

# Student & Family Handbook



**2023-2024**

## **CONTENTS:**

- I. [Contact Information](#)**
- II. [School Overview](#)**
  - A. Mission
  - B. Vision & Values
  - C. Hours
  - D. Academic Belief
  - E. Course Offerings
  - F. Extracurricular Offerings
- III. [General Procedures & Operations](#)**
  - A. Arrival and Dismissal Procedures
  - B. Recess Policy
  - C. Uniform Policy
  - D. Field Trips
  - E. Transportation - SPED
- IV. [Attendance](#)**
  - A. Attendance Expectations
  - B. Absence Notification
  - C. Excused Absences
  - D. Unexcused Absences
  - E. Common Absences
  - F. Chronic Absenteeism
  - G. Tardies
  - H. Early Dismissals
  - I. Home Instruction
- V. [Parent Involvement](#)**

- A. Commitment to Excellence
  - B. Parent-Teacher Communication
  - C. Birthday Policy
  - D. Visitors
  - E. Recommended Supplies
  - F. Parent Communication
- VI. Safety and Weather
  - A. Emergency Drills
  - B. Inclement Weather Policy
  - C. Make-up Days
  - D. Student Release
- VII. Health and Wellness
  - A. Immunizations
  - B. Physicals
  - C. Family Notification of Health Incidents
  - D. Medications Policy
  - E. Illness at School
  - F. Incidents
  - G. Bathroom Accidents
  - H. Allergies
  - I. Meal Program/Nutrition
  - J. Wellness Policy
- VIII. Academics
  - A. Grading & Assessments
  - B. Guidelines for Grade Point Average (GPA) Calculation
  - C. Honor Roll
  - D. Report Card Conferences
  - E. Homework
  - F. Policy for Making Up and Revising Work
  - G. Gifted and Talented Policy
  - H. Retention and Promotion Policy
- IX. Behavior
  - A. Behavior Management System
  - B. Student Code of Conduct
  - C. Suspensions
  - D. School Behavior Management Systems
  - E. Bus Expectations
  - F. Harassment, Intimidation and Bullying (HIB) Policy
  - G. Alcohol and Substance Abuse Policy
  - H. Electronics & Acceptable Use Policy
  - I. Cell Phone & Electronics Policy
- X. Students with Special Needs
  - A. IEP Process
  - B. Section 504 Process
  - C. English Language Learner Supports

- D. Response to Intervention (RtI)
- XI. **Student Protection**
  - A. FERPA Policy
  - B. Media Release Policy
  - C. Statement of Non-Discrimination
  - D. Child Abuse and Neglect
  - E. Searches
- XII. **Board of Trustees**
  - A. Names
  - B. 2023-2024 Meeting Schedule
- XIII. **Academic Calendar**

Affirmation page = include as a separate document

#### **APPENDICES:**

1. Non Discrimination/Equal Opportunity Policy
2. Harassment, Intimidation, & Bullying (HIB) Policy
3. Alcohol/Substance Abuse Policy
4. Electronics/Acceptable Use Policy
5. Gifted and Talented Policy
6. FERPA Notification of Rights and Directory Information Policy
7. Child Abuse & Neglect
8. Title IX Policy
9. Social Media Policy
10. Student Rights
11. Keeping Kids Safe with Appropriate Boundaries

#### ● **Contact Information**

	School Info
Grades Served in 2023-2024	5th-8th
School Phone	973.242.7473
School Fax	973-556-1085
School Address	21 Ashland Street Newark, NJ 07103
School Website	<a href="https://kippnj.org/schools/kipp-rise-academy/">https://kippnj.org/schools/kipp-rise-academy/</a>
School Leader	Kyle Newsome
Assistant School Leader(s)	Kristen Kell, STEM

	Audrey Morris, Humanities Abdoul Ouedraogo, Culture
Assistant School Leader of Special Education	Jillian Cruoglio
Dean(s) of Students	Mauri Horton Rashawn Ricks
Social Worker	Jen Mueller (Lead SW, grades 7 and 8) Adama Pitts (grades 5 and 6)
Director of School Operations	Laura Joseph
School Operations Manager	Venus Henderson

## ● Schools Overview

### ○ MISSION

To create a network of schools in Newark, New Jersey, that instill in their students the desire and the ability to succeed in college, in order to change the world.

### ○ VISION/VALUES

School Vision and Values	<p><b>We operate with a level of “Grownership” that models love, kindness, and respect for each other as well as the community we are a part of.</b></p> <p>Rise Academy is a school built on strong relationships. We foster those relationships through conversations. Those relationships lead to learning and growth in both students and staff. At Rise Academy, we value culture and academics equally, because it is our contention that they are connected and not separate. We ground our approach and decision-making in an equity-based lens from our dedication to REI work. Through that lens, we balance accountability and support to create the consistency needed to assist in the collective growth and development of our students, families, teachers, and leaders.</p>
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- **HOURS**

Please note that KIPP Newark attempts to follow the NPS calendar as closely as possible. However, to implement our program, there are a few variations in the calendar. Please refer to the KIPP Newark calendar at the back of this handbook.

Middle Schools	
Monday, Tuesday, Thursday, Friday	8:00 am – 3:45 pm
Wednesday or Early Dismissal Days	8:00 am – 12:45 pm

- **ACADEMIC BELIEF**

The beauty about the classroom experience at Rise is that all expectations are shared. Teachers and students are expected to come to class everyday prepared, energized, and comforted in knowing that mistakes are welcomed. We expect risk to be taken because that is where true learning takes place.

Teachers should be clear of the objective that they want students to achieve and aim on how they will support students with mastering the objective. This is expected through Intellectual Preparation of lesson plans, in-depth participation in content team meetings, and consistent analysis of student data (both past and present).

Students are also expected to be prepared with materials that will help them access the material being presented. They are expected to have homework completed from the night before. Students are expected to be curious learners with a multitude of questions that are asked of their teacher or peers.

Every class is led with the understanding and commitment to our Non-Negotiables:

1. Kids Learn
  1. 100% of kids learn every day, in every class. It's our job to teach them and invest them in their learning.
2. Kindness
  1. Adults are kind to one another and kids. Kids are kind to each other and adults. When kindness is absent, we address it, we give guidance, and we hold all accountable.
3. Kids are held to a high bar
  1. We hold a high bar for instruction and behavior in every class, and we support kids in meeting the expectations through clarity, understanding, and flexibility.

- **COURSE OFFERINGS**

School's Course Offerings	<ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• Mathematics</li> <li>• Science</li> <li>• History</li> <li>• Physical Education</li> <li>• Music</li> <li>• Musicology</li> <li>• Performing Arts</li> </ul>
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- **EXTRACURRICULARS OFFERED**

We believe in educating the whole child so we offer a variety of afterschool programming for all of our students.

School's Extracurricular Offerings	<p>Sports:</p> <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Flag Football</li> <li>• Cross Country</li> <li>• Soccer</li> <li>• More offerings likely in 2023-2024</li> </ul> <p>Clubs:</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Percussion</li> <li>• Robotics</li> <li>• Male Mentoring</li> <li>• Girls.Fresh</li> <li>• Cheer</li> <li>• More offerings likely in 2023-2024</li> </ul>
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- **General Procedures & Operations**

- **Arrival & Dismissal Procedures**

School's Arrival & Dismissal Procedures	<ul style="list-style-type: none"> <li>● Arrival – <ul style="list-style-type: none"> <li>○ <b>Students should not arrive at Rise before 7:45 am as there is not guaranteed supervision at this time.</b></li> <li>○ Doors will open at 8:00 AM.</li> <li>○ Attendance and Advisory will begin taking place at 8:00 AM</li> </ul> </li> </ul>
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- Students will be marked tardy starting at 8:10 AM

- Dismissal -

- Students who are picked up from school are dismissed via Driveline (all students have a Driveline number and a dismissal staff will enter the number upon pickup).
  - If students were at Rise in 2022-2023, their Driveline number has not changed.
  - If students are new in 2023-2024, they will receive a Driveline number.
- Students who walk or take public transportation will need to have this noted with Rise staff.
- **Rise does not offer an after care program and cannot guarantee supervision after 4:00pm. Timely pickup is crucial for safety.**

- **Recess Policy**

The purpose of recess is to provide your student with a short break, fresh air, and informal participation in positive social and physical activities. Recess will be held in appropriate locations or outside, except in extreme weather conditions. Families are expected to ensure that your student is dressed appropriately for the weather. If there is a medical reason your student may not participate, please contact your school's Main Office.

- **Uniform Policy**

All Rise students are required to wear the complete school uniform every day. Our uniform policy 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.

The uniform will consist of one of the following:

Rise Academy polo, t-shirt, or crewneck may be worn. **There are no hooded sweatshirts in the Rise Academy dress code and will not be allowed to be worn.**

Students may wear any appropriate bottoms. Tan khaki pants with a belt can be worn.

In addition, the Rise dress code includes the following:

Footwear: Closed toe shoes can be worn (all staff will insist that students' full foot is covered and embraced by the shoe selection). **Croc shoes are not permitted.**

Violations: Any accessory or article of clothing that becomes a distraction to the learning environment will be sent home with a note and will become a dress code violation if it is worn or brought back to school. Students who attend school dressed improperly may be required to call their parents/guardians to bring clothes meeting dress code requirements. Repeated violations of dress code or intentionally ignoring dress code expectations will result in additional consequences.

### Ordering from Flynn & O'Hara:

- **Online:** Go to [www.flynnohara.com](http://www.flynnohara.com) and follow the on-screen directions.
- **Phone:** Call 800-441-4122 M-F 9 am – 5 pm, Saturday 10 am – 2 pm
- **Store:** FlynnO'Hara Uniforms  
196-198 Ferry Street  
Newark, NJ 07105

### ○ **Field Trips**

Field trips are one of the many ways we expose our students to a variety of life experiences and reward them for doing the right thing.

No student will be permitted to leave the school for a field trip if they do not have written permission from a parent/guardian. Please be sure to sign all permission slips in a timely manner. If written permission was not received or if the student has not satisfied the requirements made by the school leader or teacher, staff will leave your child at the school under the supervision of a Rise staff member.

- **Chaperones.** We welcome parent/guardian chaperones on our field trips throughout the year as space permits. School staff will let you know how to sign-up to support with chaperoning. Please note that siblings are not allowed to attend school field trips, and chaperones are not allowed to bring other children with them on these trips.

### ○ **Transportation Policy**

Bus transportation will be provided for qualifying students with IEPs. Please contact **Jen Mueller** for additional information, [jmueller@kippnj.org](mailto:jmueller@kippnj.org)

### **Additional transportation**

KIPP Newark follows the State of New Jersey transportation and Newark Board of Education policy and only gives tickets to students that are qualified based on distance. Bus tickets are distributed to the students who qualify for it weekly by the office staff.

If you are a Newark resident and live more than 2.0 miles away from TEAM Academy you will receive bus tickets.

Students will only receive tickets based on travel routines. This means that if you get dropped off to school in the morning by your parent in a car, and take the bus home from school, you will only receive one bus ticket for that day. Bus tickets should only be used to get to school and to go home from school.

## ● **Attendance**



- **Attendance Expectations**

Students who come to school 97% or more of the school year have excellent attendance. This means a student has less than 5 absences for the entire school year! At KIPP Newark schools, we take attendance seriously. We celebrate students who reach perfect attendance milestones and we place students/families in interventions when student attendance is low. We expect all families and students to make every possible effort to get to school on time, each and every day.

- **Absence Notification**

If your student is absent, please make sure to contact the school prior to the beginning of the instructional day. If your student is marked absent by the teacher and we have not heard from you, then you will receive a phone call and/or text message from the school until we reach you. Our main priority is to make sure each and every one of our students is accounted for and to ensure all of our students are safe.

- **Excused Absences**

KIPP Newark schools follow the New Jersey Department of Education and define EXCUSED absences as:

- 1.) Religious observance [N.J.S.A. 18A: 36-14 through 16 and N.J.A.C. 6A:32-8.3(j)]
- 2.) Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2; 3
- 3.) Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33
- 4.) Take Our Children to Work Day
- 5.) College visit(s), up to three days per school year for students in grades 11 and 12 and
- 6.) Closure of a busing school district that prevents a student from having transportation to the receiving school.

Days missed due to illness, appointments, or any other reason are considered unexcused.

- **Unexcused Absences**

Student absenteeism can lead to low academic achievement, school dropout, delinquency, and gang involvement. School districts that have established multi-systemic approaches and policies pertaining to student absenteeism typically experience fewer numbers of dropouts and a greater number of graduates. The attendance regulations (N.J.A.C. 16:6-7.8) require each district board of education to develop, adopt, and implement policies and procedures regarding the attendance of students, including the adoption of a definition of “unexcused absence,” and the provision of mandated services for students with between one and nine cumulative absences. For all absences, documentation should be provided to the main office. Examples include doctor’s notes, court documents mandating a court appearance, and family funeral programs.

- **Common Absences**

In our history as KIPP Newark schools, we’ve noticed the majority of student absences are related to appointments scheduled during school days and sickness. We encourage families to schedule doctor and dentist appointments during days when students do not have school. We know that this is not

always possible, so if you do need to schedule an appointment during a school day, please make every effort to bring your student back to school so that he/she does not miss important instruction.

Students also get sick from time to time. But when is sick too sick for school? We recommend using the descriptions below to assess whether you should send your child to school.

Send my student to school if...

- My student has a runny nose or just a little cough, but no other symptoms.
- My student hasn't taken any fever reducing medicine for 24 hours, and my student hasn't had a fever during that time.
- My student hasn't thrown up or had any diarrhea for 24 hours.

Keep my student at home if...

- My student has a temperature higher than 100 degrees even after taking medicine.
- My student is throwing up or having diarrhea.
- My student's eyes are pink and crusty.

Call the doctor if...

- My student has a temperature higher than 100 degrees for more than two days.
- My student has been throwing up or having diarrhea for more than two days.
- My student had the sniffles for more than a week, and he/she is not getting better.
- My student still has asthma symptoms after using asthma medicine (and call 911 if my student is having trouble breathing after using an inhaler).

#### ○ **Chronic Absenteeism**

Students who are excessively absent are considered **chronically absent**. Students who are chronically absent miss more than 10% of the school year or more than 18 days absent. We cannot emphasize enough the impact absences have on student learning. Instructional learning builds on content from the previous day. If students miss school, they can quickly fall behind.

If your student becomes chronically absent, then you *and* your student will receive the interventions below:

- Daily phone calls and check ins
- Mandatory family meeting
- Possible retention in current grade

The interventions listed above are only a few examples the schools will take to ensure your student comes to school each and every day. For serious offenses, additional interventions will be taken into consideration.

#### ○ **Tardies**

In order to fully implement our rigorous educational programs at KIPP Newark schools, we must make use of every minute. Students who arrive after 8:10 are considered tardy. Students are required to sign in at the main office before going to class.

#### ○ **Early Dismissal**

The end of the day is just as important as the beginning of the day. If your child has a medical or dental appointment or family emergency requiring you to come to school requesting an early dismissal, please notify the main office in advance. Parents/guardians are required to sign-out students from the main office for any early dismissal. Please try to arrange appointments for after school whenever possible. A student will only be dismissed to a parent or person listed on the authorized release list.

MS	<p>Main offices close for 45 minutes before dismissal and no early dismissals are permitted during this time.</p> <ul style="list-style-type: none"> <li>• 3:00 - 3:45 pm = MTThF</li> <li>• 12:00 - 12:45 pm = W</li> </ul>
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\*times at shared campuses may vary depending on exact dismissal times and campus-wide activities.

## ● Home Instruction

In limited circumstances, it may be necessary for the school to provide a student with homebound instruction. Pursuant to N.J.A.C. 6A:16-10 et seq., the school may provide home instruction under the following circumstances:

- A child's temporary or chronic health condition results in missing more than 10 consecutive school days or 20 cumulative school days during the school year. In this situation a written determination from the child's physician is required.
- A child is on out of school suspension for longer than 4 consecutive school days.
- Court order or other state mandated placement.

## ● Parent Involvement

### ○ COMMITMENT TO EXCELLENCE

I fully commit to KIPP by upholding the following agreements:

- I will always help my child in the best way we know, and we will access whatever resources and make whatever sacrifices necessary for our child to learn.
- I will always make ourselves available to my/our child and the school, and we will address any concerns either might have.
- I will support the school's policies, including discipline and dress code, as detailed in this student handbook.
- I will look for opportunities to work with other families or community partners to support the mission of the school.
- I will actively communicate with my child and his/her teachers regarding my child's progress, difficulties, and successes.
- I will contact my child's teacher or social worker if my child has a problem that may jeopardize his/her academic engagement.
- I understand that my child must follow the school's rules to protect the safety, interests, and rights of all individuals in the KIPP community.
- I will always read and respond as requested to my/our child's academic reports, parent surveys, or requests for pertinent information in less than 48 hours.

- I will commit to ensuring that my child will arrive at school every day during the regular school year.
- I will monitor my child's required homework nightly and, if he or she fails to complete the assignment, I support the school's decision to hold him or her accountable.
- I will allow my child to go on KIPP field trips, participate in internships, and visit colleges.

○ **Parent-Teacher Communication**

At KIPP, we believe our students are most successful when teachers and families form a partnership through open and regular communication about their education.

<b>School's Parent-Teacher Communication</b>	<p>We know and believe partnership with families is critical. All staff are available to be reached by cell phone or email. Additionally, in person or Zoom meetings can be scheduled as necessary. Staff will respond to communication within 24 hours – <b>immediate reply from classroom teachers is not feasible as we discourage being on cell phones during instruction.</b></p> <p>The Assistant Principals, School Leader, DSO, and Grade Level Leads are additional avenues of communication as necessary.</p> <p>Meetings (outside of Parent/Teacher conferences) can be scheduled with Ms. Henderson.</p>
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○ **Birthday Policy**

<b>Rise</b>	<p>Families may provide notice ahead of time if there is a desire to distribute birthday treats (ex: cupcakes) to their student. Food must not contain nuts of any kind.</p>
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○ **Visitors**

To ensure the safety of our students and staff, all visitors to the school, including parents, must check in at the main office. We use a visitor system which requires visitors to sign-in using a photo ID (driver's license, preferred). You are then given a visitor badge which you must wear while you are in the building. Even if you visit the school on a regular basis, you will still be required to sign-in using our visitor system. This also helps us to know who is in the building in the event there is an emergency. Please make sure you sign out at the main office before leaving. If you are not following the security procedures or are being disruptive in any way, our staff and security personnel reserve the right to ask you to leave or remove you from school grounds.

○ **Recommended Supplies**

## School's Supplies

- Sharpened pencils
- Composition notebook (1-2)
- Folder (1-4)

### ○ Parent Communication

Families can expect communication through various methods, such as:

- Phone calls/text messages
- Remind101\* or ClassDojo\* (grade level specific)
- Biweekly Progress Reports
- Biweekly Newsletters
- Rise Academy Instagram (whole school and grade level specific)
- Trip Trackers
- Family Conferences

## ● Safety and Weather

### ○ Emergency Drills

The safety of all students and staff in our schools is very important to us. In order to maintain a safe environment for our students to study and learn, it is necessary that we practice our emergency and crisis response plans by having drills designed to exercise our procedures.

Below are some examples of drills that are conducted at our school:

### **FIRE DRILLS**

KIPP will conduct a “fire drill” each month that school is in session. This is a Fire Code and New Jersey requirement. It is important for every student and staff member to understand and be aware of the importance of this drill and not be afraid when the fire alarm sounds. By practicing, students and staff will know what to do and how to do it.

### **LOCKDOWN DRILLS**

KIPP conducts “Lockdown Drills” throughout the school year. This type of drill will secure the school building and safely shelter all students, staff and visitors inside the building. The purpose of this drill is to keep the students and staff safe from any danger outside or inside the building. During a “Lockdown Drill,” all of the perimeter doors to the school building will be locked and will remain locked until the danger or issue outside or inside the building is removed. To enable everyone to remain safe in the event of a real emergency, no one will be allowed to enter the building or leave the building until the authorities authorize such a release.

In the event of a real emergency, parents will receive an “all-call” similar to the calls we send out for weather-related closures or delays. As a result, **it is extremely important that you provide the main**

**office with up-to-date contact numbers**. This is the fastest way for us to notify all families as school staff may not be able to answer phone calls or respond to texts during an emergency.

○ **Inclement Weather Policy**

KIPP Newark schools typically follow the Newark Public Schools for all school closings, delays, and early dismissals during the winter weather months.

Delay	KIPP Start Times		
	ES & BOLD	MS	HS
1 Hour	8:45 am	9:00 am	9:00 am
90 Minutes	9:15 am	9:30 am	9:30 am
2 Hours	9:45 am	10:00 am	10:00 am

KIPP Newark will post closings, delays, and early dismissals on local news stations, our website, as well as our school Facebook and Instagram social media pages.

An “all-call” to families will be sent out when the school is closed, delayed or if we have an early dismissal due to weather. Please make sure the main office has a current phone number on file.

○ **Make-Up Days**

The KIPP Newark school calendar allows for 5 school days to be missed due to emergency or inclement weather. Emergency days are as follows:

- If we use 5 emergency days before March 1st, 3/29 and 5/24 become half days for students (and half PD days for teachers).
- If we use 4 emergency days before March 1st, 5/24, becomes a half day for students (and half PD day for teachers).
- If we use exactly 3 emergency days before March 1st, there is no change to the calendar.
- If we use only 2 emergency days before March 1st, 3/15 becomes a day off for staff and students.
- If we use only 1 emergency day before March 1st, 3/15 and 5/24 become days off for staff and students. In this case, 5/23 would become a staff PD Day in place of 5/24.
- If we use 0 emergency days before March 1st: 3/15, 4/19, and 5/24 become days off for staff and families. In this case, 5/23 would become a staff PD day in place of 5/24.

○ **Student Release**

If a student is asked or allowed to leave school before the normal dismissal time for that day for any reason, then the school will contact the parent or guardian, and the student must be handed off from the school directly to the parent or guardian or someone on the student’s “release/pick-up” list. Only KIPP students who are 18+ years old are allowed to sign themselves out. Elementary students are not allowed to walk home on their own at any time; they must be walked home with someone on the approved pick-up list.

- **Health and Wellness**

- **Immunizations**

New Jersey law requires all students, starting in Kindergarten, to have current immunizations on file at the school [N.J.A.C. 8:57-4]. Students who turn 11 years old are required to get their boosters. Required vaccinations include all DTAPs, Hepatitis, MMRs, Varicelas, and IPV's prior to starting school.

- **Physicals**

All new students entering KIPP Newark schools, grades K-12, must have an updated physical on file at the school. Forms for physicals are included in the mandatory health packet that all new students are required to submit prior to joining KIPP. Students who enter grades K, 5, and 9 are required to have an updated physical on file at the school. We also highly recommend getting an annual physical to ensure school nurses have the most current information regarding a student's health.

- **Sports Physicals**

Any student participating in a sport, including athletic teams or squads, must have a sports physical on file at the school within 365 days prior to the first day of practice. Sports physicals differ from regular physicals because sports physicals include a cardiac component.

- **Family Notification of Health Incidents**

Families will be notified for any serious injuries at school. These include, but are not limited to, head injuries, suspected fractures, and uncontrollable bleeding. Please make sure the main office has your current phone number on file.

- **Medications Policy**

Medication cannot be administered or consumed at school unless both a doctor and a parent/guardian have completed the appropriate forms. If a student needs to take medication(s) at school, then the parent or guardian must bring the medications to school and sign-off on the School Medication Receipt form. The medication needs to be in the original container with the appropriate prescription label, including the name of the student, the name of the medicine, the date, the dosage information, and directions for administering the medication. All medications must be handed directly to the school nurse. All medications are stored securely in the school nurse's office. Only the school nurse may administer medication, including over-the-counter medications. Students may not self-administer (except in a few circumstances permitted under New Jersey law). School nurses are authorized to provide infrequent over-the-counter drugs to students, such as ibuprofen, unless a doctor or family member has noted otherwise on the student's health form.

- **Illness at School**

Students with a temperature of 100.6 orally and above must go home and should be picked up by a parent or guardian from the release list within one hour of notification. Parents/guardians must physically come into the school and sign the student out. (Students who are 18+ may check themselves out. However, it is strongly recommended that any student who is ill will be required to have a

parent/guardian pick him or her up from the school.) Students can return to school if the student has been fever-, diarrhea- and/or vomit-free for 24 hours without the use of medication.

- **Incidents**

If a student has an incident at school and the school nurse suspects the need for further evaluation, then the parent will be notified and an incident report will be completed and sent home with the student. If a serious injury is suspected, then the parent must pick the student up within one hour of notification or the student will be transported to the Emergency Department by ambulance. If the injury is considered life-threatening, then 911 will be called right away and then the parent will be notified. Parents have the right to deny transportation via ambulance, however, the parent will need to sign a waiver with EMS (Emergency Medical Services) personnel.

- **Bathroom Accidents**

Students of any age who have a bathroom accident with no extra clothes will follow the procedure below:

- Student will wait in the nurse's office until a change of clothes is secured.
- Parent/guardian will be notified to bring clothes to school. We ask that parents make every effort to comply with this request as soon as they are notified.
- If the student has frequent bathroom accidents, then the parent should follow-up with the student's Primary Care Provider.

<b>Additional School-based policy (if applicable)</b>	When possible, Rise will provide alternative pants for students. However, we do not provide additional underwear so a change of clothes may be needed depending on the severity of the accident.
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- **Allergies**

All allergies must be supported by a physician and documented on the physical as well as the Allergy Action Plan. If the student has a history of Anaphylaxis, then the student must have an EpiPen order and EpiPen at school. All Anaphylactic incidents for students without an EpiPen at the school will require a call to 911. If the student is required to eat or drink special foods/drinks due to an allergy, the physician must document the specific allergy and the alternatives to be given. For example, if a student is allergic to dairy products and the medical documentation requires the student to drink almond milk, then the medical documentation on the physician's letterhead must state that almond milk be offered. This is documentation we provide to our food service provider as well. All KIPP Newark schools are peanut-free due to the severity of peanut allergies. Please make sure you let the school know if your child has any new allergies and please provide the medical documentation.

- **Meal Program/Nutrition**

All families must fill out a federal free/reduced lunch form on an annual basis. School breakfast, lunch, and snack are free for all students since KIPP Newark schools are part of the Community Eligibility



Program (CEP). Families may choose to have their children eat breakfast at home and/or send a bag lunch.

KIPP Newark encourages students to make healthy choices when it comes to eating and drinking. Students receive breakfast, lunch, and snack daily so that they have energy to keep them focused throughout the day. Students have access to multiple choices for breakfast and for lunch on a daily basis. In order to promote a healthy learning environment, if you choose to send a snack with your student in addition to the food served at the school, we encourage the consumption of healthy snacks on campus. Students may bring fruit, vegetables, juices, or single servings of crackers.

#### ○ **Wellness Policy**

KIPP Newark schools are committed to providing a school environment that promotes and protects student health, well-being, and ability to learn by supporting healthy eating and physical activity. Our commitments to providing nutrition education and regular physical activity, as well as access to nutritious foods for all students, will apply to all students throughout all grades at KIPP.

- KIPP Newark will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing nutrition and physical activity policies at our schools.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages served at school will meet the nutrition recommendations of the current *U.S. Dietary Guidelines for Americans*.
- KIPP Newark schools will provide modified nutrition education and physical education to foster lifelong habits of healthy eating and physical activity.

For more information about the KIPP Newark Wellness Policy, please visit

<https://kippnj.org/compliance>.

### ● **Academics**

#### ○ **Elementary School (K-4) Grading and Assessments**

Students will be graded based on their mastery of grade level standards. Progress reports and report cards will report on student mastery of standards assessed through writing samples, reading level testing, and reading & math quizzes and tests. Other indicators such as attendance, sight word mastery, homework completion, and behavior are closely monitored and contribute to a student's overall performance.

Proficiency Band	Score Range	Mastery?
Advanced	85% and above	Yes
Mastery	70% to any score less than 85%	Yes
Approaching Mastery	50% to any score less than 70%	No
Below Mastery	30% to any score less than 50%	No
Far Below Mastery	0% to any score less than 30%	No

- **Middle School (5-8)/ High School (9-12) Grading and Assessments**

Our middle and high schools use a points based grading system; categories are not weighted in their own right. A points based grading system is where the grade for the quarter can be calculated by dividing points earned by points assigned. Certain types of assignments still have more weight than others, but it is based on the amount of points the assignment is worth rather than an internal calculation.

Students' grades are calculated based on their performance on the following types of assignments:

Category	Description
<b>WORK HABITS</b>	This is classwork that is a measure of students' work ethic in the classroom. Classwork is graded for completion and mastery twice a week and each assignment is worth 10 points. Examples include: <ul style="list-style-type: none"> <li>○ Problem Sets</li> <li>○ Independent work</li> <li>○ Homework</li> <li>○ Blended Learning</li> <li>○ I-ready</li> <li>○ Discussion</li> </ul>
<b>FORMATIVE ASSESSMENTS</b>	Formative Assessments are a snapshot of students' mastery of the content. They are graded one time per week and each assignment is worth 10 points. Students can and should revise this work as they increase their mastery!
<b>SUMMATIVE ASSESSMENTS</b>	Summative Assessments are culminating measures of content mastery at the end of a unit or quarter. There are usually two per quarter and they total to 200 points. We expect students to prepare for these assessments by studying at home.

- **Guidelines for Grade Point Average (GPA) Calculations**

At the end of each quarter and year, your child's report card will include a Grade Point Average (GPA). At KIPP, we calculate GPAs by assigning a certain number of GPA points to every course grade a student earns and averaging those GPA points together. (See the table below for how course grades are used to determine GPA points.)

Your child's Grade Point Average is an important measure of his or her academic performance. Your child's high school GPA will have a big impact on your child's colleges options:

- A student with a 3.5 or higher will often have access to more selective colleges and universities, and is typically in the top 20% of his/her class.
- A GPA of above a 3.0 is considered a sign of a strong student with good work habits.
- A GPA below a 2.5 is concerning, and will limit college options and/or is a reflection of a need to improve study habits.

Each quarter is worth 25% of a student's overall grade for the year. Quarterly and unit assessments are counted as a mastery grade in each quarter. Students with IEPs will receive necessary accommodations and modifications to quarterly assessments. In High School, midterm and final exam grades are included in Quarter 2 and Quarter 4 grades respectively.

<b>Quarter</b>	<b>Weight</b>
Quarter 1	25%
Quarter 2	25%
Quarter 3	25%
Quarter 4	25%

<b>Percent</b>	<b>Grade</b>	<b>Unweighted GPA Points</b>	<b>AP/Dual Enrollment Course GPA Points</b>
97-100	A+	4.33	5.33
93-96	A	4	5
90-92	A-	3.67	4.67
87-89	B+	3.33	4.33
83-86	B	3	4
80-82	B-	2.67	3.67
77-79	C+	2.33	3.33
73-76	C	2	3
70-72	C-	1.67	2.67
67-69	D+	1.33	2.33
63-66	D	1	2
60-62	D-	0.67	1.67
0-59	F	0	0

- **Honor Roll**

Students are able to earn Honor Roll based on their GPA in middle school and high school. To earn Honor Roll students must have a yearly GPA of 3.3 or higher. Each school has their own nomenclature for honor roll with distinguishing honor roll lists that are unique to the identity of the school.

○

○ **Report Card Conferences**

Report cards will be distributed to families during the Family-Teacher conferences that will be held after the completion of each quarter. Conferences are scheduled for the following days:

- **Quarter 1: November 15-16, 2023**
- **Quarter 2: January 31-February 1, 2024**
- **Quarter 3: April 17-18, 2024**
- **Quarter 4: June 12-13, 2024**

○ **Homework**

**Rise**

Rise Academy does not assign traditional homework assignments. We create space in the school day for students to meet their academic goals, carving out time for academic intervention and independent reading. Students are always welcome to read independently at home and/or work on Blended Learning (ex: iReady) if they have laptop access.

Teachers may assign one off assignments in preparation for a project or exam (ex: study guide or materials list).

○ **Policy for Making up and Revising Work**

Student absences have a significant impact on student learning. Students who are absent from school when an assignment is due are expected to submit that assignment upon returning to school. Students who are absent from school the day an assignment is given should be given one additional day to submit that assignment for each day they are absent.

Students have 2 weeks after the due date to turn in missing assignments. Students can earn up to 7 points out of 10 (they can earn a 5 or a 7).

We want students to take full ownership for their course grades GPAs. Therefore, we believe that students should have opportunities to improve their grades by revising some types of assignments.

**Formative Assessments**

Students have the opportunity to revise any formative assessment that they did not receive full credit for. Regardless of type of a formative assignment, the students should be able to earn back all available points during the revision/re-take.

**Summative Assessments**

Mastery assessments (mastery quizzes, quarterly assessments, midterms, finals) will be graded using either a curve or conversion chart. Mastery assessment revisions are mandatory with the following parameters in place:

Students who submit test revisions can earn back up to 60% of the points that were missed. For example, a student who submits test revisions whose original curved/converted score was a 60 can earn up to 24 of the 40 points that were missed, for a final score of 84.

*The lowest possible score a student can receive for an assessment is a 50, the numerical equivalent of an “F,” -- even if the student has missed the assessment altogether. This is also the lowest score that can be achieved on the conversion chart.*

### **Work Habits**

Students cannot revise work habit assignments.

- **Gifted and Talented Policy**

At KIPP, we are committed to meeting the needs of all learners - including students who are gifted and talented. KIPP Newark will therefore 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.

- **Retention and Promotion Policy**

## **Part 1 - Our HeartBeat principles always guide our core beliefs**

- *We never give up on our kids.*
- *We believe in each child's potential and we are not quitters, which is why we do everything we can to keep students from leaving.*
- *We see the kids who face the most challenges not as problems but as the reason we exist.*
- *We stick with our kids until we are confident that they are set up for successful and choice-filled lives.*
- *We believe all of our students have the potential for outstanding achievement and never let their past performance prevent them from attaining greatness.*

## **Part 2 - Rationale and key talking points**

We don't give up on our students, and ultimately, regardless of a child's promotional standing, our schools are responsible for ensuring that all students are receiving a world class education. Unfortunately, our attendance levels have fallen to historic lows and many of our students who are behind academically are also chronically absent. While the pandemic created acceptable reasons to keep students out of school, we must re-establish a bar of acceptability for attendance and academics at our schools now that the pandemic is in the distant past.

We expect that the vast majority of our students will meet each grade level's promotion criteria and to be promoted to the next grade and that retention should be actively worked against. That said, in the rare cases where retention is in consideration, it will not be used punitively; rather, in the cases where it is a recommended outcome, it is only because the student would legitimately benefit from retention academically, socially, or developmentally. When retention is the outcome, it is expected that School Leaders have done everything they can to engage the child's family in this decision and discourage the child from being withdrawn from the school.

## Part 3 - Process for retention

We will proactively flag students who are not meeting the promotion criteria outlined in Part 5. It is the responsibility of School Leadership Teams to regularly review promotion standings and act on that data. This data review will take place at least 3-4 times a year, at least two weeks before report card conferences.

Ultimately, in Grades K - 8, the School Leader will be responsible for determining whether or not a student should be retained. In our high schools, promotion and retention decisions are made based on student credit accumulation, with no discretion from school leadership teams, but with the expectation of frequent and proactive communication, delineated further below. All retention decisions will be made and communicated by end of May/early June.

## Part 4 - Partnership with families

The most effective tool our schools have in ensuring student academic success are the families of our students. Therefore, it is essential that our grading policies are fair and that our expectations of students are transparent and that we consistently enlist families in supporting their child's academic habits. It is a core responsibility of our schools to proactively partner with families to communicate expectations and progress, and to identify students who may be at risk for retention when promotion is in doubt.

### **Communicating Grading Policies**

At the start of each school year, schools will communicate the school's academic policies to families and students through two vehicles: a family information session and the school's handbook.

Schools may hold Family Orientations, Back to School Nights, or Recommitment Meetings at the beginning of the school year. Regardless of the forum, schools will communicate their grading policies to families at the start of the year. At a minimum, this information session will include:

- The school's assignment and assessment calendar for the year
- For MS and HS: How grades are weighted and how GPA is calculated
- Expectations for passing and promotion in each grade
- What constitutes "homework" at each grade and how much students will receive
- What the school's make-up work and revision policy is
- Expectations for academic integrity including plagiarism and cheating

In addition to the Family Information Session, schools will include their grading, promotion, and retention policies to families via their Family Handbook.

### **Partnering on Promotion-In-Doubt**

The philosophy of our promotion-in-doubt system is early intervention and frequent communication with families. We believe communicating with families early and frequently will aid in students improving their grades and performance, and therefore lead to fewer student retentions.

Promotion standings should be reviewed on a quarterly basis, two weeks in advance of report card conferences. For students the SL and/or AP flags as concerns, a LT member will join the report card conference to clearly communicate to families that the child's promotional standing is currently in jeopardy, and obtain a signature from the family indicating understanding about the child's status. At each Report Card Conference, parents receive a detailed explanation as to why their child is not passing. A goal in the report card conference should be to develop a plan of support for the child, which should include regular communication about progress in between report card conference dates. These plans should be revisited over the course of the year.


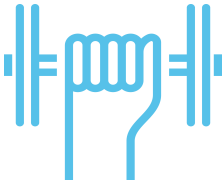
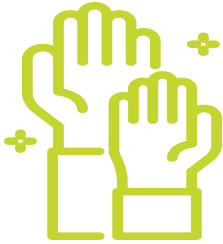
## Part 5 - At-risk-for-retention Criteria

	Non-IEP AND IEP (no distinction)
K	Attendance <75%
1-2	2+ Grade Levels Behind in Reading i-Ready AND Attendance <80%
3-8	2+ Grade Levels Behind in Math i-ready AND Reading i-Ready AND Attendance <85%
9-12	Based on credit completion


### ● Behavior

At KIPP Newak, we will cultivate the academic, social-emotional, and character skills students need to lead choice-filled lives. These habits will be built in the learning environment with staff, students, families, and the community. We use a variety of developmentally appropriate methods (i.e., responses, conversations, incentives, recognition, and consequences) to teach necessary skills for students to make more informed choices. We envision a school where:

- Our high expectations are rooted in clear, consistent, rational guiding systems and routines;
  - Universal responses, conversations, incentives, recognition, and consequences are methods that we use to teach necessary skills for students to make more informed choices
  - All members of the school community exhibit tolerance and respect for each other;
  - Staff members equitably support 100% of our students to meet their potential;
  - Staff create a balance of proactive and reactive approach to student challenges;
  - Students take responsibility for their own actions and their own learning;
- **Behavior Management System**  
The *HeartBEAT* positive point system aims to encourage students to attain the high standard of behavior expected of them. It is imperative that we not only recognize when a student meets expectations, but exceed them as well. This is a system to monitor individual student's conduct and help students make good decisions. The *HeartBEAT* points will encourage positive and responsible behavior. Students will earn points when they display values from our key principles (**Be Kind - Effort - Accountability - TeamWork**). Students can earn positive points for demonstrated behavior that is aligned to our core values, which can be redeemed for recognition and participation in events that celebrate and encourage their investment, engagement, and joy in school. However, engaging in behavior that goes against our code of conduct can result in consequences.

Key Principles	Definition of Principles	Key Indicators	Point Value
 <p><b>Be Kind</b> <i>We recognize, appreciate, and encourage others.</i></p>	<p>Relates to how we treat ourselves and each other. Our goal is to empower our students to make positive changes in the world through encouraging optimism and positive energy. By prioritizing kindness, we will develop compassion, tolerance, and respect for others.</p>	<p>1. Encouragement 2. Inclusivity</p>	1
 <p><b>Effort</b> <i>We work diligently and stay focused on tasks.</i></p>	<p>Relates to students' sense of self-efficacy and is a key component of their intellectual engagement. We aspire to instill in our students the habits necessary for them to excel in all facets of their lives.</p>	<p>1. Resiliency 2. Problem-Solving</p>	1
 <p><b>Accountability</b></p>	<p>Is a crucial skill for responsible and contributing members of the community. It involves taking ownership of one's actions and learning. Our goal is to instill in our students the value of personal/community responsibility and accountability.</p>	<p>1. Responsibility 2. Advocacy(Speak Up &amp; Out)</p>	1



<b><i>We take accountability and responsibility for our actions</i></b>			
 <p><b>Teamwork</b>  <i>We collaborate and work together to successfully complete tasks with the goal of achieving the greatest outcome.</i></p>	The collaborative effort of students working towards a common goal or objective. It involves the sharing of ideas, responsibilities, and resources to achieve a common purpose.	1. Create Community (Safety)  2. Collaboration	<b>1</b>

- **Student Code of Conduct**

KIPP believes that effective classroom management and a clear plan for discipline are essential for positive, productive classroom environments. Classroom management should center on proactive guidelines and procedures that establish clear expectations, foster engagement, and prevent misbehavior and confusion before they arise.

KIPP believes that discipline should be a learning experience in and of itself carried out with the students' best interests in mind. Discipline should help teach students to be responsible and self-disciplined. Such an atmosphere must include the resources to support and teach student growth, respect for self, others, as well as for school based and community property.

Level of Infractions Definition	
Tier 1	These are minor violations that don't meet expectations and can disrupt the learning environment negatively.
Tier 2	These violations can include breaking clearly stated school rules, leading to a referral or intervention. They can also include serious choices that put safety at risk, potentially causing harm to others.
Tier 3	These violations may result in significant harm to individuals and/or the entire school community. It may involve possession of weapons on school property or at school-sponsored events. In such cases, students are likely to be suspended and receive outside support, with law enforcement contacted if needed.
This policy categorizes behaviors and responses in a developmentally appropriate manner for the	

student and school community. However, school administrators may make final decisions if a student violates the code. The listed behaviors, below, are not exhaustive, but will be treated in a similar manner.

Tier	Infractions	Definition
Tier 1	Dress Code Violation	Any student who does not adhere to the school's set dress code policy (outwear, accessories, top, bottom, shoes).
Tier 1	Cheating	Using unauthorized responses or work not originally created by the student to receive credit for school work, projects, or assigned tasks, as if it was your own.
Tier 1	Use of technology for other than instruction	The use of any device, other than a chromebook or other school approved technology, that is not visible or turned on during the school hours, or lunch when permitted
Tier 1	Refusal to submit technology to school officials	Student refuses to turn in device after expectation is set
Tier 1	Inappropriate Use of Cell Phone or Electronic Device i.e. photos, video or audio of classmates - teachers without consent, etc.	Secretly or publicly using your phone or electronic device for harmful purposes, intended or not, towards others

Tier 1	Disruptive Behavior/Hallway, Cafeteria, Study Hall, Assembly Inappropriate Behavior	Major disruption of all or a significant portion of a campus activity, school-sponsored event, and / or school bus transportation. Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others.
Tier 1	Inappropriate language	Vulgar, crude, harmful, or indecent language directed at someone or used in a public space.
Tier 1	Destruction of Property	Intentional defacing of school or personal property, including electronic devices, which includes writing, tearing or breaking items.
Tier 2	Unauthorized Departure from Class	Leaving designated learning space without permission from supervising adults; eloping.
Tier 2	Cutting Class	Student absent from class - when marked present at school - or away from designated learning environment for extended amount of time (as determined by school), without reasonable explanation or pass.
Tier 2	Verbally or electronically threatening a staff member	Statement made to or about a staff member, verbally or electronically, with the intent to intimidate or cause any sort of harm
Tier 2	Verbally or electronically threatening a peer	Statement made to or about a peer, verbally or electronically, with the intent to intimidate or cause any sort of harm
Tier 2	Theft of school property	Taking property from the school community without permission of a school based adult.
Tier 2	Theft of staff or peer property	Taking property from the school community; individually owned by another staff member or peer, without the owner's prior permission.

Tier 2	Prolonged Tantrum	Any student that has an outburst of negative emotion and behavior for an occurrence or period of time that exceeds the scope of what is developmentally appropriate for that individual student.
Tier 3	Unauthorized Departure from School	Exiting school campus/building without permission from authorized personnel.
Tier 3	Physical Altercation (Fight)	A fight is defined as a physical altercation occurring between two or more students. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping, kicking, and pinching.
Tier 3	Assault of Staff	Any student that attempts to cause or purposely, knowingly, or recklessly causes bodily injury to another person. Some examples of this offense include: spitting in someone's face, hitting someone in order to cause them soreness, or slapping a person's face.
Tier 3	Possession, sale, or distribution of a controlled illegal substance	Any student that possess, distribute, use or under the influence of alcohol or drugs while on school grounds or property, school bus or during school functions (on or off campus)
Tier 3	Weapon Possession	Any student that possesses, distributes anything that is readily capable of lethal use or of inflicting serious bodily injury.

For the purposes of this document, weapons or dangerous instruments are broadly defined to include, but not limited to, those defined in N.J.S.A.2C:39-1f and 18 U.S.C. 921. Rifles, shotguns, machine guns, automatic or semiautomatic rifles, B.B. guns, dart guns, pellet guns, and other firearms; stilettos, and other knives which could inflict harm; blackjacks, bludgeons, metal knuckles, cesti or similar leather bands studded with metal fillings or razor blades embedded in wood; ice picks, razors, chains, bats, clubs, explosives; any weapon or other device which projects, releases, or emits tear gas or any other substance intended to provide temporary physical discomfort or permanent injury through being vaporized or otherwise dispensed in the air; and any other object that can reasonably be considered a weapon.

A student found or observed on school property or at a school-sponsored event to be in possession of a weapon or dangerous instrument, shall be reported to the School Leader immediately. The School Leader/designee shall

immediately inform law enforcement officials. Disciplinary action shall be taken against students who possess, handle, transmit, or use weapons or dangerous instruments. As in all disciplinary cases, due process will be provided to the student. Disciplinary action imposed by the school may be in addition to sanctions levied by legal authorities. Any student who is convicted or found to be delinquent for the following offenses shall be immediately removed from the school's regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the Board to remove the student: A. Possessing a firearm on any school property, on a school bus, or at a school-sponsored function; or B. Committing a crime while possessing a firearm.

○ **Suspensions**

Aligned with the above, suspensions may occur as a result of code of conduct violations. The School Leader, or designee, has the authority to suspend students up to 10 consecutive days. A suspension beyond 10 consecutive days requires the approval of the Executive Director and results in a formal hearing before a committee of the Board of Trustees. If suspended for 5 or more consecutive days for a code of conduct violation, a student will receive home instruction no later than the 5th day of suspension.

○ **Behavior Management Systems**

<b>School-specific behavior management systems</b>	<p>Student well-being and teacher well-being is the top priority at Rise Academy no matter the situation. As a school community we prioritize partnership with families, and the social-emotional well-being of our students. We do this by always seeing them at their higher selves and creating a restorative environment for them to reflect on their decision. We hold to our non-negotiables by holding both adults and students accountable to the conditions created.</p> <p>We believe:</p> <ol style="list-style-type: none"><li>1. There should always be proactive behavioral support as much as possible and ensuring positive learning environments.</li><li>2. Families and students should communicate concerns with staff as soon as possible.</li><li>3. All members of the Rise community should be treated with respect and kindness in both verbal and physical manifestations.</li><li>4. We are all on the hook for creating a safe school space.</li></ol> <p>All disciplinary actions will comply with KIPP NJ policies and procedures, as well as State and Federal Law. The school will seek to remedy misconduct by utilizing all of our P.A.R. approaches.</p> <p>Any and all suspensions must be approved by the School Leader, Assistant Principal, and/or Dean of Students. In effort to encourage and maintain a restorative learning environment, all suspensions will have a plan of action for students while</p>
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	they are not learning in the traditional learning environment. In addition, a clear return to school and the classroom will be set before the suspension (in or out of school) is finalized, to ensure a positive reentry.
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○ **Bus Expectations**

<b>School-specific bus expectations: include for any students who have mandated busing, as well as any courtesy busing your school may provide.</b>	We expect students to adhere to respectful behavior on any transportation as they are representing Rise at all times. Failure to do so may result in consequences at school and can result in removal from transportation access depending on the transportation company policy.
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○ **Harassment, Intimidation, and Bullying (HIB) Policy**

At KIPP, we expect 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. Please see the Appendix for a summary of our HIB Policy.

If you believe your child or another student in the school is the victim of Harassment, Intimidation, or Bullying, please contact your school's HIB Specialist:

<b>School-specific information</b>	<ul style="list-style-type: none"> <li>• Abdoul Ouedraogo, AP of Culture</li> <li>• <a href="mailto:aouedraogo@kippnj.org">aouedraogo@kippnj.org</a></li> <li>• 973.242.7473</li> </ul>
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○ **Alcohol and Substance Abuse Policy**

We are committed to the safety and well-being of all students and their families in our schools. We recognize the harmful effects of drugs, alcohol, steroids and tobacco on student 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.

Students suspected of being under the influence of a substance will be referred to the nurse for screening. In accordance with N.J.S.A. 18A:40A-12 students suspected of being under the influence must immediately be evaluated by a physician.

For a summary of our Alcohol and Substance Abuse Policy, please see the Appendix.

- **Electronics & Acceptable Use Policy**

Access to KIPP's internet network and technology 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 our Acceptable Use Policy and all applicable laws. For a summary of our Acceptable use policy, please see the Appendix.

- **Cell Phone and Electronics Policy**

Cell phones, smart watches and any other communication devices may not be used while on campus.

Cell phones will be given to advisory teachers to ensure that it is locked away. **KIPP: NJ and Rise Academy will not be responsible for any electronic devices that are not submitted to a Rise Academy staff to be safely stored away.**

Texting and videotaping are not permitted anytime during the school day. Failure to follow these guidelines will result in a confiscation of the phone or electronic device. The cell phone may be retrieved by the parent at the end of the day. If a student has any device taken more than 3 times, the school will confiscate the device until the end of the school year. This policy is in effect throughout the entire school day including extended care and extended learning programs.

**Cell Phone Misuse or Refusal to Hand In:**

1. If phones are taken during the day for not handing them in during advisory, they will go to the GL Dean.
2. If student refuses to give phone, the advisory teacher will call home on the spot to check. If this is unsuccessful, the issue will escalate to the Dean and if needed, the AP of Culture and/or School Leader.
3. If cell phone issues persist, OSS and/or changes to when and how that student comes into the building are on the table as options for next steps.

**Process for Family Pickup:**

1<sup>st</sup> infraction: Parent comes to pick up device and sign cell phone letter it is first offense

2<sup>nd</sup> infraction: Parent meeting with Dean and re-sign cellphone letter it is second offense

3<sup>rd</sup> infraction: Meeting with AP of Culture, possible OSS, and a change in arrival

- **Students with Special Needs**

### **Special Education and Student Supports**

KIPP Newark believes that all students can reach their potential. To this end, we provide special education services to students with an IEP or 504. We have certified special education teachers, paraprofessionals, related service providers, counselors, and school psychologists to provide on-going support to students who have been identified as qualifying for special educational services.

KIPP Newark is required by the Individuals with Disability Education Act (IDEA) to provide free, appropriate public education to children with disabilities who need special education and related services. New Jersey has adopted state laws that conform to the IDEA and which schools must follow. Under New Jersey Administrative Code Title 6A, Chapter 14, students between the ages of 3 and 21 are eligible for special education and related services if they meet the criteria for one or more of fourteen recognized disabilities. Eligibility is determined collaboratively by the Child Study Team, who can recommend classification only if the student's academic deficiencies are not the result of "a lack of instruction in reading, including the essential components of reading instruction, or math or due to limited English proficiency" (NJAC 6A:14-3.5(b)). Students are eligible for special education, assistive technology, and related services if they need specially designed instruction and have one or more of the following physical and/or mental disabilities: auditorily impaired, autistic, intellectual disability, communication impaired, emotionally disturbed, multiply disabled, deaf/blindness, orthopedically impaired, other health impaired, social maladjustment, specific learning disability, traumatic brain injury, visually impaired, and/or preschool child with a disability.

#### **A. IEP Process**

An IEP, or *Individualized Education Plan*, is a written support plan when a student is identified with a disability. This document describes a child's needs and explains the specific services that the school will provide a student to make progress in school.

The IEP is written by a team of professionals and a student's parents and guardians. In New Jersey this team is referred to as the Child Study Team. Parents and guardians are invited to all IEP meetings. A student is also invited to the meeting if his or her post-secondary goals and transition needs will be discussed at the meeting (this is required if the child will turn 14 during the next school year). If transition needs are not going to be discussed, then the parent or guardian can decide whether the child should attend the meeting. Parent and student input during these meetings is valued and encouraged.

After the IEP is written, parents and guardians are asked to sign the IEP. By signing this document, a parent indicates approval of the program and services described and identified on the student's IEP. More information about the special education process can be found in the *Parental Rights in Special Education (PRISE)*. This manual informs parents of their rights related to their child with a disability and is provided annually to parents.



## **B. Section 504**

Some school age children with disabilities who do not meet special education eligibility requirements might still be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities under Section 504 of the Federal Rehabilitation Act of 1973.

A student is eligible for Section 504 protections and supports if he or she meets the following criteria:

- Has a chronic physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the student's school program.
- Is not eligible for special education services or programs.

KIPP Newark schools must ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. Without discrimination or cost to the student or family, we provide each qualifying protected student with a disability the relevant aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by these laws. These supports and accommodations are documented in a Section 504 Service Agreement.

If you suspect that your child may qualify as a protected student with a disability, please contact the school social worker or Assistant Principal of Special Education to request an evaluation.

## **C. English Language Learner Supports**

KIPP Newark schools provide non-English or limited English Language Learners (ELL) with English language instruction and cultural orientation. The goal of the ELL Program is to have students attain English language proficiency to enable them to succeed in school and in the community.

Parents of all incoming students are asked to complete a Home Language Survey as part of the registration process. Information from the survey is used to identify and screen students who may be eligible for ELL supports.

English Language Learners participate in annual state assessments with allowable accommodations annually. Students are graded using the same grading system as other students. English Language Learners, who are also students with a disability, are eligible for special education supports. A student's individual supports are determined at an IEP team meeting taking into consideration the child's unique strengths and instructional support needs.

Students exit KIPP Newark's ELL program based on New Jersey multiple measures exit criteria. Students are monitored for two years after exiting ELL using a review of grades, school-wide assessments, state assessments (NJSLA), and teacher observations.

## **D. Response to Intervention (RtI)**

*Response to Intervention* (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs by utilizing a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction.

RtI is the practice of:

- Providing high quality instruction and intervention matched to the students' needs, and
- Using learning rate over time and level of performance to make important educational decisions to guide instruction.

The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of staff members, including general education teachers, special educators, and specialists.

Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to the instruction. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

Referral to RtI is not to be considered as a first step to Child Study Team evaluation. Quite the opposite, it is designed to provide necessary time-bound interventions for a student to make adequate academic progress. Response to Intervention is better described as a "response to instruction." It provides a triage process that allows for progressive increases in the intensity and duration of instruction for students who continue to struggle with the general education curriculum. Through this preventive process, schools can meet the needs of all students and reduce the number of students inappropriately identified with a specific learning disability.

## ● **Student Protection**

### ○ **FERPA Policy**

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. KIPP Newark complies fully with this federal law. For a summary of KIPP's FERPA policy, please see the Appendix.

### ○ **Media Release Policy**

Unless a parent or guardian grants KIPP permission during the enrollment process, KIPP Newark will not distribute or display photographs, video or audio footage of your child. If you do provide KIPP with this permission, we may make these photographs, video, or audio footage available for public viewing by various media outlets.

### ○ **Statement of Non-Discrimination**

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.

- **Child Abuse and 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).

- **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.

All persons and belongings entering our buildings are subject to search by security personnel, including use of metal detectors.

- **Board of Trustees**

- Names

Board of Trustee Member
Tafshier Cosby
Julie Keenan
Tim Carden
Vince Marigna
Kevin Morrison
Ihsaan Brown
Rasheen Peppers

- 2023-2024 Meeting Schedule

Please visit [www.kippnj.org/compliance](http://www.kippnj.org/compliance) for the most up-to-date listing of board meetings dates, times and locations.

- **Academic Calendar - copies are available at our main office.**

## CALENDAR SYMBOLS KEY

- No School for Students
- Half Day Dismissal
- Summer Reduced Hours
- Start Dates
- Last Day of School
- Report Card Conferences
- Beginning / End of Quarter
- \* Half Day HS Only (Midterms/Finals)

## Delayed Openings & Early Dismissals:

KIPP may call a delayed opening or an early dismissal because of an emergency or winter inclement weather. For winter inclement weather, KIPP will follow the decision made by the Newark Board of Education.

## Emergency Days:

If we use 5 emergency days before March 1st, 3/29 and 5/24 become half days for students (and half PD days for teachers).

If we use 4 emergency days before March 1st, 5/24, becomes a half day for students (and half PD day for teachers).

If we use exactly 3 emergency days before March 1st, there is no change to the calendar.

If we use only 2 emergency days before March 1st, 3/15 becomes a day off for staff and students.

If we use only 1 emergency day before March 1st, 3/15 and 5/24 become days off for staff and students. In this case, 5/23 would become a staff PD Day in place of 5/24.

If we use 0 emergency days before March 1st: 3/15, 4/19, and 5/24 become days off for staff and families. In this case, 5/23 would become a staff PD day in place of 5/24.

For more information about our schools:

[www.kippnj.org/schools](http://www.kippnj.org/schools)

For important updates, follow KIPP on Instagram at:



@kippnewark

## JULY 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jul 4 Closed - Holiday

## OCTOBER 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Oct 9 No School - Indigenous Peoples' Day

Oct 30 No School - Staff PD Day

## JANUARY 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16*	17*	18*	19*	20
21	22	23	24	25	26	27
28	29	30	31			

Jan 1 No School - Winter Break

Jan 2 No School - Staff PD Day

Jan 15 No School - MLK Day

Jan 29 No School - Staff PD Day

Jan 31 Half Day Dismissals - Q2 RCCs

## APRIL 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Apr 1-5 No School - Spring Break

Apr 10 No School - Staff PD Day

Apr 17-18 Half Day Dismissals - Q3 RCCs

## AUGUST 2023

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Aug 15 First Day - Entry Grades\*\*

Aug 17 First Day - All Grades

Aug 28 No School - Staff PD Day

## NOVEMBER 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

Nov 10 No School - Veteran's Day

Nov 15-16 Half Day Dismissals - Q1 RCCs

Nov 22-24 No School - Thanksgiving Break

## FEBRUARY 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

Feb 1 Half Day Dismissals - Q2 RCCs

Feb 16 Half Day Dismissal

Feb 19-23 No School - Mid-Winter Break

Feb 26 No School - Staff PD Day

## MAY 2024

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 24 No School - Staff PD Day

May 27 No School - Memorial Day

## SEPTEMBER 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Sep 4 No School - Labor Day

Sep 29 No School - Staff PD Day

## DECEMBER 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Dec 21 Half Day Dismissal

Dec 22-31 No School - Winter Break

## MARCH 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Mar 29 No School - Staff PD Day

## JUNE 2024

S	M	T	W	T	F	S
						1
2	3	4*	5*	6*	7*	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Jun 10-13 Half Day Dismissals

Jun 12-13 Half Day Dismissals - Q4 RCCs

Jun 13 Last Day of School

Jun 19 Juneteenth

## **Appendix: Required Policies**

### **1. 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.

### **2. 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.

Pursuant to state law, schools have the right to interview students without parents being present.

### **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.

The full HIB policy, including any revisions after the date of this handbook's publication, can be found online at: <https://kippnj.org/compliance>.

### **3. 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.

Students are not permitted to use or possess any tobacco products or smoking device on school grounds or property, school bus or during school functions (on or off campus). Possession or use of an electronic smoking device, which includes electronic cigarettes (e-cigarettes), cigar, cigarillo, cartridges or pipe which is a nicotine delivery device that allows consumers to inhale electronically vaporized nicotine water is prohibited.

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.

All persons and belongings entering our buildings are subject to search by security personnel, including use of metal detectors.

## **4. 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.

## **5. 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.

## **6. 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

### **Directory Information Policy**

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.

## **7.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).

## 8. Title IX Policy

We are committed to providing students, employees, and volunteers with an environment that is safe, welcoming, and inclusive. We take seriously its obligations to ensure that no student or employee suffers discrimination on the basis of sex, as defined in Title IX of the Education Amendments Act of 1972 (“Title IX”). Title IX requires that “[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...” 20 U.S.C. § 1681(a). We do not discriminate against or tolerate discrimination against students, employees, or applicants on the basis of actual or perceived sex, sexual orientation, gender identity or expression.

The following acts are prohibited and will not be tolerated:

- Dating violence
- Discrimination on the basis of sex
- Domestic violence
- Sexual assault
- Sexual harassment
- Stalking

Any person may report sex discrimination, whether or not the person reporting is the person alleged to be the victim of sexual harassment, in person, by mail, by telephone, or by electronic mail.

Reports may be made to any staff member with whom the person reporting feels comfortable, including our Title IX Coordinator, any teacher, counselor, the school Assistant Principal, the school Principal/designee, or any Dean. A report may be made at any time (including during non-school hours) and as soon as possible in order for us to maximize our ability to respond promptly and effectively.

Our complete Title IX policy, process, and contact information can be found at <https://kippnj.org/titleix/> or at your school’s main office.

## 9. Social Media Policy

Social media has become a powerful communication tool. With the power of social media come responsibilities. These guidelines provide best practices under which members of the KIPP community (families, teachers, students, and staff) should operate when using these tools. **The basic principle is that community members are expected to adhere to the same levels of civility in their online and face-to-face conversations. The same laws, school policies, guidelines, and personal and professional expectations for interacting with all KIPP**

**community members apply online as in the real world.** For example, posting defamatory or confidential information about students or teachers may violate existing school policies and be handled as such.

**Family members who engage in disrespectful or disruptive behavior on social media and/or while on campus may have their access to campus revoked or limited, per KIPP NJ policy. Off-campus conduct that interferes with the orderly operation of the school may result in discipline to a child under the student code of conduct.**

Harmful social media posts not only negatively impact our community, but make it more difficult for our school team to respond to and resolve issues quickly and effectively, especially in instances where student privacy is at stake. We encourage everyone to consider the unintended and long-term effects of social media posts that may refer to or include children, whether family or otherwise. In order to maintain an environment where all students can thrive, our expectation is that all KIPP family members also maintain mutually respectful relationships with all school staff.

We also encourage all families to speak with their children about the potential negative impact of social media and the consequences of engaging in behavior that negatively impacts others, and to actively partner with their child's school in ensuring that your child does not engage in unsafe or harmful behavior outside of school.

We will investigate any threat made toward the school or our school community (by anyone) which may also include involving the police and/or other authorities in the investigation.

Since social media are constantly changing, these best practices may be updated frequently.

*See our Code of Conduct for our policies and procedures in dealing with conflict.*

## **10. Students Rights**

An effective, instructional program requires an orderly school environment, and the effectiveness of the educational program is, in part, reflected in the behavior of students. Such an environment includes respect for self and others, as well as for district and community property.

- Students have the right to receive an education that allows for maximum personal growth and prepares them to be productive members of our society.
- Students have the right to participate in all aspects of the school, regardless of race, color, creed, national origin, ancestry, age, marital status, affectional or sexual orientation, genetic identity, pregnancy, gender identity or expression, religion, disability, or socioeconomic status. This includes transgender or gender non-conforming students. (N.J. Law Against Discrimination, Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq).



- Students have the right to present information and a written statement that has a bearing on disciplinary action and due process based upon the disciplinary action. In addition, the student has the right to appeal decisions to the Commissioner of Education pursuant to N.J.A.C. 6A:3-1.3 through 1.17; and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5; in accordance with the procedures and timelines established for each specific infraction.
- Students have the right to a safe, comfortable, secure, and orderly school environment.
- Students have the right to confidentiality regarding their student records as per federal and state laws.
  - i. Advance notice of behaviors that result in suspensions and expulsions that have been identified pursuant to N.J.S.A. 18A:37-2;
  - ii. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;
  - iii. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3, in instances of law enforcement interviews involving their children to the extent permitted by law, and N.J.A.C. 6A:16- 7.2 through 7.8 suspensions and expulsions; and
  - iv. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs, and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records; as well as other existing Federal and State laws and rules pertaining to student protections.

## **11. Keeping Kids Safe with Appropriate Boundaries**

KIPP's first priority is to ensure the well-being, safety, and protection of each of its students as well as the adults who work and volunteer at the school. **Healthy, supportive relationships are a pillar of the KIPP community.**

**Students and Families should be aware that the following practices are followed at KIPP:**

- Staff must ensure that if spending any time outside of school with KIPP students, that it is school sanctioned, permission is granted by the student's parent/guardian and other adults are present. In general, staff should not "hang out" with students outside of school or spend an

inordinate amount of time “hanging out” with students even inside the school for any non-school sanctioned purpose in order to ensure healthy boundaries are being kept.

- Staff shall not direct or encourage a student to keep a secret from or not share information with his/her/their parent/caregiver or other adults
- Staff not be alone with a KIPP student in a non-observable setting.
- Staff shall not discipline students in any physical manner.
- Staff shall not have extended physical contact with a student or recent alumni. Any contact should be limited to a supportive or congratulatory quick hug, arm squeeze, or pat on the back and should always be student initiated.
- Staff shall not converse with a KIPP student or recent alumni about the student’s sexual or romantic life. Staff shall not make sexual jokes, comments or engage in any conversation that has a sexual innuendo, or contains sexual stories.
- Unless it is an emergency, and if at all possible, staff should wait to speak to the child in school the following day. Staff shall never speak with an elementary school or middle school child on the phone unless they first speak to the parent/guardian and obtain consent. If necessary, a staff member may call a high school student provided there is parental permission.
- Staff shall not have students at their private residence unless it is an officially school sanctioned event with parent/caregiver permission and multiple adults present. Exceptions are if the staff member’s own child has an age appropriate friendship with the other students.
- Staff shall only email students using official KIPP email accounts to a student’s official school account.
- Staff shall only text message a student if there is a separate adult on the text thread. If a student texts an adult then the adult shall reply with another adult on the thread.
- Staff shall not use apps or websites with private messaging to communicate with students. If a student needs to discuss a sensitive matter then it should be done at school or must involve another adult.
- Staff shall not use their social media pages to “friend” a student or accept a “friend” request from a student.
- Staff shall not engage in gaming with KIPP students.
- Staff shall not babysit students.

If students or families are aware of any violation of the above policy then it should be immediately reported to the School Leader.