT be so big that they fall down, and must be worn with a belt. Denim/corduroy/velvet material beige/tan pants are NOT permitted. Khakis that are not beige or tan (this includes brown, green, gray, etc.) are NOT permitted. Khakis that are skinny legged cut are NOT permitted. 	<ul style="list-style-type: none"> Shoes and sneakers must be closed-toe. Students must wear sneakers on days they have gym. Shoes must not have lights or wheels. 	<ul style="list-style-type: none"> Stud earrings (NOT hoops or earrings that hang below the ear) are allowed. Stud earrings must not be so large that they protrude over the lobe (smaller than a quarter). No other jewelry is allowed. If a student wishes to wear a necklace for religious reasons, permission must be given from the principal. Watches are permitted. Hats or caps of any kind are not permitted. No head scarves are permitted, unless they are for religious reasons. Chain wallets or chains of any kind are not permitted. A belt is required.
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Dress Code Expectations for Girls

<ul style="list-style-type: none"> Shirts must be long enough to tuck in. BOLD shirts from any year are allowed. Shirts purchased on BOLD field trips (with teacher approval) are allowed. Shirts may not be written on or signed. Only KIPP BOLD, college, and trip sweatshirts are allowed. Any other sweatshirts or jackets must be left in the closet at the beginning of the day– not carried with them or worn around the waist. Students may wear undershirts beneath their uniforms. 	<ul style="list-style-type: none"> Khakis must be worn.[1] Shorts/capris/skirts/cargoes of any type are NOT permitted. No holes are allowed. Denim/corduroy/velvet material beige/tan pants are NOT permitted. Khakis that are not beige or tan (this includes brown, green, gray, etc. are NOT permitted. Khakis with pockets on the leg are NOT permitted. 	<ul style="list-style-type: none"> Shoes and sneakers must be closed-toe. Students must wear sneakers on days they have gym. Shoes may not have greater than a 1.5 inch heel. Stilettos are NOT allowed. Shoes must not have lights or wheels. 	<ul style="list-style-type: none"> Handbags are allowed only when going to the bathroom with a teacher's permission. At all other times, they should be inside your backpack No make-up (including lipstick, lip gloss, and eye make-up) is allowed Watches are permitted. Hats, caps, and scarves of any kind are not permitted to be worn inside the school building. No head scarves are permitted, unless they are for religious reasons. Chain wallets or chains of any kind are not permitted.
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Not permitted: *Shorts *Skirts *Capris *Cargo pants *Ripped pants *Pants that are not khakis *khaki-colored jeans, or any pants with studs *Open-toed shoes *Shirts with inappropriate/non-school friendly messages (determined by the school) *Spandex/tights/leggings worn separately *College shirts not earned on a BOLD trip, or through a school based activity *White T-shirts *Sport Jerseys *Tank Tops/sleeveless/spaghetti straps *Shirts that bare midriff *Shoes with a heel higher than 1 ½ inches *Dresses *Earrings that are not hoops and/or studs and/or larger than a quarter *Make-Up *Lip Gloss *Facial piercings *Visible Tattoos *Shirts that have been written on *Sunglasses (in the building)

Girls will only be allowed to wear khaki skirts if it is for religious reasons and they receive permission from the assistant principal of their grade level.

ATTENDANCE

Daily on-time attendance in all classes is essential for the successful completion of course requirements. BOLD Academy staff are committed to students attending school every day and being present in every class. Scholar attendance is subject to review by the leadership/culture team, which will result in notification to parents/guardians if expectations are not met. A student is officially absent when they do not come in to school, and are recorded as such by the main office. Parents should call the Main Office **(937) 757-1500** as early as possible in the morning to report the reasons for the absence, the expected duration of an absence, and follow-up with a documentation to be placed on file. It is also a best practice to contact the homeroom teacher of your scholar to provide the update. Scholars who are absent or suspended from school are not permitted to participate in any school-related activity, after school activity, or evening performance. Additionally, the leadership team has the right to exclude students from participating in activities that are deemed a privilege if they exhibit poor school attendance. These activities include but are not limited to: field trips, dances, extracurricular events, activities, and any other school sponsored event. According to New Jersey School Law, Religious Observance, Take Your Child to Work Day, and Veterans Day Observance are the only ***situations where absences can be recorded as excused***. While these are legitimate reasons, all absences will count towards the total number of absences reviewed by the leadership team. All other absences (vacation, illness, funerals, weddings, etc, are counted as unexcused. Students are considered to be chronically absent from school when their absences begin to exceed 10% of the school year.

In the case of an unexcused absence, students and families are 100% responsible for initiating communication with the teacher and making up all missed work (preferably before the absence). If students are absent frequently (excused or unexcused), this impacts their learning and therefore may lower grades and negatively impact student performance. Families can expect to receive a call or text when students are late or absent. Families should also be aware excessive absences can also lead to legal action and families should seek assistance if they are in any hardship situations.

TARDINESS

Lateness to school and/or class shall be treated within the guidelines of the regular disciplinary code of the school. The leadership team shall initiate parent conferences regarding tardiness to school and notify the parent/guardian of trust breach/culture breach regarding tardiness to class. When such measures fail to achieve the goal of prompt attendance, the teacher shall notify the administration when a student is late to school or class five (5) times in any marking period. If after meeting with administration, the student continues to arrive to school late, the administration has the right to exclude the student from participating in activities that are deemed a privilege. These activities include but are not limited to: field trips, dances, extracurricular events, pool party and any other school sponsored event. Students arriving late must report to the MS Office with a note explaining the tardiness. The student will sign in using the attendance kiosk outside of the main office. Additionally, three late arrivals to school will equal one unexcused absence.

ABSENCES/PROMOTION/RETENTION

Once a student reaches 19 absences during the academic school year (**excused or unexcused**), their case will be evaluated by the Promotion Committee to determine whether the student is eligible for promotion. Attendance will be taken on all days that school is in session during the traditional school year, orientation, summer school, and on Saturdays (designated Saturday School).

HOMEWORK

At BOLD, we take homework very seriously. Homework is an integral part of the curriculum and will be assigned regularly. It is the student's responsibility to complete the required assignments according to the teacher's directions. Parents may request homework assignments if a student has been absent for at least **two consecutive** days, or a **long-term** absence is expected. To request homework, a parent should reach out to the Grade Level Chair, and give the student's name, and anticipated dates of absence. After 24 hours, the parent may pick up the homework assignments, and any necessary textbooks, in the main office. Upon his/her return, the student is responsible for asking the teacher for missed assignments. We have a strict, **no excuses**, homework policy because we believe that all of our students can achieve. Your child may call his/her teacher for help with homework before 8PM. In the event that your child does not do his homework, his grades will be impacted and he may fail for the quarter or year and be up for retention.

BOOKS AND EQUIPMENT

The school provides textbooks, library books, musical instruments, and other materials to students. Students are responsible to maintain items loaned to them in the same condition as they were at the time loaned. Lost or damaged objects must be paid for or replaced.

PERSONAL PROPERTY/LOST AND FOUND

Scholars must assume responsibility for loss or damage of any personal property belonging to them. They should not bring expensive items to school. Lost or misplaced articles should be taken to the BOLD office, placed in the lost and found bin as soon as possible. It is recommended that students use indelible marks to label materials and articles of value. If lost and found articles are not claimed within a week, they will be donated to charity, or discarded.

PHONES/ELECTRONICS

Use of **ALL ELECTRONICS** is prohibited within the school building. Although cellphones are allowed in the school building, they should be given to the homeroom teacher immediately upon the scholars' arrival. Students may use office phones only for an emergency call to a parent/guardian. **If this rule is not followed, we will confiscate the phone, and the scholar will be able to obtain their phone at the end of the day. If a student takes out his or her phone again, the phone will be confiscated and held until a parent/guardian comes to the school to pick it up.** Please be advised that BOLD Academy is not responsible for lost or damaged cellular phones. lost, damaged, or stolen, the school will bear no responsibility for lost, damaged, or stolen phones that have not been turned in.

Portable gaming devices (PSPs, GBAs, etc.) and personal music players (iPods, mp3 players, etc.) are strictly prohibited during the school day. As with cell phones, BOLD staff will confiscate any visible electronics, and provide them to the culture team.

Students are strongly cautioned against lending their electronic devices to other students at any time or for any reason. BOLD Academy will take no responsibility for the safety of electronic devices lent to other students.

LOCKERS/STUDENT SEARCHES

All lockers are assigned to scholars, and designed for storage of coats, hats, books, and school supplies. Use of locks are not permitted. It is the responsibility of each student to keep the locker neat and clean. Periodic locker cleanouts will be scheduled throughout the year. Students should not keep money or valuables in their lockers. Student lockers are the property of BOLD Academy and are on loan to students. The leadership team retains the right to open and search school lockers with or without the knowledge or presence of the student or parent involved, when circumstances are such that the protection of life and property demand such action. The school leader, or a designee, may conduct a search of a student's personal belongings if the search is necessary to maintain discipline and order in the school, and the school official has a reasonable suspicion that the student is concealing contraband.

BULLYING BEHAVIOR

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students.

- A. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- B. has the effect of insulting or demeaning any student or group of students; or
- C. creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.
- D. Physical aggression, verbal harassment, emotional humiliation and social alienation are all forms of bullying behaviors. Each of these three major types of bullying can be further divided into verbal and nonverbal behaviors. The six categories of bullying behavior exist along a continuum from low-level to violence to more severe violence.

***Please review the bullying chart in the index

Consequences and Appropriate Remedial Actions

The following factors will be considered in determining the appropriate response to scholars who commit one or more acts of harassment, intimidation, or bullying:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm;
3. The surrounding circumstances;
4. The nature of the behavior(s);
5. Past incidences or continuing patterns of behavior;
6. The relationships between the parties involved; and
7. The context in which the alleged incidents occurred.

Concluding whether an action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. An appropriate consequence will be determined after meaningful consideration of these factors. Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The appropriate consequence will be consistent with the case law, federal and state statutes, and district/school policies and regulations. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation or bullying.

- A. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- B. has the effect of insulting or demeaning any student or group of students; or
- C. creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Improper usage of Breakout Room:

Teacher Steps:

- Teacher immediately moves scholar(s) to waiting room
- Teacher puts in Dean's List referral with 1-2 sentences of details of displayed behaviors
- Teacher records F for scholar's participation/academic work for the day
- Teacher calls any scholar who was impacted or witnessed issue to inform parent of minor details from incident. (Communication is key – We never want a parent to hear something negative from a scholar and not a teacher at all) – Completed by EOD
- Teacher loops in SW team if believes this is a cry for help

- Teacher loops in SL if they believe this may be a HIB incident

Culture Team Steps:

- Culture Team member will inform family(families) of all scholar's involved in incident
- Culture Team/Family will discuss next steps (logical consequence based on displayed behavior)
- Culture Team member will email grade with any next steps occurring due to incident that may affect future classes or scholar privileges
- Culture Team w/ Class Teacher will perform Restorative Circle during HR block of next day following incident.

Culture Team member w/ Class Teacher will perform Conflict resolution with scholars involved in incident.

Ghost Protocol:

If a student is non-responsive in a Zoom session (logged on, but no audio response, no chat, no video) then a teacher will attempt to address via chat and calling on the student to remind of expectations. If possible, teacher will attempt calling/texting the student parent. If still no response, a teacher will put in a referral and a Culture member will join the class to assist, to allow the teacher to continue teaching. If the student continues to not respond throughout the period, student is removed to the waiting room, marked absent, receives an F for participation for the day, and dean is notified. Culture member will then notify parent.

Para Response to Ghost Protocol:

- Para attempts to private chat scholar with next steps to meet classroom expectations.
- Para moves themselves and scholar to Breakout Room. In Breakout Room, scholar and Para discuss expectations scholar needs to meet, as well as next steps if behavior is repeated.
- If scholar does not respond after Breakout Room, Para will attempt to call directly to scholar or scholar's parent. (Regardless if scholar's able to turn around behavior without parent, communicate to scholar's family of behaviors that were displayed throughout class and put in a Ghost Protocol Referral with handled in subject).
- If not able to get in contact with scholar or scholar's family, follow school protocols with Ghost Protocol Referral to receive Culture Team assistance.
- Before EOD scholar and Para will have a call (Zoom if possible) to discuss impact of scholar's participation on education and grades. (Recommend including scholar's guardian to stay consistent with communication).
- If scholar receives Ghost Protocol Referral more than three times, Para will develop a daily or weekly tracker (pending scholar severity) to keep data for strongest communication with scholar and scholar's guardian. Para will use daily/weekly tracker to develop incentive-based plan with scholar, to reduce scholar's Ghost Protocol incidents and eventually prevent displayed behaviors.

Family Communication

BOLD Academy will provide consistent communication to parents regarding their scholars academic performance. The lines of communication will be in the form of report cards and progress reports, in addition to touchpoints with BOLD Academy staff. It is the responsibility of the student to ensure that progress reports are shown to parents, signed and returned.

BOLD Balance

Every week, parents can review the BOLD Balance to see if their student has earned positive behavior points or any consequences. Teachers will also record notes about performance and behavior. Parents can write any notes to teachers on that document to the teacher

Progress Reports

Progress Reports are distributed to students every 2 weeks. They resemble a report card, and display the current progress towards standards in each subject, absences, tardies, and other student data.

Report Cards

Report Cards are given out four times during the school year, after each quarter.

Report Card Conferences - Each quarter, students will explain their progress to their parents and teachers in a student-led report card conference. Students will be responsible for owning their own progress and achievement, as connected to the BOLD value of Own. Teachers will help students prepare for their conference and will provide guidance. The purpose of these conferences is to update all parties on the student's progress towards his goals and determine what he needs to work on in the coming months to continue to grow and achieve. Teachers will reach out to schedule a specific time for a conference with families.

INDEPENDENT READING

BOLD Academy strongly believes in the power of sustained independent reading as a key lever in driving student achievement. Students are given time to read independently selected texts during the school day, but **ALL** students are expected to **read for at least thirty minutes at home each night**. Students will be tested on the texts they read at school/home through a program called Accelerated Reader. Their scores and words read are attributed to their overall goal set at the beginning of each quarter. A scholar's progress towards that goal is tracked weekly, and utilized toward the overall ELA grade for each quarter. In addition, the data is used to determine scholars progress toward field trips and events hosted by BOLD Academy.

Reading Level – Fountas & Pinnell

Beginning in 5th grade, all students will be tested to determine their **Fountas & Pinnell** (F&P) level. These levels range from A-Z, with grade level equivalents from kindergarten through 7th grade. Once a student reaches Z, we move on to a different tool called the Scholastic Reading Inventory (SRI). It is important that your child reads books on his/her level. At the end of each trimester we reassess all students who

are not on level Z yet. Guided Reading has become an integral part of our academic program at BOLD. Students receive guided reading instruction 4 to 5 days a week.

ACADEMIC HONESTY

Academic honesty promotes learning. Dishonesty interferes with learning. Scholars must submit work that is wholly and truly their own. Scholars who permit another student to commit academically dishonest acts will be held equally responsible. The penalty for academic dishonesty is a zero, or failure, for the piece of work and, in some cases, referral to the leadership team. Some examples of academic dishonesty include but are not limited to: copying another student's homework and/or tests; plagiarism, using cheat sheets, note cards, or other illegal means of prompting memory on a test.

ACADEMIC RECOGNITION AND FIELD TRIPS

BOLD Academy believes in rewarding those who completely meet and exceed our expectations by mastering the standards. Acknowledgement for academic achievement and upholding the school's values are made on an informal weekly basis, but also during quarterly award ceremonies. Formal acknowledgements are made at the end of each quarter by awarding students who have mastered **(earn 80% or above)** on all standards taught during that quarter.

BOLD teaches our kids that in life you earn things through your choices and actions. The difficulty of earning a trip depends on how much trust teachers must have in order for students to safely attend the trip. Overnight trips require students to be very trustworthy as many trips are in big cities. Whenever we take a trip, we aim to take as many of our students as possible.

Students can prove they are trustworthy through their academics, level of maturity, social & emotional awareness, and pattern of positive trends with staff and scholars. By doing their homework, arriving to school on-time, wearing their uniform, not earning consequences, and showing our values, students can demonstrate their readiness for new responsibilities. Students and families can connect with teachers regarding scholars' progress towards earning their trips.

Scholars are expected to attend school despite their non-attendance on a field trip. Their attendance on this day is counted towards the upcoming field trip.

Scholars can lose upcoming trips for any egregious behavior that leads to suspension, detention or removal from class.

At BOLD, we celebrate student successes constantly, through identifying students of the week, every week, who demonstrate BOLD values. We'll also celebrate BOLD's version of Honor Roll—Standards Masters—each quarter. Students can earn privileges, public recognition, trips, activities, certificates, trophies and special shirts to honor their noteworthy performance.

CAFETERIA

All students eat lunch in the cafeteria (unless assigned lunch reflection). No one is excused to go home for lunch. Students may buy lunch or bring it from home. Scholars are expected to meet all expectations during lunch. All students are to remain seated in the cafeteria except when they are getting food or

cleaning up. No food may be taken from the cafeteria. When not in the cafeteria during lunch, students will receive lunch in a designated classroom that requires silence and focus on assigned tasks. There are no gum chewing/sunflower seeds allowed in school.

Food/Drink Policy

BOLD Academy encourages students to make healthy choices when it comes to eating and drinking. We provide breakfast, lunch, and snack for students daily so that they have energy to keep them focused throughout the day.

Unless otherwise directed by the teacher, students are not permitted to consume any food, candy, cough drops, drink, et cetera at any time other than breakfast, lunch and snack.

While we discourage students from eating candy, soda, energy drinks, and junk food at all during the school day, students are allowed to eat such items at lunch and at snack only. **Candy, soda, energy drinks, and junk food is prohibited at breakfast and will be confiscated. Gum and sunflower seeds are not permitted in school at any time.**

HALL PASS

Scholars are permitted to leave class with permission from the adult in the room. Frequent requests to use the restroom will be referred to the nurse, with a request of a doctor note. Students are excused to go to their assigned counselor with a note or when an obvious emergency exists. The pass must show that the scholar is out of the room with the permission of the teacher, and include the date, time, and destination. Scholars' who are found in the hallway without a pass will be automatically identified as skipping class.

FIRE DRILLS

Fire drills are necessary for the safety of the students and faculty. Drills are performed as directly by the state schedule in addition to other required safety drills. Specific directions for reaching a point of safety are posted in each classroom. The fire alarm is a sound that is different from all other bells at school. Students must follow their teacher's exit instructions, walk silently in an orderly file, and proceed to a distance approximately 100 feet from the building. When instructed by teachers, all students must return promptly to their classrooms in an orderly fashion. If scholars are walking through the halls and the fire alarm sounds, they are expected to join the class closest to them and exit the building silently.

DRUG FREE SCHOOL ZONES

BOLD Academy recognizes its responsibility to ensure the continuing cooperation between school staff and the law enforcement authorities in all matters relating to the use, possession and distribution of dangerous controlled substances and drug paraphernalia on school property.

CLUBS AND CO-CURRICULAR ACTIVITIES

A full program of clubs and activities are offered at BOLD Academy. Clubs and descriptions are provided quarterly with the distribution of applications. Information regarding meeting dates, times, and locations

will be provided in acceptance letters that are distributed to scholars. In order to participate in any BOLD Academy extra-curricular activity, scholars must meet academic/behavior expectations, and submit an application.

ATHLETIC COMPETITION

There are interscholastic teams for boys and girls in soccer, flag football, and basketball. In addition to future sports that will be added throughout the school year. Members of BOLD Academy athletic teams are required to conduct themselves as good citizens, both in school and out. Should a student receive a DNR, ISS, OSS, he/she is not permitted out of physical education on any particular day, that student may not participate in extracurricular athletics on the same day. Goals of the athletic program are to develop good sportsmanship in winning and losing, to abide by the rules of the game, to play to win and accept defeat, to build character, and earn the respect of teammates and opponents. Unbecoming conduct will result in disciplinary consequences.

Procedure for Short-Term Suspension

The Culture Team may impose a short-term suspension. Before imposing a short-term suspension, the Culture Team shall verbally inform the student of the suspension, the reason for it, and whether it will be served in school or out of school. The student will be given an opportunity to deny or explain the situation. The Culture Team also shall immediately notify the parent(s)/guardian(s) in writing that the student has been suspended from school. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the suspension and shall offer the opportunity for an immediate informal conference with a member of the Culture Team.

Procedure for Long-Term Suspension

A student who is determined to have committed a severe infraction shall be subject minimally to a long-term suspension, unless it is determined that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document, to referral to law enforcement authorities, and/or expulsion.

Visitors

Visiting Campus

- Visitors to the school building must enter via the main entrance and sign in. A government issued ID must be provided to the safety agent.
- Pets are not authorized on school grounds unless it is a service dog with the proper permits.
- Students and staff are asked not to open doors for any person at a doorway. School Safety must buzz visitors in.
- Visitors must visibly wear a name badge when they are inside of the school and will be directed to the proper destination, or the main office. Any visitor without a name badge must be redirected to the main office.
- Under no circumstances will a visitor be allowed into a classroom without approval of a classroom teacher or an administrator

- Visitors attending school functions that are open to the public, such as parent-teacher conferences or public gatherings, are not required to sign in at the main office. A sign-in sheet will be provided.
- Any unauthorized person on school property will be reported to the School Safety Agent. Unauthorized or disorderly persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property. Any visitor not in compliance with the code of conduct may receive a warning or limited access notice.

FAQ

At KIPP BOLD Academy we want all of our students to be at school every day, on-time so they can learn as much as possible! We ask our families to help our scholars make every minute count by ensuring ALL scholars are at school and prepared.

What time does school start? We are happy to welcome students at 8:00 AM Monday-Friday. Students will be marked late at 8:16 AM. All students who arrive before 8:16 will have the option of eating breakfast as they complete their morning routines.

When will students be dismissed? Students will be dismissed at 4:15 PM on Monday, Tuesday, Thursday, and Friday. Students will be dismissed at 1:45 PM on Wednesdays. After School activity dismissal times will vary based on the program but will generally range from 5:00-5:30. Each program will have its own consistent end time.

What happens if students are late for arrival or dismissal? Learning at KIPP BOLD starts at 8:15. If students arrive after 8:15, they must check in at the office and retrieve a late pass. Each time a student is late, he or she misses valuable learning time, may not have the opportunity to have his or her homework checked, and begins the day catching up to his or her peers. When students are on time, they earn positive habit points towards trips and other incentives. Parents will receive a call and/or text message letting them know their child is late. If students are late three times, this automatically turns into one absence and will be noted on their report cards and transcripts as an absence. The same is true if students leave early three times.

Our dismissal routine is orderly, efficient, and keeps kids safe. Students who walk or ride the public bus are expected to leave immediately upon dismissal. Students who get picked up afterschool are expected to be picked up immediately upon dismissal. If a student's ride has not arrived 15 minutes after dismissal, he will be escorted to the office, where he will wait until picked-up. Students who are picked up late three times after an extracurricular activity will no longer be eligible to participate.

Returning from Suspension - If a student is suspended or sent home, they are required to return with their parents. In the "re-entry meeting," parents, the student and staff will review the events and ensure there is a plan in place to prevent the act(s) from occurring again.

How do students get to and from school? Our students and families have many options to consider when deciding on the transportation plan that works best for them. Many families opt to walk or drive their

son or daughter to school. Some families coordinate a carpool with neighbors or encourage their children to walk to and from the campus together. Others utilize the Newark Public Bus operated by New Jersey Transit. There are several bus stops close to 229 18th Ave. that service many bus lines (Primarily the 99 & 5 bus lines). Our staff members accompany students to the bus stop and wait with them until they board. Students may qualify for free public bus tickets based on location and/or income. Learn more about eligibility during registration.

How do I communicate a change in my student's dismissal plan? If a student needs to leave early or miss an extracurricular activity, family members can either call the Main Office at 973-757-1500 by 9:00 AM on the day of the change or send a note explaining the change in their student's homework folder.

Please let us know if you have any questions or concerns about transportation and we will do our best to help problem solve. Climbing the mountain to college is hard work, but if we openly communicate and work together we can do anything!

Parent/Teacher Concerns

Communication is key in developing trust. We are here to serve you and your students and want to know if you have concerns. Please do:

Tell us what's going on. Be sure to communicate with us if there's something at home that we should know about, whether positive or negative. We'd love to come to happy occasions or support you through tough ones. If you're pleased with something happening at school, let us know. If you're not, we want to hear about it. Our school will only be as good as we make it. Let's build a great one together.

Tell us how you like to communicate. If we're not calling you enough or calling you too much, just let us know. If you prefer text or email, that's fine, too. If you'd like to drop in, schedule an appointment ASAP!

Teachers are teaching during the school day, so they won't be able to meet with you then, but you're always welcome in the building to observe classrooms, volunteer, or spend time with our staff. Teachers often have after school commitments, as well, so if you'd like to meet with a teacher in person, just call them to schedule a time in advance.

Treat everyone in our building with respect. We will *always* treat our families and students with kindness and professionalism and ask that everyone who enters the BOLD campus follows the rule "Be nice." This work is serious and important and tensions may rise, but we ask that we stay focused on solving whatever problems arise between us and remaining respectful through difficult conversations.

CODE OF CONDUCT

Any behavior that is inappropriate to community or school standards may be subject to the consequences established in the code of conduct, and/or other such consequences as judged appropriate by the leadership team.

Minor Infraction: To be dealt with by the teacher

Major Infraction: Results in an office referral

Consequences: Will be determined depending on the severity of the infraction

Lunch Reflection: Scholars will serve this reflection in a quiet location, that is designed to share their thoughts about the behavior displayed and complete tasks.

Recess Reflection: Scholars will serve this reflection in a quiet location, that is designed to share their thoughts about the behavior displayed and complete tasks.

AM Detention: 7:15 a.m. to 8:00 a.m. (subject to change)

PM Detention: 4:15 p.m. to 5:00 p.m. (subject to change)

TB: Trust Breach

CB: Culture Breach

ISS: In School Suspension

OSS: Out of School Suspension

Police Notification: Based on the severity of the situation and the discretion of the leadership team. Depending on the infraction and severity, scholars are referred to counseling, school psychologist, school social worker, and/or staff or agencies.

ATTENDANCE

~ALL CONSEQUENCES ARE SUBJECT TO CHANGE~

INFRACTION	DEFINITION	MINOR INFRACTION	MAJOR INFRACTION	POSSIBLE CONSEQUENCE
Tardy Class/School	A student is tardy if he/she is not in class when the bell rings or at the appointed time. A student arrives to school after the first bell.	Less than 5 tardies will be dealt with by the teacher.	An accumulation of 5 or more tardies will require culture referral.	5 Tardies = 1 Det 10 Tardies = 2 Det 15 Tardies = 3 Det and parent meeting Excessive tardies to class will be addressed with parents and subject to a Culture Breach

<i>Skiping Class/Truancy</i>	Student leaves class/school without permission or stays out of class/school without permission. Students arriving to class two or more minutes late without permission.	Always a major infraction.	Always a major infraction.	ALTERNATIVES <ul style="list-style-type: none"> · Addressed with parents and subject to a Culture Breach · PM Detention · ISS
<i>Inappropriate School Location</i>	Being in an unauthorized area of the building or grounds without permission from a teacher/administrator	Always a major infraction.	Always a major infraction.	AM/PM Detention

BEHAVIORAL MISCONDUCT

~ALL CONSEQUENCES ARE SUBJECT TO CHANGE~

INFRACTION	DEFINITION	MINOR INFRACTION	MAJOR INFRACTION	POSSIBLE CONSEQUENCE
Abusive/Inappropriate Language	Any use of words, phrases, language, or gestures that are derogatory/sexual/inappropriate in nature for the school environment.	Not directed at any one person and/or of low intensity.	Directed at a person and/or of high-intensity.	Minor LR Detention Major ISS Culture Breach

Cheating, Plagiarism, Dishonesty, Breach of Integrity	<p>Copying another student's work or answers or letting someone copy work or answers.</p> <p>Plagiarism – copying text, photographs, or other materials/media into an assignment with citing the original source.</p>	<p>Teacher will call home to inform the parents of the infraction.</p> <p>Results in a zero on the assignment.</p> <p>Students are required to complete an alternate assignment to meet the original learning expectation.</p>	Meeting with parents and the culture team.	<p>Minor Detention</p> <p>Major ISS Culture Breach</p>
Defiance Insubordination	Any behavior, activity, or action deliberately undermining any adult's authority.	Not following directions/ ignoring request of adult.	Refusal or noncompliance after multiple requests from an adult.	ISS OSS
Disrespect/Class Disruption	Any behavior that interrupts or distracts from the learning environment.	<p>Talking back, disregard to clear instructions</p> <p>Intentionally not following directions</p>	Repeated inappropriate behavior tracked by an adult in the classroom	ISS OSS
Dress Code Violation	Student wears clothing or items that do not meet the dress code criteria.	Always a major infraction	Always a major infraction	<p>Parents will be called to bring appropriate clothes to school.</p> <p>Students will sit out of their learning environments until clothing is provided.</p> <p>Repeated violations will</p>

				result in family conference with the culture team, and potential detention.
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BEHAVIORAL MISCONDUCT

~ALL CONSEQUENCES ARE SUBJECT TO CHANGE~

INFRACTION	DEFINITION	MINOR INFRACTION	MAJOR INFRACTION	POSSIBLE CONSEQUENCE
Abusive/Inappropriate Language	Any use of words, phrases, language, or gestures that are derogatory/sexual/inappropriate in nature for the school environment.	Not directed at any one person and/or of low intensity.	Directed at a person and/or of high-intensity.	Minor LR Detention Major ISS Culture Breach
Cheating, Plagiarism, Dishonesty, Breach of Integrity	Copying another student's work or answers or letting someone copy work or answers. Plagiarism – copying text, photographs, or other materials/media into an assignment with citing the original source.	Teacher will call home to inform the parents of the infraction. Results in a zero on the assignment. Students are required to complete an alternate assignment to meet the original learning expectation.	Meeting with parents and the culture team.	Minor Detention Major ISS Culture Breach
Defiance/Insubordination	Any behavior, activity, or action deliberately undermining any adult's authority.	Not following directions/ ignoring request of adult.	Refusal or noncompliance after multiple requests from an adult.	ISS OSS

Disrespect/Class Disruption	Any behavior that interrupts or distracts from the learning environment.	Talking back, disregard to clear instructions Intentionally not following directions	Repeated inappropriate behavior tracked by an adult in the classroom	ISS OSS
Dress Code Violation	Student wears clothing or items that do not meet the dress code criteria.	Always a major infraction	Always a major infraction	Parents will be called to bring appropriate clothes to school. Repeat violations will result in family conference with the culture team, and detention.

VIOLENCE AND VANDALISM

INFRACTION	DEFINITION	MINOR INFRACTION	MAJOR INFRACTION	POSSIBLE CONSEQUENCE
Threat/False Alarm	Intentional misuse of fire alarm; Any threat(s) made toward school property; Intentional false reporting of serious acts of any nature	Always a major fraction	Always a major fraction	OSS Police Notification
Danger to the physical well being of others	Students through their direct or indirect actions place another person in danger of physical harm, even if there was no intent to harm.	Silly horseplay, playful grabbing, pinching, nonaggressive punching or slapping, chasing, shoving, "Not keeping hands/feet to self."	Depends on the severity	ISS OSS Police notification Referral to counseling
Fighting/Physical Aggression	Exchange of blows or assault of physical blows, such as hitting, slapping, pushing, shoving, etc; This includes students who instigate fights.	Always a major infraction	Physical contact with the intent or having the outcome to cause injury or harm; also	OSS Police notification Referral to counseling

			includes instigating or promoting a fight.	
Harassment/ Intimidation/ Bullying	Any gesture written, verbal or physical that disrupts a students' ability to learn or the school's ability to educate its students in a safe environment. Bullying consists of any words or actions that harm or threaten to harm.	Always a major infraction	Always a major infraction	ISS OSS Police notification Referral to counseling
Theft	Taking property that belongs to someone else without permission or items that require payment without paying for them, and/or aiding in stealing	Always a major infraction	Always a major infraction	ISS OSS Police notification
Threat	Threat of harm directed at a student or adult or property; threat of harm to oneself.	Always a major infraction	Always a major infraction	ISS OSS Police notification
Use/Possession Distribution of Alcohol or Drugs	Possession of drug paraphernalia, and/or use of, or being under the influence of alcohol or drugs at school or at any school sponsored activity.	Always a major infraction	Always a major infraction	ISS OSS Police notification
Use/Possession of Weapons	Possession of firearms or dangerous weapons/instruments and/or any object that can reasonably be considered a weapon or is used as a weapon. This includes objects made to look like dangerous instruments.	Always a major infraction	Always a major infraction	ISS OSS Police notification
Vandalism	The destruction, marring, or defacing of someone else's personal property or school property.	Always a major infraction	Always a major infraction	ISS OSS Police notification

POSSESSION/USE OF MATERIALS THAT VIOLATE SCHOOL POLICY

INFRACTION	DEFINITION	MINOR INFRACTION	MAJOR INFRACTION	POSSIBLE CONSEQUENCE
Technology Violation	Student engages in inappropriate use of computer. Reference: Acceptable Use Agreements.	Using music/video players, cameras, computers, etc. without permission; Being off task while using computer; Accessing benign web addresses not authorized by a teacher.	Intentionally trying to access or accessing material that is inappropriate, offensive, or otherwise blocked; Bypassing filters, downloading without permission; Altering or adding to any existing area of the computer.	Loss of technology use AM/PM Detention ISS OSS
Cell Phone/Electronic Device Violation	Possession/use of cell phones, iPods, MP3 players, laser pointers, video games, or other electronic devices without permission.	Single Offense Minor Offense	Taking photographs or videoing other students or staff without the permission of every person involved. Repeated electronic use without permission.	1st offense: student can pick up electronic device from the culture office at the end of the day. 2nd offense: Confiscated and must be picked up by a parent during school hours at the culture office. Transmission of inappropriate pictures may result in legal action.
Use/Possession of Inappropriate Items	Bringing items inappropriate for, or disruptive to the school environment, including but not limited to, photos, toys, fireworks, etc.	Single Offense Minor Offense	Depending on the nature and severity of the infraction.	ISS OSS Possible Police Notification

Appendix A: KIPP:NEWARK Policies

Non discrimination/equal opportunity:

We are committed to equal opportunity for all of our students. We prohibit discriminatory practices against any person by reason of race, color, national origin, ancestry, age, sex, pregnancy, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, on account of disability, social or economic status, pregnancy, childbirth, actual or potential parenthood, or family status.

Harassment, Intimidation, & Bullying (HIB) Policy

The Board of Trustees expects students to treat each other with civility and respect and will not tolerate acts of harassment, intimidation, or bullying. Like other disruptive or violent behaviors, this conduct interferes with the rights and abilities of students to learn and our ability to educate students in a safe and productive environment.

The Board prohibits acts of harassment, intimidation, or bullying against any student.

"Harassment, intimidation or bullying" are defined as any gesture or any written, verbal or physical act, inclusive of the use of cell phones, electronic communication devices, or other electronic devices, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school- sponsored function, on a school bus, or off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- A. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
- B. has the effect of insulting or demeaning any student or group of students in such a way as to cause disruption in, or interference with, the orderly operation of the school; or

- C. creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Reporting Procedure

1. Report to School Leader: All acts of harassment, intimidation, or bullying shall be reported verbally to the School Leader on the same day when an individual – student, employee, or contractor – witnesses or receives reliable information regarding an incident.
2. Report to Parents: The School Leader shall inform the parents or guardians of all students involved in the reported incident and may discuss, as appropriate, the availability of counseling or other intervention services.
3. Reported in Writing: All acts of harassment, intimidation, or bullying shall be reported in writing to the School Leader within two school days of when the individual witnessed or received reliable information about the incident.

Investigation Procedure

Within one school day of receipt of a written report of an incident, the School Leader may initiate an investigation at his or her discretion, which shall be conducted by a school anti-bullying specialist (and additional personnel appointed by the School Leader, if necessary). The investigation shall be completed at the latest within 10 days of receipt of the written report. The results of the investigation shall be reported to the Board of Trustees no later than the date of the Board meeting next following completion of the investigation. Information presented to the Board shall include, but shall not be limited to, training established, discipline imposed, or any other action taken or recommended by the School Leader.

Right to a Hearing

Parents/guardians of students who are parties to the investigation shall be entitled to receive information about the investigation. This information shall be provided within 5 school days after the results of the investigation are reported to the Board. A parent/guardian may request a hearing before the Board after receiving the information, which shall be held within 10 days of the request during executive session. At the hearing, the Board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any training programs instituted.

Board Decision

At the next Board of Trustees meeting following its receipt of the report, the Board shall issue a decision, in writing, to affirm, reject or modify the School Leader's decision.

Consequences and Remedial Action for a Student who Commits an Act of Bullying

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying shall be determined by the School Leader and may range from positive behavioral interventions up to and including suspension or expulsion. In considering what response is appropriate, the School Leader shall consider the nature and circumstances of the act, the degree of harm to all individuals involved, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

Retaliation/False Accusations

Any employee, student, volunteer, or member of the public who witnesses or has reliable information that any student has been subject to harassment, intimidation or bullying as defined in this policy must report the incident to the appropriate school official designated by the administration. The Board will not tolerate any act of reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. Individuals are also prohibited from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

Consequences:

- Students: The appropriate remedial action shall be determined, in each particular case, by the School Leader after consideration of the nature, severity and circumstances of the act. The consequences for a student found to have retaliated against another for reporting an act or falsely accusing another of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or recommendation of expulsion.
- School Employees: Consequences and appropriate remedial action shall be determined by the School Leader in accordance with school policies, procedures and agreements.
- Visitors or Volunteers: Consequences and appropriate remedial action shall be determined by the School Leader after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials when appropriate.

Alcohol/Substance Abuse Policy

We are committed to the safety and well-being of all scholars and their families in our schools. All staff receive training and education on substance abuse prevention and intervention to ensure we are creating and maintaining a safe learning environment for all scholars. We recognize the harmful effects of drugs, alcohol, steroids and tobacco on scholar development, success, and life outcomes. As a result, we are committed to implementing wellness and recovery strategies to promote prevention, intervention, referral for evaluation, referral for treatment and continued care for drug, alcohol, steroids and tobacco use and abuse.

In accordance with N.J.S.A. 26:3D-17, the use of tobacco products and smoking of any substance is prohibited in school buildings and on school grounds. We are committed to promoting a healthy learning and working environment, free from unwanted smoke, for our scholars, family, and visitors.

The following are strictly prohibited:

- Alcoholic beverage, of any kind
- Over-the-counter and prescription drugs/medications that are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.
- Any controlled dangerous substance, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and 2C:35-2; and N.J.S.A. 18A:40A-9
- Any chemical or chemical compound which releases vapor 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.

The comprehensive alcohol and substance abuse policy is available at your child's school upon request.

Searches

The School Leader or his/her designee may conduct a search of a student's person or belongings if the search is necessary to maintain discipline and order in the school, and the school official has a reasonable suspicion that the student is concealing contraband. All searches and seizures conducted by designated school staff shall comply with the standards prescribed by previous court decisions and in compliance with applicable law.

Electronics/Acceptable Use Policy

Access to our network is a privilege and must be treated as such by all users of the network and its associated systems. Our technological resources are intended to be used for educational activities. To ensure that our network remains secure, each and every user must protect the rights of the community. By using the school's systems, each student agrees to follow this policy and all applicable laws.

Prohibited Activities

- Users shall not attempt to gain unauthorized access (hacking) to the school's systems or to any other computer system via the school's network, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.
- Users shall not deliberately attempt to disrupt the school's computer systems' performance or destroy data by spreading computer viruses, malware or any similar product that can damage computer systems, firewalls, servers or network systems.
- Users shall not use the school's systems to engage in illegal activities or any activities that could expose the school, its employees, or other persons to criminal or civil liability.
- Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.
- Users shall not utilize the school's network for the transaction of any non-school related business and/or any commercial purposes. Users shall not make use of the school's network or computer systems for any product advertisement.
- Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.
- Users may not intentionally waste limited resources. Users must not post chain letters or engage in "spamming". Spamming is the sending of an annoying and unnecessary message to a large number of people.
- The school's Harassment, Intimidation, and Bullying (HIB) policy is in effect for all network activity and users will be held responsible for any violation of the HIB policy. Users are prohibited from cyberbullying one another.
- Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, abusive, or threatening language. Users shall not use the school's systems to spread messages that can reasonably be interpreted as harassing, discriminatory, racist, hateful or defamatory. Prohibited language applies to public messages, private messages, and material posted on web pages.

Students using the school's computer systems

- Students must not reveal personal information about themselves or other persons on social networking sites, in chat rooms, in emails or other direct electronic

communications, or any other forum over the Internet. For example, students must not reveal their home address, or telephone or cell phone number. Students must not display photographs of themselves, or the images of others.

- Students should not meet anyone in person who they have met only on the Internet.
- Students must promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable.
- Although students generally will be supervised when using the school's computer systems on school property, it is not practicable for the school to monitor and enforce a wide range of social values in student use of the Internet. Parents/Guardians are primarily responsible for transmitting their particular set of family values to their children, and discussing with their children what material is and is not acceptable for their children to access through the school's Internet systems.

The school reserves the right to take immediate action regarding activities that (1) violate this policy or law, or (2) create security and/or safety issues for the school, students, employees, schools, network or computer resources, or (3) expend school resources on content that the school determines lacks legitimate educational purpose, or (4) the school determines are inappropriate.

Our full policy is available upon request at your child's school.

Gifted and Talented Policy

The school will provide all gifted and talented students with programs which provide for gifted and talented students basic education while encouraging optimum development of the students' special abilities. Programs shall be developed or located which stimulate students to participate constructively in, and contribute to, the activities of the school, the community and society.

The full Gifted and Talented Policy is available upon request to the school.

FERPA Notification of Rights and Directory Information Policy FERPA Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the district receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the School Leader a written request that identifies the records they wish to inspect. The School Leader will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the district to amend their child's or their education record should write to the school leader, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also includes a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, insurance investigator, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures of the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202

The Family Educational Rights and Privacy Act (FERPA) requires that the district, with certain exceptions, obtain parent/guardian consent prior to the disclosure of personally identifiable information from a child's educational records. However, the district may disclose appropriately designated "directory information" without written consent, unless the parent/guardian has advised the district to the contrary. The primary purpose of directory information, which is information that is generally not considered harmful or an invasion of privacy if released, is to allow the district to include this type of information in certain school publications. Examples include:

- A playbill or concert program showing your student's role or listing your student's name
- The annual yearbook
- Honor roll or other recognition lists
- Graduation or "stepping up" programs
- Sports activity sheets, such as for wrestling, showing the weight and height of team members.

Directory information can be disclosed to outside organizations without a parent's prior written consent.

The district, has designated the following information as directory information:

- Student name
- Grade
- School/Homeroom
- Participation in officially recognized activities and sports
- Parent/guardian name
- Address
- Telephone listing
- Electronic mail address
- Honors and awards received
- Dates of attendance

If you do not want the district to disclose any of the above-listed directory information about your child you must notify the school. Absent this notification it will be assumed you consent to having your child's information available as directory information

Child Abuse & Neglect

Student safety is our first priority. All school staff are mandated reporters of child abuse and neglect and are legally required to call the Division of Child Protection and Permanency if there is suspected child abuse or neglect.

In New Jersey, anyone with reasonable cause to believe a child is being abused should immediately call the Child Abuse Hotline. If the child is in immediate danger, call 911 as well as 1-877 NJ ABUSE. Calls can be made anonymously and you do not need proof to report an allegation of child abuse. The Hotline is available 24 hours a day, seven days a week.

Examples of abuse and neglect include-

When a student reports:

- being abused at home.
- witnessing drug use in the home.
- being sexually abused.
- engaging in child pornography or prostitution.
- witnessing domestic abuse.
- being threatened at home.
- being afraid to go home.

When a staff member suspects or witnesses:

- physical abuse
- such as bruises, burns, fractures, etc.
- other potential indicators of abuse such as wariness of adult contact, behavioral extremes (aggression, withdrawal), fear of parents/guardians or going home, difficulty walking or sitting.
- neglect- including lack of basic food and clothing, poor hygiene, consistent hunger, fatigue or falling asleep in class, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.
- engagement in risky behavior (including sexual behavior, drug use, etc.) where the parents/guardians are either unable or unwilling to intervene.
- absence from school to care for family members or to do chores/work around the house.
- absence from school to hold down a job.

When parents/guardians:

- repeatedly fail to return phone calls, respond to notes/letters home, or attend school meetings.
- withdraw a student and fail to provide compulsory education

Any person having reasonable cause to believe that a child has been abused or neglected has a legal responsibility to report it to the Division of Child Protection and Permanency at 1-877-NJ ABUSE (652-2873).

Appendix B: School Calendar

Please sign and return!

I have thoroughly read the BOLD Academy Family Handbook and discussed the policies with my KIPPsters. I agree to honor and uphold the policies and procedures of BOLD Academy.

Parent Name:

Parent Signature:

Date:

Student Name:

Teacher Name:
