

Purpose Academy

Student & Family Handbook

2023-24

“Our purpose is to create the world we wish to see.”

Name:

Class of 20_____



Purpose Panthers,

Welcome to the KIPP Purpose family! You are now embarking on a journey that marks a new chapter of your life: for both students and families. We want you to know that you are not in it alone. Actually, your family just got bigger as you now are also a panther. What does it mean to be a panther?

At KIPP Purpose, we are a team, and we are a community. We love all panthers fiercely. We take our work seriously, but not ourselves. We laugh, we dance, we express gratitude and joy. We share a sense of pride in our community and view ourselves as a partner within it.

At KIPP Purpose Academy, we are a family. We show unity and work towards collective goals. All panthers have faith in themselves, faith in our vision, and faith in each other. We assume the best about others and are transparent about our strengths and areas of development. We show our appreciation and generosity through encouragement and praise. When help is needed, a panther lends a hand.

We are unapologetic in our pursuit of equity and anti-racism. We challenge, disrupt, break, and rebuild. We are able to see the world and each other complexly and hold many things to be true at once. We empower panthers, the community, and each other. Our purpose is to build the world we wish to see.

This handbook is a tool to help empower you to reach your fullest potential at Purpose. It's filled with community commitments, values, traditions, expectations, and resources. This document will help provide you with the clarity, consistency, and framework to live our school's values and manifest the vision. The promises in this handbook are sacred. Thus, ensure you read this document thoroughly and in detail, annotate, and if you have questions reach out to me directly.

This journey starts today, with us. Onward.

Sean Healy
School Leader



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Part 1: School Overview

1. Contact Information

KIPP: Purpose Academy Grades Served: 5th through 8th grade	Sean Healy: School Leader shealy@kippnj.org
	Lauren D'Angelo: Director of School Operations ldangelo@kippnj.org
	Samira Morton: Assistant Principal smorton@kippnj.org
	Steven Monson: Assistant Principal smonson@kippnj.org
	Tiana John: Assistant Principal tjohn@kippnj.org
	Tiffany Kemp: Assistant Principal of Special Education tkemp@kippnj.org
	Thomas O'Grady: Assistant Principal togrady@kippnj.org
	School Operations Manager: TBA



Basic School Information	
Name	KIPP Purpose Academy Grades Served 5-8
Region	KIPP New Jersey KIPP is an acronym which stands for “Knowledge is Power Program”
School Hours	Monday, Tuesday, Thursday, and Friday: 8:00am-3:45pm Arrival: 8:00am-8:15am Dismissal: 3:45pm-4:00pm Wednesday: 8am-12:45pm Arrival: 8:00am-8:15am Dismissal: 12:45pm-1:00pm Students are considered late to school anytime after 8:14 and 59 seconds. Breakfast runs from: 8:00am-8:15am
Address	300 N 13th St. Newark, NJ 07107
Number	973-757-1480
Fax Number	973-741-2437
Website	www.kippnj.org
Regional Office	KIPP New Jersey 60 Park Place, Suite 802, Newark, NJ 07112
Executive Director	Drew Martin executivedirector@kippnj.org

2. Vision and Values

Our Name: The name KIPP Purpose was developed by families. This aligns with who we are, a family. The name was decided upon due to what it encompasses, our collective purpose to build a better future. We believe that our purpose is tied together and that our school is mandated to empower every student and family to unlock the highest calling of their purpose.






Our vision is our highest aspiration; it's what KIPP Purpose strives to accomplish every day, year, and moment. It's WHY we exist.

KIPP Purpose Vision
<p>At KIPP Purpose Academy we believe in the inherent excellence and beauty of every panther. We recognize the infinite power of all panthers, thus we build community, emphasize identity, and prioritize empowerment: student voice, leadership, and curiosity are elevated above all. Throughout Purpose Academy classrooms are joyous and we are passionate about equity. Our purpose is to create the world we wish to see. Welcome home.</p>

The bolded words in the vision are those which show up in our values definitions and thus show the alignment between our vision and values.

Our values are the day to day actions (the HOW) which drive us to accomplish our vision. Our values are titled the 3 Ps of KIPP Purpose.







Values: the 3Ps of KIPP Purpose POWER. PARTNERSHIP. POSSIBILITY.		
Value	Visual	Definition
Power (Be Kind & Accountability)		<ul style="list-style-type: none"> We use power to establish equity, creating space and opportunities for under-represented voices to be elevated in order to dismantle oppression and build a more just world. We empower by ensuring students, parents, and staff have agency. We prioritize student voice and leadership. We know that there's nothing more powerful than joy. It's an act of resilience, resistance, and love.
Possibility (Effort)		<ul style="list-style-type: none"> There is a passion for curiosity and growth within every member of our school. We view ourselves as dynamic individuals and see everyday as an opportunity to develop our identities and understanding of the world. We hold extremely high expectations for ourselves and others. We get results that drive toward our vision and provide students the greatest life opportunity possible.
Partnership (Teamwork)		<ul style="list-style-type: none"> We know people to be interconnected and we speak, think, and act with this in mind. We constantly cultivate community, reflect on how we impact others, and work to strengthen our communal bonds.






3. Values: ICUs

We believe in our students' strength, beauty, and brilliance. Students will be given ICUs (I see you) when they display our school values. When Purpose staff sees a student showing an action which qualifies as an ICU they will tell the student, or use sign language to communicate, and log that ICU in DeansList.


When students earn ICUs they distinguish themselves as a Purpose Panther. Below is our "Panther ICU Royalty" recognitions and honors:

Panther ICU Royalty	SY 21-22 Recognition	SY 22-23 Recognition
Cub Club 50 ICUs <ul style="list-style-type: none"> Purpose Panther swag and can be worn in school 		
Bronze Panther 100 ICUs <ul style="list-style-type: none"> Purpose swag awarded and can be worn in school 		
Gold Panther 250 ICUs <ul style="list-style-type: none"> Purpose swag awarded and can be worn in school 		





<p>Black Panther</p> <ul style="list-style-type: none"> Black Panther and/or swag jacket awarded and can be worn in school Photo permanently up on “Panther Royalty Wall of Fame” 	<p>500 ICUs</p> 	
<p>Royal Family</p> <ul style="list-style-type: none"> Tree house w/ a friend and/or special lunch privilege for the remainder of the year Royal Family Trophy Awarded and shoutout on Purpose Instagram page 	<p>1,000 ICUs</p> 	

Below you will learn how students can earn an ICU for each value:

Value	Ways to Earn an ICU	Examples
<p>Power (KIPP NJ Alignment: Effort & Be Kind)</p> 	<p>Equity</p> <ul style="list-style-type: none"> Using your voice to advocate for a student struggling, hurting, or in need Celebrating the differences of other students Owning your mistakes <p>Empower</p> <ul style="list-style-type: none"> Representing, or respecting, students in a leadership position Taking care, mentoring, and showing kindness to younger students Uplifting other students 	<p>Equity</p> <ul style="list-style-type: none"> A student tells you that another student is crying Student gives a shoutout about something they learned from another student A student acknowledges they missed a step using formulas <p>Empower</p> <ul style="list-style-type: none"> Taking direction from another scholar Helping a student in another grade level find their class You got this or you can



	Joy <ul style="list-style-type: none"> • Creating joyful moments for peers and staff • Having Purpose pride and school spirit • Expressing appreciation and gratitude 	do this Joy <ul style="list-style-type: none"> • Student does a tik tok dance • Dressed up for spirit week • Says thank you to the cafeteria staff
Possibility (KIPP NJ Alignment: Accountability) 	Curiosity <ul style="list-style-type: none"> • Asking great questions generally, and/or to other students questions in class to deepen your learning • Expressing when your confused or lost in class • Having a growth mindset • Being a great listener to peers 	Curiosity <ul style="list-style-type: none"> • Ask a question during class aligned to the hearty question • Raises hand and says I need help • Makes revisions after given feedback • Restates what someone says before responding
Partnership (KIPP NJ Alignment: Teamwork) 	Community <ul style="list-style-type: none"> • Resolving conflicts with peers • Being an excellent group member • Going out of your way to welcome our school visitors and/or treating visitors with respect and kindness • Holding each other accountable to community commitments • Using your voice to advocate for a student struggling, hurting, or in need • Celebrating the differences of other students 	Community <ul style="list-style-type: none"> • Student comes to you and openly expresses conflict with another student • I asked a peer to teach me more about their culture and beliefs

4. Panther Cup Challenge: [Panter Cup Video](#)

The Panther Cup is a fabled trophy. Legend has it the Panther Cup was originally found in a Panther's tree in Africa. Local villagers spotted something shiny in a monstrously round and tall tree; its branches spread up past the treeline canopy and beyond eyesight. Towards the top they noticed a trophy being guarded by a black panther.

When the villagers tried to get the cup down they found that the panther ferociously guarded it--growling and snarling, its huge teeth gleaming in the light. After weeks of trying to lure the panther



from the cup with food and threats, the villagers awoke one morning and the panther was gone. When the villagers climbed the tree they found that as they grasped the next branch the cup seemed to go higher and higher up into the tree. The light reflecting off the cup blinded the villagers whenever they tried to look at it. Eventually, when the strongest villager reached the top of the tree he saw the cup was magically gone.

Then one day the cup showed up at Purpose Academy, knowing it's home was with the Panthers. No one knows how it got here.

Every year all advisories compete throughout the year to have the honor of winning the Panther class cup. The class cup competition is started at our beginning of the year field day and throughout the year advisories can earn points through their GPAs, attendance, homework completion, and ICUs. At the end of the year, we close out school with one last class cup competition and name the victorious advisory.

That advisory gets bragging rights for an entire year. Furthermore, the entire advisory also gets their name forever etched into the class cup "Hall of Fame" as well as a movie day to celebrate! Good luck.

Panther Cup Winners 🏆		
School Year 2021-22	5th grade Winner Demande Advisory 	N/A
School Year 2022-23	5th grade Winner James Advisory 	6th grade Winner Whalen Advisory 



5. Our Mascot



Our school's mascot, Legend, was voted on and named by our founding class. Students will sometimes see the panther sneaking around the hallways looking for a challenger to show off his legendary dance moves.

Part 2: Promotion, Retention, and Attendance

6. Promotion and Retention Policies

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 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 should take place at least 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 must be made and communicated ideally by the last week of May.

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 should 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 should communicate their grading policies to families at the start of the year. At a minimum, this information session should 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 should 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 in the school year and frequently will aide 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 should 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)
3-8	2+ Grade Levels Behind in Math i-ready AND Reading i-Ready AND Attendance <85%

7. Acceleration

Acceleration is the process of advancing students who are performing significantly above grade level expectations in all core subjects. At the request of families or teachers, an administrator may consider accelerating a student. To be considered for acceleration the following criteria must be in place:

- Recommended by a majority of the student's teachers & advisor
- Mastery on all ELA, Math, Science, and Social Studies mid-quarter assessments (MQQs) and quarterly assessments (QAs)
- At least 1 grade level advanced in iReady reading and math (for example a 5th grade student has a 6th grade iReady score in reading and math)
- Family request and approval
- School Leader approval
- Consultation with the Director of Special Education because of specialized testing required by the state of New Jersey

8. School Hours, Attendance, Tardy, Early Dismissal, & Illness During School

School Hours (Arrival)

Doors open: 8:00am

Breakfast: 8:00am-8:14am and 59 seconds

Advisory Starts: 8:15am



Students will be marked tardy beginning at 8:16am and must use the N13 Main Entrance to obtain a tardy pass and breakfast.

School Hours (Dismissal)

Monday, Tuesday, Thursday, Friday: 3:45pm

Wednesday Early Release: 12:45pm

Attendance

You must be at school daily to maximize your learning opportunities; every minute missed is a minute that could be spent learning. The first step to succeeding is showing up, and we expect all of you to show up! Attendance will be taken on all days that school is in session during the traditional school year, orientation, and summer school. We do not follow the Newark Public Schools calendar, so please take note of our school calendar.

Any student with attendance under 90% is considered chronically absent, and families will be asked to come in for a meeting to create a support plan to make sure scholars are attending school daily.

Excused Absences

KIPP: Newark follows guidance from the State of New Jersey with regards to absences. The State of New Jersey, KIPP Newark, and Purpose Academy considers the following as cause for an excused absence with documentation:

- a) Religious Observance
- b) Take Your Child to Work Day
- c) Participation in observance of Veterans Day
- d) Closure of a busing school district that prevents a student from having transportation to the receiving school

You are responsible for making up any missed assignments in a reasonable amount of time set by the teachers. An excused absence is marked differently on your permanent record.

Unexcused Absences

Absences for any reason other than those listed above are unexcused absences (including illness and appointments). In the event of an unexcused absence, your parent/guardian is responsible for communicating the absence with the main office. In the case of an unexcused absence, you are responsible for initiating communication with the teacher and making up all missed work (preferably before the absence). If you are absent frequently (excused or unexcused), please keep in mind that this affects learning and therefore may lower grades and negatively impact your performance.



Tardy to School

Coming to school on time is the first most important action students and families can take every day to set students up for success.

Advisory starts everyday at 8:15am, which means any student arriving at advisory after 8:14am and 59 seconds is late. Students who are late to school will earn 1 lift (more in Expectations Section).

Any student arriving at school after advisory (8:14am and 59 seconds) must check-in at the front office to get a pass to their first class period.

Although we respect that sometimes things come up, we do not take excuses for being tardy. All tardies go on a scholar's permanent record. Total tardies are reported out, and scholars who show a pattern of coming late to school will be required to meet with the Director of School Operations and the scholar's advisor to discuss the impact of coming late to school, and to come up with an improvement plan.

If there is no pattern of being tardy there is no consequence, so if you do have something come up that's okay!

Early Pick-up

If you need to leave school early for an unavoidable reason you must be picked up from school – you are not allowed to walk home or ride the public bus. An authorized adult family member must walk into the building to sign you out in the office. In order to be “authorized,” the parent/guardian of the scholar must contact the main office to add the authorized adult to PowerSchool. You are responsible for collecting coursework/homework from all of your teachers before you leave the building. This practice should be kept to a minimum because leaving early means you lose vital learning time. Family members should notify the office 2 hours in advance of pickup. In the event that you are frequently leaving early, family members will be contacted to help find a solution as every minute of instruction counts! **Note: Early Pick-up ends at 3pm on Mondays, Tuesdays, Thursdays, and Fridays and 12pm on Wednesdays. After this time, students will not be able to be picked up except in the event of an emergency.**

Protocol for signing out early:

In the rare case that a student needs to leave early, the parent or guardian authorized to pick up the student must report to the main office and wait in the office until their student meets them in the office on the first floor. Students may not be sent outside to parents.

Illness During School

Purpose Academy's school nurse will administer first aid when necessary and appropriate prescription medications in their original packaging to students with the written consent of a parent/guardian.



Students' families will be contacted to pick students up from school if students become too ill to remain at school. We use the contact information provided at enrollment to notify families of the student's illness. Students' contact information should be kept current so we are able to contact families regarding students' health in a timely manner.

Late Pickup

Dismissal time is 3:45pm on Mondays, Tuesdays, Thursdays, and Fridays, and 12:45pm on Wednesdays. Scholars are expected to be picked up promptly at those times. At 4:00pm on Mondays, Tuesdays, and Friday, and 1:00pm on Fridays, students who have not been picked up will be escorted outside and there will not be staff supervision outside after this time.

Part 3: Logistics and Operations

9. Daily Schedule

Our schedule is designed to be in alignment with our vision and values. It prioritizes both the student experience and academic excellence. Below are some notable aspects:

- Our schedule is different by grade level. This is because there is a different quantity of students in 5th, 6th, 7th, and 8th.
- 5th grade has 5 periods and WIN (**what I need**) block most school days and periods are 1 hour long
- 6th-7th grade have 7 periods most school days and periods are 52 minutes long
- 8th grade has 6 periods and WIN block most school days and periods are 52 minutes long
- On Wednesday students have an early release at 12:45pm.
- Every Thursday students have *Choice Electives* where they get select a unique activity
- Every student has afternoon advisory weekly where they will practice social-emotional learning skills.

10. Arrival/Dismissal Policies and Procedures : *Please note Arrival and Dismissal have changed from the 22-23 School Year*

Arrival

KURA ES: 7:45am

Purpose MS: 8:00am



Students dropped off or arriving at school before the official arrival time will be unsupervised. We encourage families to arrange so students are arriving within the arrival window to ensure student safety, which is between 8:00am and 8:15am. If we notice a pattern of scholars coming to campus well before this arrival time, you will be contacted by the school to discuss the possible solutions so that your scholar is coming to school at the appropriate time.

Dismissal

KURA ES: 3:30p; Wednesday 12:30p

Purpose MS: 3:45p; Wednesday 12:45p

This year, scholars will be dismissed in waves beginning at 12:45/3:45 pm.

- 12:45/3:45 PM: Walkers with KURA siblings dismissed out the MS entrance door. Purpose scholars with a KURA sibling will be required to exit the building during dismissal and come to the correct KURA exit to pick up their sibling(s).
- 12:47/3:47 PM: 8th grade walkers* exit building and campus
- 12:49/3:49 PM: 7th grade walkers exit building and campus
- 12:50/3:50 PM: Bus scholars report to MS cafeteria; will exit through basketball court doors to buses when ready (bus departure times scheduled for 1PM/4PM; 3 courtesy buses total)
- 12:51/3:51 PM: 5th and 6th grade walkers exit building and campus
- 12:53/3:53 PM: Families picking up their scholar(s) give their scholar(s)' Driveline Number to a member of the Purpose staff for the student to be dismissed from their advisory.
- 1:00/4:00 PM: All remaining scholars must exit the building and leave campus.

Please note: Walkers are defined as any scholar whose family has completed the KIPP form, with the expectation that the scholar will exit the building/campus, and make their way home within 3 minutes. Any scholar who exits the building and does not leave campus will have their Walker privileges revoked.

Other Important Information:

1. Middle School families will be required to find parking if they plan to pick up their scholar from the school. Families can also pre-determine a meet-up spot with their scholar(s) close to the school but off campus. Families will not be permitted to double park cars, as this creates issues for other families and our neighboring community.
2. This year, Purpose dismissal will take place out of the Middle School Doors (close to Little Street). Families will be required to find parking in the area to walk to N13 to pick up their scholars. Families can also pre-determine a meet-up spot with their scholar(s) close to the school.

Our arrival and dismissal plans prioritize safety, efficiency, and alignment with our shared campus.



11. Family Communication & Partnership Events

Our communication is broken into two parts: outbound and inbound. **Outbound** are the systems we use to regularly communicate out to families. **Inbound** is when a family wants to reach out to Purpose staff.

Outbound Communication Structures and Frequency:

Structure	Description	Frequency
Home Visits (Zoom)	Advisors will reach out to families to introduce themselves on 8/3	Once enrollment is completed, it will be done as needed
Orientation	All students will take part in an orientation in August	Yearly
DeansList	Students and Families should check this daily on their phones or computers. DeansList should be used to check ICUs, grades, attendance, lifts, and reflection period.	Daily
Reflection Period Calls	Only students who have Reflection Period that week will receive a call. Families should track if their student has a Reflection Period on DeansList independently. Missing the call is not an excuse to miss the Reflection Period.	Daily Weekly (if applicable)
Panther Newsletter	Our family newsletter communicates key messages and updates. Families will receive a digital copy of the newsletter in their email. The newsletter incorporates communication in all primary languages of families.	Biweekly on Thursdays
Progress Reports	Once every two weeks all students will receive a hard copy of their progress report stapled to their newsletter to take home to families.	Biweekly (Fridays)



Advisor Check-In	Each family will receive a monthly phone call from your students advisor to check-in on your students progress.	Monthly
Teacher Check-In	Each teacher will call every family once to discuss students strengths and areas for growth in individual classes. Teachers will also seek input and build partnerships with families to drive the best outcomes for our panthers.	Quarterly
Panther Report Card Conferences	We will have quarterly conferences where we will share student progress in culture and academics at Purpose with an emphasis on strengths. These conferences will be primarily student led. Conferences are a required event for all families.	Quarterly
Signed Student & Family Handbook	This handbook must be read in its entirety and signed by both the student and guardian. The signature page must be submitted back to the school.	Yearly

Inbound communication from families to Purpose staff should adhere to the following protocol:

Reason for Contact	Point of Contact	Additional Information
All general inquiries, concerns, or requests	Advisor	If you have a general operational need reach out to the main office
All general operational needs	Front office	
Specific question or concern about a class	Teacher's email	Emails are listed on our contact sheet at the end of this document

If you have spoken to the front office or your students advisor and would like to elevate a question or



concern. Please follow this protocol:

- Call or email the Front Office staff to set up a phone call or appointment with the appropriate person
 - For academics: **Assistant Principal (Samira Morton ELA, Andre Smith Self-Contained and History, and Tiana John STEM)**
 - For culture: **Assistant Principal (Steven Monson for grades 6 & 7, Thomas O’Grady for grades 5 & 8)**
 - For special education: **Assistant Principal of Special Education (Tiffany Kemp)**

If you have spoken with one of our Leadership Team members and would like to further elevate a question or concern. Please follow this protocol:

- Call or email the Front Office staff to set up a phone call or appointment with the School Leader, Sean Healy

12.Dress Code Beliefs and Policy

Why a dress code?

Our dress code is a way of creating equity, safety, and pride at KIPP Purpose. Research shows that middle school age adolescents are particularly vulnerable to negative self-consciousness about image and appearance. By creating a dress code we eliminate this concern for students as well as disparities in dress and appearance which can be a point of pain for students. Furthermore, our school uniform allows us to easily identify our students making KIPP Purpose more safe for students. Finally, like a great sports team we build pride through wearing the same uniform and thus showing we’re all on the same team. We intentionally provide a variety of options to promote individual style, preferences, and expressions.

Dress Code			
Shirts	Pants	Shoes	Everything Else
The top layer must be a Purpose shirt, polo, sweater, hoodie, or cardigan sold in the front office or awarded to the student	Skirts and shorts are allowed and must be knee length	Shoes/sneakers must be closed toe and wrap around the back of the heel	No sunglasses
Shirts may not be written on or signed	Khakis must not sag below waist	Shoes/sneakers must NOT have lights or wheels	Hats or any kind of non-religious head covering is NOT permitted. Bonnets and sleep scarfs are also NOT permitted.
No jackets can be worn or carried around during the day.	Leggings/capris/cargo pants of any type are NOT permitted	No: Uggs slippers, Crocs, Yeezy Foam runners or Yeezy Slides, sandals, open toed shoes, heels	***School leadership may ask for something to be removed if safety is a concern. This will
	No holes in Khakis		
	Denim, corduroy, velvet		



<p>Non-Purpose sweaters, jackets, hoodies, shirts, etc. should not be worn at all during the school day. This includes around the waist, draped across the shoulders or underneath your Purpose shirt. Jackets stay in student's lockers before the start of school</p> <p>Long sleeve shirts worn under your Purpose shirt is acceptable.</p> <p>No hoodies allowed on heads</p>	<p>material is NOT permitted</p>		<p>also include things that become a distraction to the learning environment.</p>
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Ordering Uniforms

Flynn O'Hara
196-198 Ferry Street
Newark, NJ 07105

(M-F 9AM-5PM, Sat 10AM-2PM)
800-441-4122
www.flynnohara.com

If you are out of dress code you will be issued a lift and will be required to contact a family member who is able to bring you the appropriate uniform, unless we are able to find a solution in-house. Any exceptions will require approval from the APs of Culture or School Leader.

13.Supplies

Families are responsible for providing the following supplies for scholars throughout the year:

- Headphones that can be plugged into their Chromebooks
- Backpack or large bag to hold all materials
- Sharpened pencils (or mechanical pencils with a supply of lead) - scholars should come to school daily with sharpened pencils
- Spiral notebooks for each class
- Pencil sharpener w/ enclosure to collect the shavings
- Loose-leaf paper
- Highlighter
- Pencil pouch



Supplies to keep at home (unless otherwise instructed) for use on homework:

- 1 box of at least 24 crayons
- 1 box of washable markers
- Scissors
- Glue
- Loose-leaf paper
- Extra pencils

Scholars will be provided with a school Chromebook that will stay at school at night for charging. If a scholar intentionally damages a Chromebook, the scholar and family will be required to meet with the Director of School Operations to discuss consequences for damaging school property.

14. Field Trips and Policies

Purpose is investing its resources in Choice Electives and larger field trip experiences. Thus, **we will not offer one-off, or many, during the year field trips**. This allows us to have regular choice electives and excellent trips which are aligned to our vision, though they are few.

Below are the trips panthers will attend:

Year	Trip	Overview
5th & 6th	Panther Cub Camping Trip	This is an overnight teambuilding and leadership development trip for all 5th graders. Time TBD. Our trip takes place at the Fairview Lake YMCA Camp .
7th	TBD	TBD
8th	Black Panthers Young Adult Trip	This is an overnight teambuilding and leadership development trip for all 8th grade students at the beginning of the year. Our trip takes place at the Fairview Lake YMCA Camp .
All Grades	Day of Service	Each grade level will engage in a yearly day of service trip where



		all panthers will engage in community service together to make our community and world a better place as well as learn the skills of civic activism.
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Field Trip Policy:

To attend a trip a student's guardian must sign a permission slip. All field trips require students to be in dress code with the exception of bringing jackets.

Any overnight trip will require an updated student physical.

At Purpose our goal is to have every student always included in all that we do. Though, this must be balanced with our number one priority and commitment of safety. Only students who pose a safety risk to themselves or other students will be excluded from trips. Any student who meets the following criteria must be specifically approved by the AP of Culture to attend a off campus trip:

- Removal from class that quarter
- Suspension anytime that year
- Pattern of lifts for disrespect to adults or other students

If a student is not permitted to go on a trip the family will be notified with rationale from an Assistant Dean of Culture as well as what the student needs to do to qualify for trips moving forward, and the family will receive a follow-up email in order to ensure complete alignment.

15.Meal Program

For the 2023-2024 school year, our food and meals are provided by Chartwells School Dining Services. The federal government renewed a grant guaranteeing food to all school-age children in the United States for the 2023-2024 school year. All students will be provided with breakfast, snack, and lunch daily.

16.Purpose Calendar

Our calendar can be accessed [here](#) or at kippnj.org/calendar

The calendar has also been copy and pasted in the next two pages.



KIPP NEWARK PUBLIC SCHOOLS

2023-2024 CALENDAR

**Updated 4/24/23

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

For important updates, follow KIPP on Instagram at:



@kippnewark

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					

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

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

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
Apr 10 No School - Staff PD Day
Apr 17-18 Half Day Dismissals

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					

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

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

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	

School - Staff PD Day
School - Memorial Day

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					

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					

Dec 21 Half Day Dismissal
Dec 22-31 No School - Winter Break

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					

Mar 29 No School - Staff PD Day

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

**Aug 15 Entry Grades: S



and KURA - K
TEAM, Rise, BOLD, Purpose, and Justice - 5th
NCA and NLHS - 9

17. Acceptable Computer Use

Acceptable Internet/Computer Use Agreement

Your access to the Internet and other on-line resources are to support your learning. While the Internet can be a powerful educational tool, it is also an unregulated space that contains materials unsuited for the school setting. It is important to understand that your use of the Internet at Purpose Academy is a privilege. We expect you to use the Internet to pursue intellectual activities, to access libraries and other resources, and to further their education. You are not allowed to use the Internet at Purpose Academy to access other materials, including sites containing inappropriate or obscene content. It is likewise improper to use the Internet in any manner that supports any illegal or unethical activity, or for commercial or for-profit purposes. It is important for you to remember that the Internet is a 'public place' that is shared by millions of other users. Your actions online can be "seen" by others and Purpose Academy will monitor your Internet usage.

Scholar and Family Social Media Use

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.

18. Health Records

All of your health information should be given to our school nurse (this includes updated physicals and immunization records) by the first day of school. Incomplete or outdated health information will result in medical suspension.

All scholars in 6th grade must get updated immunizations, including the TDap and Meningococcal vaccine, as soon as they turn 11.

19. Transportation

Transportation (Bus Tickets)

KIPP Purpose Academy 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 KIPP Purpose 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 are the property of KIPP Purpose Academy and should only be used to get to school and to go home from school. If you are absent from school and do not return your unused bus tickets, KIPP Purpose Academy will subtract the amount of unreturned tickets from the next round of tickets that will be distributed. Contact Ms. Rojas, School Operations Manager, if you qualify for bus tickets.



20. Visitor Policy

If you are entering a KIPP Newark building outside of our arrival and dismissal procedures, you will be required to show ID at the security or main office desk. You will be given a visitor badge sticker which you are required to wear while you are in the building. **Visits must be scheduled.**

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.

Part 4: Academic Program and Advisory

21. Overview and Goals

Academic Mission

At KIPP Purpose Academy we believe in the infinite power of Panthers and thus prioritize **empowerment**; this is evident through instruction aligned to our culturally responsive and sustaining schooling tenets which develop student's **identity, criticality, and activism.**

We create **equitable** classrooms which are connected to, and inclusive of, students' culture, background, and **identities.** We invest our panthers by responding to **curiosity** and developing the conditions where students take ownership of the classroom and their learning through a discussion-based model. Our lessons push the boundaries of rigor, and we use data to make decisions, analyze effectiveness, and grow. We show our belief in the **inherent abilities** of panthers by creating student led classroom **communities** which place most of the cognitive lift on students.

At Purpose there's a fire in our soul for learning and everyday it grows.

What Makes Us Unique:

As named in our mission statement, at Purpose we utilize a discussion based learning model, The Purpose Approach, at specific times during class. The Purpose Approach is a student-centered discussion based learning model derived from the Harkness model. In the Purpose Approach students build both academic skills and soft skills in equal parts through a focus on student voice, cognitive lift, teamwork, agency, and leadership. Students lead discussions and drive toward the daily objective by focusing on a hearty question, AKA "The



Challenge”, from that day’s exit ticket. This model has students create questions and work toward answers with their peers with the guidance of the teacher. Discussion learning puts students front and center and allows kids to follow their curiosity as well as learn other essential life skills such as collaboration, leadership, problem-solving, and group dynamics. Scholars will be engaging in a Purpose Approach lesson in every content course twice a month. This high level of exposure will positively impact critical thinking skills and well as public speaking!

Academic Goals	
Goal	Notes
By 8th grade Panthers score the highest in the state of New Jersey on the NJSLA	The NJSLA is the state test that measures student learning. Although this test does not capture everything students know or have learned it’s still a strong tool. Our goal is to have panthers learn more than any other school in New Jersey.
60% of Kids Meet ELA/Math Growth Goal and 30% Meet <i>Stretch</i> Growth Goal in iReady	We care about what our students have learned as well as how much they have grown from one year to the next. iReady is a platform where students will get individualized material on their level that will push them and monitor growth/progress.
3.0 is the average grade point average (GPA)	Our students' grades are the best indicator of their effort throughout the year. This effort matters to us and is extremely important for access to opportunities such as college.

22.Homework Policy

Completing daily homework is essential for you to develop effective work habits, an opportunity to prepare for the next day’s learning objectives, practice skills for mastery, and prepare for college and beyond. Expect to have a maximum of 30 minutes of homework a night in addition to independently reading. All students will receive homework daily.

Student’s HW will be graded using the rubrics below:



Homework System

Monday	Tuesday	Wednesday	Thursday	Friday
ELA- 30 minutes daily reading				
Math no more than a 30 minutes of assignment	Social Studies	Science	Social Studies	Math no more than a 15-minute assignment
				Science no more than a 15-minute assignment


Humanities: Homework Grading Guidance

GRADING RUBRIC			
10 (88% - 100%)	9 (77 - 87%)	7 67 - 76%	5 <55-65%
Complete, shows all effort (complete sentences, proper punctuation)	Complete, shows most effort (complete sentences, proper punctuation)	Partially complete, shows some effort (complete sentences, proper punctuation)	Not submitted, blank, or late.

STEM (Mathematics & Science): Homework Grading Guidance

GRADING RUBRIC			
10 (88% - 100%)	9 (77 - 87%)	7 66 - 76%	5 <55-65%
Complete and all evidence of thinking is shown.	Complete and most evidence of thinking is shown.	Partially complete, shows some effort, and some evidence of thinking is shown.	Not submitted, blank, or late.

Additional Notes:

- Students have 1 day to complete any missed homework assignment from the day prior in order for them to receive credit
- Students are also expected to read independently each night for at least 30 minutes; AND organize your binder to ensure all papers are in their proper places. Families will need to sign off on the linked reading log daily  Independent Reading Log 1



Homework submission: all students will submit homework in the class that it was assigned to them. Any incomplete homework or homework not turned in will be marked incomplete.

23.Absent and Late Work Procedures and Policies

All work for classes can be found labeled by date in each teacher's room. When a student is absent the expectation is that the student will go to the teacher's missed work bin **after school** to collect missed work. Students can submit absent or late work for **full credit** up until the week before the end of the quarter. Late/absent work from previous quarters will not be accepted.

24.Grading

At KIPP Purpose, we are intentional about what assignments we are presenting to our students and are strategic about our grading policy. Grade scales are the pre-set definitions of course grade percent, letter grade, and GPA points. Grade scales are used to display Letter/Percent grades and calculate student GPA.

Our purpose for grading students is to give access to opportunities that use GPA as a requirement (i.e. college, careers, certification programs). Our mission asks that we prepare our students to have choice-filled lives. We acknowledge that society uses data points, such as GPA, to control access to opportunities. As such, the primary focus of our grading policies and practices is to empower students to achieve GPAs that provide access to opportunities (i.e. college, careers, certification programs) that consider them.

We believe feedback is essential to learning. We also believe that grading can be subjective, complex, and send messages to students about their capabilities. We strive to create a grading system that is valid, reliable, and engages teachers, students and families in the learning process. We'll know our grading system is working when all stakeholders can act upon the information our grades provide.

Engaging Students, Families, and Teachers: Our grades are transparent to families and students. By basing our grades on what standards students have mastered, families can worry less about "what a B means" and more about where their student needs to focus. We communicate progress through bi-weekly reports and quarterly student-led conferences. We ensure students consistently own their learning through student standards trackers they reflect on in class. Grades help teachers identify what to reteach and retest.

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.

Quarter	Weight
Quarter 1	25%
Quarter 2	25%
Quarter 3	25%
Quarter 4	25%

Percent	Grade	Unweighted GPA Points	AP/Dual Enrollment Course GPA Points
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

Calculating Term Grades

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
WORK HABITS	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"> ○ Problem Sets ○ Independent work ○ Homework ○ Blended Learning ○ I-ready ○ Discussion
FORMATIVE ASSESSMENTS	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!
SUMMATIVE ASSESSMENTS	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.



Academic Honesty:

Every student is expected to submit work that reflects their own thoughts and hard work. We expect our students to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given to each person who contributes.

- **Plagiarism:**
Students will be held accountable for actions that go against their values; however, we will strive to ensure that this lesson is not punitive yet effective enough to serve as a deterrent for other offenses.

1st Time	Restorative Process: Written Reflection with parent signature Consequence: Students must re-take assessment and will be provided with one opportunity to earn full points back. Standards on the assessment/assignment will stay the same, however questions will alter. Parents are notified.
2nd Time	Restorative Process: Research Academic Honesty Policy for the college or high school they want to go to Consequence: Student automatically earns 2 days of afterschool reflection. Their assessment/assignment is a 50% (F) and student must retake. Grade will be an average of first and second attempts. Parents are notified and will be required to have a check in with the teacher and Assistant Principal
3rd Time	Consequence: No opportunity to make up, Test/assignment is an F (equivalent to 50%) Students must attend a half day in school suspension. During this time, the student will be engaging in a restorative learning experience to deter the behavior. Parents are required to come in for a formal meeting with teachers and leaders.

25.Advisory and Social Emotional Learning

We believe that strong relationships between the school, yourself, and your family are essential to your success. Your advisor will serve as that link between you, your family, and the school. Your advisor is your advocate and will take a vested interest in your growth in character as well as your academic achievement. They will provide you with both affirming and adjusting feedback on your academic and character habits. Additionally, they will guide you with goal-setting and assist you with individual success plans as needed. This relationship is built throughout the year(s) with daily contact, advisory meetings, Panther Claw competitions, and report card conferences.



Every student will be assigned an advisory by gender. Students can self-select the gender they identify with for advisory. Advisory is our at-school brothers and sisters who form a lifelong bond. Everyday there is a morning advisory and most days have afternoon advisory.

At Purpose we believe in educating the whole child and that includes panthers social and emotional learning (SEL). In Advisory there is a robust social and emotional learning curriculum. Since SEL can be a broad term, Purpose will define SEL using the following definition from CASEL, “SEL is defined as the process through which people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” SEL focuses on knowledge, attitudes, and skills in five competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Each Monday morning in advisory students will partake in a mindfulness exercise with their advisory. This exercise at first will be led by the advisor and there will be a gradual release until our “mindfulness morning” is completely student led. Monday afternoon in advisory students will also engage in: goal setting, progress tracking & reflection, one-on-one advisor check-ins, our SEL curriculum, teambuilding, and circle discussions.

Advisory is not a graded class.

26. Extended Learning

We know that students' passion for learning doesn't end in the classroom and panthers have a diverse set of interests. We offer extended learning opportunities after school that are all based on student choice. Research shows that when students have an after school activity they're excited about their attendance and grades go up as well.

In order to stay after school for an extended learning club, program, or sport students must have a permission slip signed by their guardian.

Removable Behavior(s)
<ul style="list-style-type: none">• 3 lifts within an extended learning period activity• Removal from class--anytime a student needs to be removed from class due to egregiously disruptive behavior• Physical Assault/Fighting• Pull a fire alarm or bomb threat



- Damaging school property
- Bullying
- Egregious disrespect
- Examples:
 - cursing at another student and/or teacher
 - throwing objects
 - continuous back and forth from student after receiving constructive feedback
 - Sexual behaviors and/or comments to students or staff
- Skipping class or mandatory event such as reflection period

27.Academic Recognition

If you earn a competitive grade point average (GPA), you will be rewarded. Acknowledgement for academic achievement, as well as for upholding the school's values are made on an informal weekly basis but also during quarter award ceremonies. Formal acknowledgements are made at the end of each quarter with the following honor roll announcements and awards:

- Principal's List GPA of 4.0 to 4.3
- High Honor Roll GPA of 3.7 to 3.99
- Honor Roll GPA of 3.3 to 3.69

28.Report Card Conferences

The school year is divided into quarters. Each quarter is worth 25% of your final grade.

Progress Reports resemble a report card, and display your current cumulative grades in each subject, absences, tardies, and other relevant data. These will be distributed once every two weeks during school.

Report Card Conferences will provide students and families an opportunity to discuss your progress with your advisor and teachers. The purpose of this meeting is to reflect on success & areas of growth and set goals for the upcoming quarter.



Part 5: Expectations and Community Commitments

29. Beliefs

Having high behavioral expectations of all panthers is how we show students we see their strength, brilliance, and beauty. Students show, and are recognized, for living our values through ICUs (mentioned previously). Conversely, when students don't meet the minimum bar of expectations, known as our "Community Commitments" they are issued a lift(s).

Lifts are a way of letting students know they have something to grow and improve upon and are an important tool for self-reflection, self-discipline, and growth. Lifts show students that we believe in their higher selves and that with feedback they can "lift" themselves to their own potential, hence the name.

Our goal is to have students further develop the skills in themselves to reach their highest aspirations. The famous TV show host Mr. Rogers said of discipline, "I think of discipline as the continual everyday process of helping a child learn self-discipline." At KIPP Purpose we share this view and use lifts as one of our many tools to teach.

30. Community Commitments, Lifts, and Reflection Period

Community Commitments are broken into 3 categories:

1. **Be Prepared**
2. **Be Kind**
3. **Be Your Best**

If a student breaks any of the following Community Commitments they will receive a lift(s):

Category	Expectation	Explanation
Be Prepared	Late/Unauthorized Location: Come to school everyday in uniform and be in uniform all day	Student is missing any uniform item we will provide a loaner and the student will be issued a lift by the advisor. Students who require uniform corrections during the day are given one lift (ex. Sagging pants, hood on, hat, etc.) Student does not bring a pencil to class.



	Late/Unauthorized Location: Be in class on time	Tardy if not in seat when class starts.
	Disruptive: Only eat when it's time to	No eating or drinking outside of breakfast or lunch, including gum. Note: Student can bring water to class
	Technology: No electronic devices	No electronic devices of any sort are allowed anywhere in the school. Electronics go in students book bags before entering the building. Once in advisory they're placed in the advisory lock box.
Be Kind	Language/Disrespect: Respect all people	Any language that is harmful, hurtful, or threatening
	Language/Disrespect: Don't use profanity or obscenities	No foul language, acronyms representing foul language, gestures, or filler foul language words/language which still communicate the message. No gang or perceived gang language usage, handshakes, and signs
Be Your Best	Disruptive: Don't roughhouse or playfight	Playful or not
	Disruptive: Respect our property	Littering, minor damage to school property, creating a mess intentionally
	Disruptive: Make our building safe	No running unless instructed to No screaming No talking during any drill
	Off Task/Not Following Expectations: Follow all staff expectations: <ol style="list-style-type: none"> 1. Talking while at a level 0 2. Out of seat w/out permission 3. Running in the hallway 4. Not tracking the speaker 	If staff gives a clear expectation and it is not followed by student



	Disruptive: No inappropriate displays of affection	Students should not engage in physical affection beyond hugs and handshakes

Behavior Interventions

If a student receives 2 lifts for breaking the same community commitment in a class period will receive reflection lunch as a behavior intervention. If a student receives +3 lifts in a day we know they need even more support. That support comes in a mandatory 60-minute Reflection Period daily from 3:45pm-4:45pm and Wednesday from 12:45pm-1:45pm.

During the reflection period students will complete mindfulness activities from our SEL curriculum and goal set for behavior the following day. This makes the reflection period a space of personal growth and development thus helping students not make the same mistakes repeatedly.

Families will receive communication if their student has a Reflection Period. Not receiving the communication is not an excuse for a student to miss Reflection Period because all families can track your student's lifts weekly in DeansList. Families should always be prepared to arrange transportation when the Reflection Period is over, or indicate that a student can get home independently. A member of the Culture Team will ask parents if student(s) will be traveling independently during reflection calls and share the list of approved students with the main office.

Reflections	Behaviors:	Time:
Lunch Reflection	<ul style="list-style-type: none"> • Chewing gum • Using cellphone • Play Fighting/ Roughhousing • 2 Lifts for THE SAME behavior in the same class 	Lunch period
Reflection Period	<ul style="list-style-type: none"> • Tier 2 Behaviors • 3 Lifts for breaking community commitments 	3:45-4:45



Food and Drink

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. We provide breakfast, lunch, and snack for you daily so that you have energy to stay focused throughout the day. Unless otherwise directed by your teacher, you are not permitted to consume any food, candy, drink soda/juice, etc. at any time other than breakfast, lunch, and snack. Students, however, may drink water from a clear drinking bottle only throughout the school day.

While we will always encourage you to make healthy eating choices, you may consume the food of your liking during our scheduled eating times only! Please remember that you do not have access to a microwave, so please do not pack lunch that requires reheating. Also, gum and sunflower seeds are not permitted in school at any time. Students are not allowed to order UberEats, Doordash, or have fast food delivered to them. Students that wish to eat outside food must come to school with their lunch packed in a lunch bag.

Due to severe allergies, we are a peanut-free school. Do not bring food/snacks containing peanuts.

Cell Phones

No electronic devices of any sort are allowed anywhere in the school. Electronics go in students book bags before entering the building. Once in advisory they're placed in the advisory lock box. Your cell phone must be turned off and put away in your bookbag and/or jacket upon entering the building. If your parent/guardian needs to contact you during the school day, they will call the main office to make arrangements to speak to you or leave a message with the school operations manager. If you need to contact your guardian during the school day for an urgent matter, ask a staff member for a pass to use the phone in the main office.

You may not use your phone during school hours. If you are on your phone during school hours, it will be confiscated, following the procedure outlined below.

Violation of Cell Phone/Technology policies

- 1st Offense- The phone will be taken and given back at the end of the day from the advisor and/or a Culture Team member. 2 lifts issued and students will serve lunch reflection for two days.



- 2nd Offense- A parent must come to the building and pick up the phone from the advisor and/or a Culture Team member. 2 lifts issued and students will serve lunch reflection for two days.
- 3rd Offense- The phone is taken, and there must be a family conference to retrieve it. 2 lifts issued and students will serve lunch reflection for two days.

Electronic Usage

Portable gaming devices (PSPs, GBAs, Nintendo Switch, etc.), personal music players (iPods, mp3 players, etc.), I-Pads, E-Readers (Kindles, Nooks, etc.) are strictly prohibited during the school day. These items must remain in your advisory until you are dismissed from school (and after-school reflection if and when you earn it). As with cell phones, Purpose staff will confiscate any visible electronics, and follow the very same procedure. Do not lend your electronic devices to other students at any time or for any reason.

Social Media and Irresponsible Cell Phone Use

Families, the most prominent behavior problems we deal with don't start at school, they start at home with students' cell phones. Social media, cyber-bullying, and inappropriate texting and pictures are rampant at the middle school age. Furthermore, research shows that social media use at pre-teen and teen age is extremely detrimental to a child's mental health. We implore you to support us, and your child, by monitoring their cell phone use, restricting social media access, and ensuring cell phones aren't being used for self-harm and the harm of others.

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.

31. Restorative Justice and Suspension

Restorative Justice

At KIPP Purpose we also have a restorative justice program for more serious infractions that require healing harm done. Restorative Justice will be implemented in conjunction, or in place of other disciplinary infractions, including in-school suspension and out of school suspension. Restorative justice is headed by our Culture Team, who will be in contact with families if any of the following infractions occur:

- Removal from class--anytime a student needs to be removed from class due to egregiously disruptive behavior
- Theft
- Gambling
- Physical Assault/Fighting
- Bullying
- Pull a fire alarm or bomb threat
- Alcohol, drugs, or other controlled substances (including vapes)
- Egregious disrespect
- Weapons
- Arson
- Skipping class or mandatory event such as detention
- Intentional damage to school property



Suspension Procedures:

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

Returning from Suspension:

Any student who receives a suspension must have a re-entry meeting with a staff member and his/her family. During this meeting students will present their suspension reflection on what they learned and how they have grown from this experience as well as commitments moving forward.

Part 6: School Norms and Procedures

Voice Level (Time and Place)

5 – Outside: We use these loud enthusiastic voices at the ceremonies, concerts, sporting events, etc.

4 – Presenting: During presentations, we project our voices to fill a large space and maintain the attention of a large audience.

3 – Group: We converse at a comfortable level in group work, labs, at meals, etc. Conversation level is loud enough that only those in your immediate vicinity can hear you.

2 – Partner: We speak quietly at times when others are working (e.g. office spaces, bathrooms, turn & talks, etc.). When using a quiet voice, only the person closest to you should be able to hear you.

1 – Whisper: When whispering, you breathe words voicelessly. We employ these voices to ask a fellow panther for a pen, ask what page we're on in class, etc. so as not to disrupt others.



0 – Silence: When silent, we do not speak or communicate vocally in any way.

Transitions

Your teacher will let you know when class is over and you can collect your things to head to your next period. We expect students to clean their areas before leaving to respect our shared spaces.

When transitioning to your next class you will head directly to the room. To avoid any physical injuries we walk during transitions and only use the right side of the hallway. You are free to speak at level 2 while walking to your next class.

Entering Class

When entering class, the voice level is a 0. You will be greeted by your teacher and will always have a Do Now waiting for you. Ensure you have your binder/notebook with you for your class and all of the necessary assignments (i.e. homework) with you before entering your class. You will place last night's homework in the designated "Completed Homework" area and take the new homework packet and place it into your homework folder. Once you have dropped off and picked up your homework, sit down and complete your do now. Do nows are expected to be completed in 5 minutes and will set you up for the upcoming lesson and/or serve as a refresher from a previous lesson.

First 5 minutes of class:

- Level 0 entry and directly to assigned seats (seating charts)
- Needed supplies out and bookbags on back of chair
- Do Now Routine
 - Supplies and Distribution
 - Timer
 - What to do if finished early
- Transition from Do Not to introduction to new material
- No Bathroom

During Class

You are expected to adhere to all of the school norms. This includes stowing your bookbags (and purses) appropriately and keeping all non-academic materials away (this includes cell phones, hairbrushes,



combs, picks, etc.). You are expected to be present, productive, and positive. This means you must be on-task, engaged, and actively participate. You are expected to complete all of your assignments and engage in discourse. You will have an independent practice and exit ticket daily in your classes that must be completed during the class period in order to receive credit. Assignments that are incomplete must be made up within 24 hours in order to receive credit.

Bathroom Use

You are encouraged not to use the bathroom during transitions and instruction, and should limit the time you spend out of the classroom. Should you need to use the bathroom during class, use the Purpose bathroom signal (extended arm with two fingers in the air), and await permission from your teacher. Unless it is an emergency, you are only allowed to use the bathroom during morning advisory, lunch, and afternoon advisory. Before returning to class from the restroom, every panther is expected to inspect the restroom to ensure that it is cleaner than you found it.

Accountability

You are expected to be where you are supposed to be 100% of the time. Students are not allowed to leave class without permission for any reason. We believe that every second counts in class because students deserve a world class education everyday. For that reason, students are asked to use the bathroom in lunch and during advisories (unless there is a documented medical emergency) and are expected to hold themselves accountable to this expectation. This ensures our panthers are safe and accounted for at all hours of the day.

Exiting Class

At the close of class, the teacher dismisses you, not the clock. You may not pack-up or prepare for your next classes while your current class is in progress. Once your teacher ends the class, you are expected to pack up (leaving their area cleaner than found it), then exit class upon direction. Ensure that you have all of your belongings before leaving class and that you leave the classroom in the same clean condition that you found it in.

Last 5 minutes of class:

- Exit ticket closed and collected
- Desks cleared and area organized
- Bookbags on back and closed
- State where students go next block



- Students lined up (at a level 0) and at door by first bell
- No bathroom

Part 7: Family Partnership and FAQ

32. Family Partnership Committee and Partnership Events

At Purpose we operate knowing that families are partners in their children's education. Our families are an essential part of our school community. We know that there is no better expert on our panthers than their families. Families are also our greatest allies, collaborators, and partners. We also believe that families must be empowered to help Purpose reach its vision and goals. There are many ways families can partner with Purpose with the most powerful being our Family Partnership Committee. All families are welcome to join and an outline of the committee's role is below:

Family Partnership Committee: our Parent Advisory Committee will have the following responsibilities and authority:

Yearly strategic plan feedback on goals and strategy

Before the strategic plan is finalized the advisory committee will have a presentation on the yearly strategic plan draft in July. Parents will provide input and that input must all be incorporated or responded to.

Handbook Feedback

The Family Advisory Committee will give feedback and input on the handbook yearly before the start of the academic school year:



Part 8: Other Policies

33. Anti-Discrimination, Anti-Intimidation and Sexual Harassment

Students and all members of our community are to be provided an environment free of discrimination or intimidation of any degree against a person's religion, ethnicity, national origin, age, physical or mental disabilities or sexual orientation. This includes sexual harassment and bullying.

Sexual Harassment

Sexual harassment is sexual behavior that is targeted at a specific individual or group that is unwelcome or offensive, and could include unwanted physical, verbal, written, or online interactions, gestures, jokes, and displays of sexually explicit drawings, texts or photographs. Sexual harassment is a serious offense that runs counter to the Purpose's values, is unacceptable and will not be tolerated. Depending on the severity of the offense, law enforcement may be contacted in addition to any consequences that will be determined by school officials.

Bullying

Bullying is strictly prohibited on School Property and at any School Function, as well as any other place or time when the effects of such conduct would reasonably be expected to impact the educational process or risk disruption within the School environment. "Bullying" for the purpose of this policy is defined as harassment, aggressive behavior or other intentional action, whether verbal or physical, which is intended, or could reasonably be expected, to cause Emotional Harm, distress, fear, ridicule, humiliation and/or intimidation. Bullying can be face-to-face, or carried out by phone, over the internet and other ways directed at another person through the "posting" of sensitive and/or private information, including Cyberbullying. **"Cyberbullying" means Bullying through any form of electronic communication, such as email, text, and social media (e.g., Facebook, Twitter, Snapchat, and Instagram). Bullying can take many forms, such as slurs, jokes, innuendos, demeaning comments, cartoons, pranks, gestures, and physical attacks.** ("Intentional action" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).) This policy includes Bullying of students (by other students, Employees, volunteers and visitors) and by students (of Employees, volunteers and visitors). Bullying by students will result in discipline, up to and including expulsion.

Defamation

Students may not make false or unprivileged statements or representations about an individual (students or faculty) or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them through any medium, whether on or off School Property, including by electronic means (text, mail, social media, etc.).



34. Appendix Policies

35. 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.

36. Harassment, Intimidation, & 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:

- Pasqual Faustin, Assistant School Leader
- pfaustin@kippnj.org

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.

36. 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.

37. 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.

38.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



39. 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. Below are some flags that would warrant KIPP Purpose to call DCP&P:

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

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 anonymous 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.



40. 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 process and contact information can be found at www.kippnj.org/compliance or at your school's main office.

41. Special Education

The mission of the Special Education Department at Purpose is to provide all students with a high quality education by supporting teachers and staff to address the learning needs of students with disabilities, and to close achievement gaps using inclusive, least restrictive means in partnership with staff, parents, and families. We are committed to closing the achievement gap regardless of a student's ability and we teach our students to become independent, critical thinkers in school and beyond.

Vision



The Purpose Special Education Department affords a dynamic and responsive learning community for children and students with disabilities. All children and students receiving special education services have access to rigorous instructional opportunities with, or similar to, their typically developing peers where their learning is supported in the environment that supports their learning. We believe that respect and understanding grow when students of diverse abilities and backgrounds engage and learn together. The Purpose Child Study Team (CST) facilitates open communication and collaboration with school-based staff, families, and community members to focus on individual needs of each child and student. We use data to make decisions about our students because they deserve intentionality and consistency. We commit ourselves to becoming the experts for our students to eliminate the barriers that impede academic, social, and emotional growth. Our bar stays high for ALL PANTHERS.

Beliefs (The Power of “and”)

- Exceptional panthers learn differently **and** they can reach our high academic and behavioral expectations
- Exceptional panthers need different types of instruction **and** we will push ourselves to meet them where they are
- Exceptional panthers rely on different modalities to internalize information taught in class **and** we are committed to utilizing those modalities with fidelity
- We do not label our exceptional panthers **and** we encourage their strengths even in difficult moments
- ALL PANTHERS CAN LEARN **and** THEY WILL

Interventions and Response

At KIPP Purpose we believe in ensuring that all students are given the best support for their academic, social and behavioral needs. We go through an extensive process to refer students for special education services for two reasons:

1. To provide an equitable experience in their education by not assuming they need certain services and programming. We use data from every stakeholder in the student’s life to make the best decision for their education and provide families with transparent communication.
2. If a student is referred for special education services, their services are individualized to their needs.



The process for referring a student is the following:

- If you believe your child needs evaluation through our RTI process, you must notify the Assistant Principal of Special Education via email stating the following:
 1. Student name
 2. Academic or behavioral concern
 3. Data to show that the student is having challenges (i.e. report card grades, doctor evaluation, etc.)

The RTI (I&RS) process takes our Child Study Team (CST) between 6 and 8 weeks depending on the progress of the student during the intervention.

Disclaimer: *We cannot give students an IEP or any other services (including speech, occupational therapy and emotional regulation instruction) without this process.*

IDEA (Individuals with Disabilities Education Act)

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

42. 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.

43. Student 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.

44. 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.



Student and Family Handbook Acknowledgement Form

I acknowledge that I have received the Purpose Academy handbook and will thoroughly read the policies and procedures as listed. I understand that if any information is still unclear, I can contact the office staff regarding any questions.

Student Name: _____ Date: _____

Additional Student(s)

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

Parent /Guardian's Name: _____

Signature: _____ Date: _____

Please return this acknowledgement form no later than

_____.

