



2024 - 2025

Student & Family

H A N D B O O K



KIPP:NEWARK
UPPER ROSEVILLE ACADEMY

KIPP Upper Roseville Academy

Student & Family Handbook

2024-2025

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- **Contact Information**

	School Info
Grades Served in 2024-2025	Kindergarten - 4th Grade
School Phone	973-757-1480
School Fax	973-718-4305
School Address	300 Nth 13th St Newark, NJ 07107
School Website	https://kippnj.org/schools/kip-upper-roseville-academy/
School Leader	Krystal Conwell kconwell@kippnj.org
Assistant School Leader(s)	Natasha Swint Bulour Zarzar-Owokoniran Tanisha Marchan Dominique Cheatham
Assistant School Leader of Special Education	Quincey Schenck
Dean(s) of Students	George Lewis
Social Worker	Lacey Ann Taylor Jessica Innocent Heather Saurel
Director of School Operations	Shenise Wilkins
School Operations Manager	Jalyssa Gordon

- **Schools Overview**

- **MISSION**

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

- **VISION/VALUES**

Agency, Respect, Community, Persistence

- **HOURS**

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

Elementary Schools & BOLD Academy	
Monday, Tuesday, Thursday, Friday	7:45 am – 3:30 pm
Wednesday or Early Dismissal Days	7:45 am – 12:30 pm

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

High Schools	
Monday, Tuesday, Thursday, Friday Block Schedule	8:00 am - 4:00 pm
Wednesday or Early Dismissal Days Block Schedule	8:00 am - 1:00 pm

- **General Procedures & Operations**

- **Arrival & Dismissal Procedures**

Arrival begins promptly at 7:45am. Scholars will enter through their designated entry doors and proceed to class. Any scholar that arrives after 8:01am will be marked tardy by main office staff. Any scholar who arrives at school later than 8:20 must proceed to the main office to be marked tardy before proceeding to class.

Early dismissal for scholars ends at 12:00pm on half days and 2:45pm on full school days. Regular dismissal begins at 3:30pm on full days and 12:30pm on half days. Any one who is coming to pick up a scholar must present the scholar's driveline card at the scholar's designated dismissal door. If a person who is designated to pick up a scholar is unable to present a driveline card (for early dismissal or regular dismissal) they must be listed in Dean's List as a person who is allowed to pick up the scholar and must present identification. Students will not be released to anyone who is not listed as an authorized pick up person or who cannot provide proof of identification..

Driveline cards are distributed by the main office. Each student will be provided with two at the beginning of the school year. Replacements are available. In order to obtain a replacement card the scholar's guardian must come to the main office and present identification

- **Recess Policy**

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

- **Uniform Policy**

All Kipp Upper Roseville Academy students are required to wear the complete school uniform every day. Our uniform policy is designed to build a sense of pride within our school community and to ensure that our students look professional yet remain comfortable as they learn. Students must remain in uniform at all times while on campus.

The uniform will consist of one of the following:

- Scholars are **required** to wear **Light Blue polo shirts** every day (except on designated non-uniform days). No other color will be accepted
- Scholars may wear **KURA cardigan sweaters, KURA hooded sweatshirts, or navy solid hoodies or sweaters** over their polo shirts every day. No other color will be accepted.
- Scholars are required to wear **Navy slacks, Navy shorts or Navy skorts**. No other color will be accepted. Jeans are not acceptable as navy pants.

In addition, the Kipp Upper Roseville Academy dress code includes the following:

- Scholars may wear athletic shoes or **rubber sole** dress shoes
- Scholars **may not** wear jeans of any kind
- Scholars **may not** wear flip flops, shoes with wheels attached, wedges/heels
- Scholars **may not** wear Crocs

- Scholars **may not** wear any hats or headgear inside the school building except for religious head coverings

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

Ordering from Flynn & O'Hara:

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

○ **Field Trips**

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

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

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

○ **Transportation Policy**

Bus transportation will be provided for qualifying students with IEPs. Please contact Kipp Upper Roseville Academy for additional information.

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

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

Students will only receive tickets based on travel routines. This means that if you get dropped off to school in the morning by your parent in a car, and take the bus home from school, you will only receive

one bus ticket for that day. Bus tickets should only be used to get to school and to go home from school.

- **Attendance**

- **Attendance Expectations**

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

- **Absence Notification**

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

- **Excused Absences**

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

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

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

- **Unexcused Absences**

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

- **Common Absences**

In our history as KIPP Newark schools, we've noticed the majority of student absences are related to appointments scheduled during school days and sickness. We encourage families to schedule doctor and dentist appointments during days when students do not have school. We know that this is not always possible, so if you do need to schedule an appointment during a school day, please make every effort to bring your student back to school so that he/she does not miss important instruction.

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

Send my student to school if...

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

Keep my student at home if...

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

Call the doctor if...

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

○ **Chronic Absenteeism**

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

If your student becomes chronically absent, then you *and* your student will receive a attendance action plan which may includes the following:

- Daily/weekly check-in
- Home visits
- Resources and support
- Clinics on the importance of regular attendance
- School based health services (nurse and counselor)
- Support groups for students facing similar challenges

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

- **Tardies**

In order to fully implement our rigorous educational programs at KIPP Newark schools, we must make use of every minute. Students who arrive after 8:00am are considered tardy. Students are required to sign in at the main office before going to class.

- **Early Dismissal**

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

ES & BOLD Academy	<p>Main offices close for 30 minutes before dismissal and no early dismissals are permitted during this time.</p> <ul style="list-style-type: none"> ● 3:00 - 3:30 pm = MTThF ● 12:00 - 12:30 pm = W
MS	<p>Main offices close for 45 minutes before dismissal and no early dismissals are permitted during this time.</p> <ul style="list-style-type: none"> ● 3:00 - 3:45 pm = MTThF ● 12:00 - 12:45 pm = W
HS	<p>Main offices close for 20 minutes before dismissal and no early dismissals are permitted during this time.</p> <ul style="list-style-type: none"> ● 3:40 - 4:00 pm = MTThF ● 12:40 - 1:00 pm = W

*times at shared campuses may vary depending on exact dismissal times and campus-wide activities.

- **Home Instruction**

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

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

- **Parent Involvement**

- **COMMITMENT TO EXCELLENCE**

I fully commit to KIPP by upholding the following agreements:

- I will always help my child in the best way we know, and we will access whatever resources and make whatever sacrifices necessary for our child to learn.

- I will always make ourselves available to my/our child and the school, and we will address any concerns either might have.
- I will support the school's policies, including discipline and dress code, as detailed in this student handbook.
- I will look for opportunities to work with other families or community partners to support the mission of the school.
- I will actively communicate with my child and his/her teachers regarding my child's progress, difficulties, and successes.
- I will contact my child's teacher or social worker if my child has a problem that may jeopardize his/her academic engagement.
- I understand that my child must follow the school's rules to protect the safety, interests, and rights of all individuals in the KIPP community.
- I will always read and respond as requested to my/our child's academic reports, parent surveys, or requests for pertinent information in less than 48 hours.
- I will commit to ensuring that my child will arrive at school every day during the regular school year.
- I will monitor my child's required homework nightly and, if he or she fails to complete the assignment, I support the school's decision to hold him or her accountable.
- I will allow my child to go on KIPP field trips, participate in internships, and visit colleges.

○ **Parent-Teacher Communication**

At KIPP, we believe our students are most successful when teachers and families form a partnership through open and regular communication about their education. We believe in the importance of working together to make a positive impact on the academic and social growth of every child. We appreciate our families' active involvement in the education of their child. KIPP: KURA parents/guardians are asked to:

- Provide a quiet space for your child to study.
- Partner with your child's teacher in support of student growth, achievement, and character development.
- Support other KIPP families.

○ **Birthday Policy**

At KIPP Upper Roseville, one of our goals is to create an inclusive environment that celebrates all our students in a way that is comfortable for them and manageable for teachers and staff. Here is how we will celebrate our students' birthdays:

- Teachers recognize a student's "special day" (birthday) by providing the student with some special recognition.
- Parents may bring treats for a celebration. Families may choose to celebrate their student's birthday at school by following these guidelines:
 - Celebrations may only be scheduled during Free-Choice Time from 3:20-3:40 PM
 - Families must notify and coordinate directly with teachers. Teachers require 1-week advance notice if you will be celebrating your student's birthday at school.

- If a family arrives without making prior arrangements or outside of the scheduled time, they may be turned away if the schedule cannot accommodate a celebration
- Only store-bought, nut-free treats are allowed at celebrations. Please bring cupcakes since there is limited time to cut and serve a cake.
- Parents must bring all materials including plates and napkins for any party hosted. We are unable to provide these supplies

- **Visitors**

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

- **Parent Communication**

At KURA, we believe it takes a village to raise a child, therefore it is imperative that communication is consistent and constant between all parties in order to guarantee the success of every child. This means families and teachers are communicating weekly via text, email, and/or DOJO. Families will also receive grade level updates via the grade level newsletter and DOJO, but not limited to. Parent teacher conferences CANNOT/WILL NOT be the first touch point our teachers have as the first point of communication with a family; families will be aware of their student's academic progression or regression and any behavioral or academic concerns on a consistent basis.

- **Safety and Weather**

- **Emergency Drills**

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

Below are some examples of drills that are conducted at our school. Schools must perform one fire and one safety drill per month that school is in session.

FIRE DRILLS

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

LOCKDOWN DRILLS

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

In the event of a real emergency, parents will receive an “all-call” similar to the calls we send out for weather-related closures or delays. As a result, **it is extremely important that you provide the main office with up-to-date contact numbers**. This is the fastest way for us to notify all families as school staff may not be able to answer phone calls or respond to texts during an emergency.

- **Inclement Weather Policy**

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

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

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

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

- **Make-Up Days**

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

- If we use 5 emergency days before March 1st, 5/23 and 4/14 become half days for students (and half PD days for teachers).
- If we use 4 emergency days before March 1st, 5/23 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, 3/31 becomes a day off for staff and students.
- If we use only 1 emergency day before March 1st, 3/31 and 6/6 become days off for staff and students.
- If we use 0 emergency days before March 1st: 3/31, 6/6 and 3/14 become days off for staff and families.

- **Student Release**

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

- **Health and Wellness**

- **Immunizations**

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

- **Physicals**

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

- **Sports Physicals**

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

- **Family Notification of Health Incidents**

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

○ **Medications Policy**

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

○ **Illness at School**

Students with a temperature of 100.6 orally and above must go home and should be picked up by a parent or guardian from the release list within one hour of notification. Parents/guardians must physically come into the school and sign the student out. (Students who are 18+ may check themselves out. However, it is strongly recommended that any student who is ill will be required to have a parent/guardian pick him or her up from the school.) Students can return to school if the student has been fever-, diarrhea- and/or vomit-free for 24 hours without the use of medication.

○ **Incidents**

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

○ **Bathroom Accidents**

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

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

- **Allergies**

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

- **Meal Program/Nutrition**

All families must fill out a federal free/reduced lunch form on an annual basis. School breakfast, lunch, and snack are free for all students since KIPP Newark schools are part of the Community Eligibility Program (CEP). Families may choose to have their children eat breakfast at home and/or send a bag lunch.

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

- **Wellness Policy**

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

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

For more information about the KIPP Newark Wellness Policy, please visit <https://kippnj.org/compliance>.

- **Academics**

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

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

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

- **Report Card Conferences**

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

- **Quarter 1: November 13-14, 2024**
- **Quarter 2: February 12-13, 2025**
- **Quarter 3: April 30 - May 1, 2025**
- **Quarter 4: June 17-18, 2025**

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

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

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

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

Formative Assessments

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

Summative Assessments

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

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

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

Work Habits

Students cannot revise work habit assignments.

- **Gifted and Talented Policy**

At KIPP, we are committed to meeting the needs of all learners - including students who are gifted and talented. KIPP Newark will therefore provide all gifted and talented students with services which provide for gifted and talented students' basic education while encouraging optimum development of the students' potential or demonstrated academic abilities. Services shall be developed or located which stimulate students to participate constructively in, and contribute to, the activities of the school, the community and society. The full Gifted and Talented Policy is available upon request to the school.

- **Retention and Promotion Policy**

We believe that, while the timeframe may differ for different students, all of our kids will ultimately be academically prepared to lead choice-filled lives. We recommend retention only when we believe that repeating a grade will benefit the student. Factors that we consider when making retention decisions include but are not limited to:


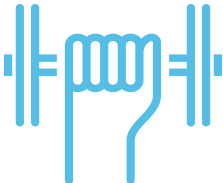
- Grades
- Reading level
- Math proficiency
- Attendance

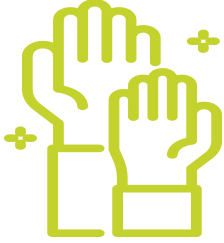

If your child is being retained in their current grade, your child's school leader will communicate this decision to you by the last day of school.

- **Behavior**

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

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

Key Principles	Definition of Principles	Key Indicators	Point Value
 <p>Be Kind <i>We recognize, appreciate, and encourage others.</i></p>	<p>Relates to how we treat ourselves and each other. Our goal is to empower our students to make positive changes in the world through encouraging optimism and positive energy. By prioritizing kindness, we will develop compassion, tolerance, and respect for others.</p>	<p>1. Encouragement 2. Inclusivity</p>	<p>1</p>
 <p>Effort</p>	<p>Relates to students' sense of self-efficacy and is a key component of their intellectual engagement. We aspire to instill in our students the habits necessary for them to excel in all facets of their lives.</p>	<p>1. Resiliency 2. Problem-Solving</p>	<p>1</p>

<p><i>We work diligently and stay focused on tasks.</i></p>			
 <p>Accountability <i>We take accountability and responsibility for our actions</i></p>	<p>Is a crucial skill for responsible and contributing members of the community. It involves taking ownership of one's actions and learning. Our goal is to instill in our students the value of personal/community responsibility and accountability.</p>	<p>1. Responsibility 2. Advocacy(Speak Up & Out)</p>	<p>1</p>
 <p>Teamwork <i>We collaborate and work together to successfully complete tasks with the goal of achieving the greatest outcome.</i></p>	<p>The collaborative effort of students working towards a common goal or objective. It involves the sharing of ideas, responsibilities, and resources to achieve a common purpose.</p>	<p>1. Create Community (Safety) 2. Collaboration</p>	<p>1</p>

○ **Student Code of Conduct**

At KIPP:NJ, we want to ensure that there is a fair and consistent Code of Conduct so that students know what is expected of them at all times. We have developed a network wide behavior management system that recognizes students for positive behavior, while ensuring that appropriate disciplinary action is taken when students do not adhere to the Code of Conduct. This is an abbreviated version of the full Code of Conduct. The full Code of Conduct can be accessed on our website.

Student disciplinary offenses are those actions or inactions that violate the school's Code of Conduct or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

A disciplinary offense may occur while the student is:

- at school, whether remote or in person, and/or on school grounds;
- participating in a school-sponsored activity, whether remotely or in person, including internships, field trips, and college courses arranged and/or facilitated for students by the school;
- walking to or from school or a school-sponsored event;
- walking to or from, waiting for, or riding on school-provided transportation; or

- walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds;

Pursuant to New Jersey regulations school authorities have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the code of student conduct if:

1. the discipline is reasonably necessary for the student’s physical or emotional safety, security, and well-being, or for reasons related to the safety, security, and well-being of other students, staff, or school grounds and;
2. the conduct which is the subject of the proposed consequence materially, and substantially, interferes with the requirements of appropriate discipline in the operation of the school.

KIPP:NJ's behavior management system, infractions are categorized into four tiers based on the severity of the behavioral infraction. By categorizing infractions into these tiers, we can appropriately address and respond to behavior while maintaining a safe and supportive learning environment for all students. Below is an example of infractions and their responding tier as well as possible consequences. This list is not exhaustive.

Progressive Infraction Tiers	
Tier 1	Uncooperative/Noncompliant Behavior
Tier 2	Disorderly/Disruptive Behavior
Tier 3	Aggressive or Injurious/Harmful/Dangerous Behavior
Tier 4	Seriously Dangerous or Violent Behavior

Tier 1 - Uncooperative/Noncompliant Behavior
<p><u>Behaviors include:</u></p> <ul style="list-style-type: none"> • Out of class without a pass • Running in the halls • Minor violation of Internet Acceptable Use Policy or Cell Phones/Personal Technology Policy • Minor damage to school property • Using obscene, profane or vulgar language, gestures or behavior • Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library, or hallway) • Verbal altercation • Repeated failure to adhere to the school uniform policy or non-uniform dress code (interventions/consequences shall be limited to Parent/Guardian Conference or Lunch Reflection) • Bringing items to school that disrupt the learning environment • Failing to be in one’s assigned place on school premises

- Posting or distributing material on school premises without permission
- Using school computers, printers, telephones, or other electronic equipment or devices without appropriate permission
- Giving false information to and/or misleading school personnel
- Misusing property belonging to others
- Engaging in or causing disruptive behavior on transportation to and from school
- Engaging in academic dishonesty, including cheating or plagiarizing

Possible Interventions and/or Consequences:

- Parent/Guardian Conference
- Community Meeting
- Restorative circle/mediation
- Counseling Referral
- Collaborative Problem Solving
- Development of Individual Behavior Plan or Contract
- Lunch Reflection
- Loss of Privileges
- Temporary Confiscation

Tier 2 - Disorderly/Disruptive Behavior

Behaviors include:

- Repeated Tier 1 behavior
- Disorderly conduct during safety drill/fire drill/lockdown drill
- Verbal altercation which creates a dangerous situation
- Shoving, pushing, play fighting or engaging in a minor physical altercation or similar physical confrontational behavior toward students or school personnel or throwing an object, or spitting at another person
- Defying or disobeying the directive of school personnel, including school security
- Possession and/or use of tobacco, cigarettes, electronic cigarettes, matches, lighters, and/or vaping devices
- Gambling
- Possessing, taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior
- Major violation of Internet Acceptable Use Policy, including but not limited to tampering with, changing, or altering a record or document of the school by any method, including, but not limited to, computer access or other electronic means
- Inappropriate touching, including unwanted physical contact of any sort

Possible Interventions and/or Consequences:

- Parent/Guardian Conference

- Community Meeting
- Restorative circle/mediation
- Counseling Referral
- Collaborative Problem Solving
- Development of Individual Behavior Plan or Contract
- Reflect Connect Learn (RCL)
- Lunch Reflection
- After School Reflection
- Loss of Privileges
- Temporary Confiscation
- Short-term in-school or out-of-school suspension

Tier 3 - Aggressive or Injurious/Harmful/Dangerous Behavior

Behaviors include:

- Repeated Tier 2 behavior
- Engaging in harassing, intimidating, and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.
- Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.
- Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, religious practice, gender, gender identity, gender expression, sexual orientation, sex, or disability
- Fighting/Participating in use of force or physical violence against another person that may or may not result in injury
- Possessing, taking or attempting to take property belonging to another or belonging to the school without authorization, using force or intimidating behavior
- Major damage to school property
- Possession or use of hazardous material, pepper spray or mace
- Falsely activating an emergency alarm

- Bringing unauthorized persons to school or allowing unauthorized visitors to enter school
- Sexual Misconduct: includes engaging in sexual conduct on school premises or at school-related functions or sexually aggressive behavior
- Sexual Harassment: includes but is not limited to making sexually suggestive comments, innuendoes, propositions, or similar remarks, or engaging in nonverbal conduct of a sexual nature
- Indecent public behavior, or sending or posting sexually suggestive messages or images
- Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs)
- Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against, or obscene, vulgar or lewd pictures of, students or staff, including but not limited to posting such material on the Internet
- Engaging in physically aggressive behavior which creates a substantial risk of or results in minor injury
- Coercing, threatening, planning, or instigating an act of violence, injury, or harm to other(s)
- Engaging in or causing disruptive behavior on the bus which creates a substantial risk of or results in injury
- Leaving school premises without permission of supervising school personnel
- Presence in non-school areas of buildings and/or grounds where schools are located, including parking lots
- Creating a substantial risk of serious injury to staff or student through reckless or intentional behavior or use of an object capable of causing physical injury

Possible Interventions and/or Consequences:

- Parent/Guardian Conference
- Community Meeting
- Restorative circle/mediation
- Counseling Referral
- Collaborative Problem Solving
- Development of Individual Behavior Plan or Contract
- Lunch Reflection
- After School Reflection
- Loss of Privileges
- Temporary Confiscation
- Temporary Exclusion from District-Provided Transportation
- Short-term in-school or out-of-school suspension
- Long-term in-school or out-of-school suspension

Tier 4 - Seriously Dangerous or Violent Behavior

Behaviors Include:

- Repeated Tier 3 behavior
- Possession, sale, display or use of a weapon or weapon-like object
- Possession or use of controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol
- Selling or distributing illegal drugs or controlled substances and/or alcohol
- Causing serious harm to staff or student through reckless or intentional behavior or use of an object capable of causing physical injury
- Bullying/harassment (including sexual harassment); repeated or substantial instances of verbal or physical behavior towards students or staff creating a hostile, dangerous or intimidating and/or offensive environment; includes cyberbullying
- Inciting/causing a riot
- Making a bomb threat
- Making a threat of violence
- Using force against or attempting to inflict serious injury against school personnel ● Starting a fire/arson
- Using extreme force against or inflicting or attempting to inflict serious injury upon students or others
- Instigating, or participating with another or others, in an incident of group violence
- Engaging in dangerous or violent behavior that is gang-related (NOTE: In determining whether the behavior is gang-related, school officials may consult with the NPD Gang Unit)
- Engaging in physical sexual aggression/compelling or forcing another to engage in sexual
- activity
- Possessing or using a bomb, or other explosive

Possible Interventions and/or Consequences:

- Parent/Guardian Conference
- Community Meeting
- Restorative circle/mediation
- Counseling Referral
- Collaborative Problem Solving
- Development of Individual Behavior Plan or Contract
- Lunch Reflection
- After School Reflection
- Loss of Privileges
- Temporary Confiscation
- Short-term in-school or out-of-school suspension
- Long-term in-school or out-of-school suspension

Weapons and other Dangerous Instruments

Weapons brought to school shall be confiscated by school personnel and reported to the police. In the event a student should threaten another person with a weapon, the incident must be reported immediately to an administrator. Weapons include but are not limited to, firearms, knives, daggers, billies, blackjacks, bludgeons, metal knuckles, sand clubs, slingshots, cesti or similar leather bands studded with metal filings, razor blades, any device that projects, releases, or emits tear gas or any other substance intended to produce temporary physical discomfort or permanent injury through being vaporized or otherwise dispensed in the air, stun guns, BB guns, and imitation firearms, which means an object or device reasonably capable of being mistaken for a firearm.


A student convicted or found to be delinquent for possessing a firearm on any school property, on a school bus, or at a school-sponsored function or a student committing a crime with a firearm shall be immediately removed from the school’s regular education program for a period of not less than one calendar year in accordance with Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act.





A student who assaults a member of the school community with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school’s regular education program in accordance with Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act.

○ **Suspensions**

Aligned with the above, suspensions may occur as a result of code of conduct violations. The School Leader, or designee, has the authority to suspend students up to 10 consecutive days. A suspension beyond 10 consecutive days requires the approval of the senior administration 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.

○ **KURA Core Values:**

VALUE:	WAYS TO EARN POINT:	EXAMPLES:
<p>RESPECT</p>  <p>RESPECT</p> <p>(KIPP NJ ALIGNMENT): BE</p>	<p>Respect</p> <ul style="list-style-type: none"> ● Apologizing ● Uplifting other scholars ● Taking care, mentoring, and showing kindness to younger students 	<p>Respect</p> <ul style="list-style-type: none"> ● A student says, "you got this!" to a peer when they're stumbling over a word in guided reading. ● Listening when a peer or adult is speaking. ● Being honest

KIND		
<p>AGENCY & PERSISTENCE</p>   <p>AGENCY PERSISTENCE</p> <p>(KIPP NJ ALIGNMENT): EFFORT</p>	<p>AGENCY</p> <ul style="list-style-type: none"> • Representing, or respecting, students in a leadership position • Uplifting others. <p>PERSISTENCE</p> <ul style="list-style-type: none"> • Not being distracted by others. • Checking my work when I am finished to make sure it's correct. • Completing assignments on time. 	<p>AGENCY</p> <ul style="list-style-type: none"> • Taking direction from another student • Helping a student in another grade level find their class <p>PERSISTENCE</p> <ul style="list-style-type: none"> • Pushing through from a particular task • Make corrections after the teacher has given feedback. • Growing and improving how you show up academically and behaviorally
<p>PURPOSE</p>  <p>PURPOSE</p> <p>(KIPP NJ ALIGNMENT): ACCOUNTABILITY</p>	<p>Purpose</p> <ul style="list-style-type: none"> • Having a growth mindset • Expressing when you're confused or lost in class • Asking great questions generally, and/or other students questions in class to deepen your learning 	<p>Purpose</p> <ul style="list-style-type: none"> • Students get academic support without being prompted. • Turns behavior around before the end of class period. • Students hold friends accountable to meet behavioral expectations.
<p>COMMUNITY</p>  <p>COMMUNITY</p> <p>(KIPP NJ ALIGNMENT): TEAMWORK</p>	<p>COMMUNITY</p> <ul style="list-style-type: none"> -Resolving conflicts with peers -Being an excellent group member -Going out your way to welcome our school 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 	<p>COMMUNITY</p> <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.

- **Bus Expectations**

Scholars who use IEP Mandated bussing services are required to behave safely and adhere to driver expectations on the bus. The City of Newark contracts these services to private providers who will document any infractions, partner with the family to seek resolution, and enact consequences including temporary removal. Removal may become permanent if safety issues persist.

- **Harassment, Intimidation, and Bullying (HIB) Policy**

At KIPP, we expect students to treat each other with civility and respect and will not tolerate acts of harassment, intimidation, or bullying. Like other disruptive or violent behaviors, this conduct interferes with the rights and abilities of students to learn and our ability to educate students in a safe and productive environment. Please see the Appendix for a summary of our HIB Policy.

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

Natasha Swint, Assistant Principal of Culture, nswint@kippnj.org

- **Alcohol and Substance Abuse Policy**

We are committed to the safety and well-being of all students and their families in our schools. We recognize the harmful effects of drugs, alcohol, steroids and tobacco on student development, success, and life outcomes. As a result, we are committed to implementing wellness and recovery strategies to promote prevention, intervention, referral for evaluation, referral for treatment and continued care for drug, alcohol, steroids and tobacco use and abuse.

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

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

- **Electronics & Acceptable Use Policy**

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

- **Personal Electronic Expectation Policy**

Policy:

To ensure our students can thrive in a distraction-free environment that promotes academic excellence, social-emotional growth, and character development, KIPP:NJ Charter Schools will implement a strict No Cell Phone Policy during school hours, including recess.

Definition of Personal Electronic Device:

For the purposes of this policy, a personal electronic device includes any device that emits an audible signal, vibrates, displays a message or video image, or is capable of sending, receiving, emitting, photographing, recording, storing, or displaying any type of audio or visual communication, files, or data. This encompasses, but is not limited to, cellular phones, smartphones, smartwatches, earphones, headphones, camera phones,

camera devices, video and audio recording devices, digital recording devices, scanning devices, personal digital assistants (PDAs), MP3 players, iPods, iPads, tablets, computers, radios, pagers, any device that allows the possessor to access the Internet, and any accessories to such devices.

Rationale:

- Focus on Education: Research has consistently shown that the presence of cell phones in classrooms can significantly distract students from learning. A study by the London School of Economics found that schools that banned cell phones saw test scores for their students improve by 6.4%.
- Safety: Limiting cell phone use enhances school security by reducing the risk of unauthorized recording or communication during critical situations.
- Social Skills: Encouraging face-to-face interaction among students improves their social-emotional development, which is inhibited by excessive screen time.
- Digital Wellbeing: By restricting cell phone use, we aim to foster a healthier digital lifestyle for our students, promoting better sleep, focus, and overall mental health.

Implementation:

- All students will use Phone Lockers for storage
- All students must switch off or silence their personal electronic devices during school hours, including recess, and store them in cell phone lockers.
- If a student requires an exception due to an emergency or specific learning needs, arrangements will be made on a case-by-case basis with school administration.
- Staff members will model appropriate behavior by limiting their cell phone use to non-instructional times or for educational purposes only.

Corrective Actions:

- First Violation: Warning and confiscation of the device, to be returned after a parent/guardian meeting.
- Second Violation: Confiscation of the device, to be returned to guardian during a parent/guardian meeting and a clear plan put into place.
- Subsequent Violations: Confiscation of the device and further disciplinary action consistent with our school's code of conduct, including potential suspension from school activities or loss of other privileges.

Refusal to Turn In Electronic Devices:

Each instance of non-compliance with this expectation will be treated as a separate violation. If a student refuses to surrender their electronic device:

- The student will be provided with a verbal reminder of the school policy and the consequences of non-compliance.
- If the student continues to refuse, appropriate disciplinary action will be taken, which may include referral to school administration and further consequences in line with our school's code of conduct.

- **Special Services and Supports**

Special Education and Student Supports

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

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

A. IEP Process

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

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

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

B. Section 504

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

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

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

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

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

C. English Language Learner Supports

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

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

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

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

D. Response to Intervention (RtI)

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

RtI is the practice of:

- Providing high quality instruction and intervention matched to the students' needs, and

- Using learning rate over time and level of performance to make important educational decisions to guide instruction.

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

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

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

● **Student Protection**

○ **FERPA Policy**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. KIPP Newark complies fully with this federal law. For a summary of KIPP’s FERPA policy, please see the Appendix.

○ **Media Release Policy**

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

○ **Statement of Non-Discrimination**

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

○ **Child Abuse and Neglect**

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

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

Examples of abuse and neglect include-

When a student reports:

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

When a staff member suspects or witnesses:

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

When parents/guardians:

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

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

○ **Searches**

The School Leader or his/her designee may conduct a search of a student's person or belongings if the search is necessary to maintain discipline and order in the school, and the school official has a reasonable suspicion that the student is concealing contraband. All searches and seizures conducted by designated

school staff shall comply with the standards prescribed by previous court decisions and in compliance with applicable law.

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

- **2024-2025 Board of Trustees**

Board of Trustee Member
Tim Carden, Chair
Ihsaan Brown
Tafshier Cosby
Julie Keenan
Karen Leach-Toomer
Vince Marigna
Kevin Morrison
Rasheen Peppers

- 2024-2025 Meeting Schedule

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

- **Academic Calendar (next page)**

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 (Exam Weeks)

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, 5/23 and 4/14 become half days for students (and half PD days for teachers).

If we use 4 emergency days before March 1st, 5/23 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, 3/31 becomes a day off for staff and students.

If we use only 1 emergency day before March 1st, 3/31 and 6/6 become days off for staff and students.

If we use 0 emergency days before March 1st: 3/31, 6/6 and 3/14 become days off for staff and families.

For more information about our schools:

www.kippnj.org/schools

For important updates, follow KIPP on Instagram at:



@kippnewark

JULY 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19*	20
21	22	23	24	25	26	27
28	29	30				

Jul 4 - 5 Closed - Holiday

OCTOBER 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct 14 No School - Indigenous Peoples' Day

JANUARY 2025						
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 20 No School - MLK Day

APRIL 2025						
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 14 No School - Staff PD Day

Apr 21-25 No School - Spring Break

Apr 30 Half Day Dismissals - Q3 RCCs

AUGUST 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug 21 First Day Entry Grades*

Aug 22 First Day for All Grades

NOVEMBER 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Nov 4 No School - Staff PD Day

Nov 11 No School - Veteran's Day

Nov 13-14 Half Day Dismissals - Q1 RCCs

Nov 27-29 No School - Thanksgiving Break

FEBRUARY 2025						
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	

Feb 3 No School - Staff PD Day

Feb 12-13 Half Day Dismissals - Q2 RCCs

Feb 17-21 No School - Mid-Winter Break

MAY 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 1 Half Day Dismissals - Q3 RCCs

May 23 No School - Staff PD Day

May 26 No School - Memorial Day

SEPTEMBER 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sep 2 No School - Labor Day

Sep 27 No School - Staff PD Day

DECEMBER 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec 11 Half Day Dismissal

Dec 23-31 No School - Winter Break

MARCH 2025						
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 24 No School - Staff PD Day

JUNE 2025						
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					

June 17-18 Half Day Dismissals - Q4 RCCs

Jun 18 Last Day for Kids

Jun 19 Juneteenth Holiday

**Aug 21 Entry Grades: SPARK, THRIVE, Seek, Life, and KURA - K
TEAM, Rise, BOLD, Purpose, and Justice - 5th
NCA and NLHS - 9

Appendix: Required Policies

1. Non-Discrimination/Equal Opportunity

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

2. Harassment, Intimidation, & Bullying (HIB) Policy

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

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

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

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

Reporting Procedure

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

Investigation Procedure

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

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

Right to a Hearing

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

Board Decision

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

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

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying shall be determined by the School Leader and may range from positive

behavioral interventions up to and including suspension or expulsion. In considering what response is appropriate, the School Leader shall consider the nature and circumstances of the act, the degree of harm to all individuals involved, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

Retaliation/False Accusations

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

Consequences:

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

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

3. Alcohol/Substance Abuse Policy

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

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

The following are strictly prohibited:

- Alcoholic beverage, of any kind
- Over-the-counter and prescription drugs/medications that are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.
- Any controlled dangerous substance, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and 2C:35-2; and N.J.S.A. 18A:40A-9
- Any chemical or chemical compound which releases vapor or fumes causing a condition of intoxication, inebriation, excitement, stupefaction or dulling of the brain or nervous system, including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes, as defined in N.J.S.A. 2C:35-10.4.

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

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

Searches

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

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

4. Electronics/Acceptable Use Policy

Access to our network is a privilege and must be treated as such by all users of the network and its associated systems. Our technological resources are intended to be used for educational activities. To ensure that our network remains secure, each and every user must protect the rights of the

community. By using the school's systems, each student agrees to follow this policy and all applicable laws.

Prohibited Activities

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

Students using the school's computer systems

- Students must not reveal personal information about themselves or other persons on social networking sites, in chat rooms, in emails or other direct electronic communications, or any other forum over the Internet. For example, students must not reveal their home address, or telephone or cell phone number. Students must not display photographs of themselves, or the images of others.

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

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

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

5. Gifted and Talented Policy

The school will provide all gifted and talented students with services which provide for gifted and talented students basic education while encouraging optimum development of the students' potential or demonstrated academic abilities. Services shall be developed or located which stimulate students to participate constructively in, and contribute to, the activities of the school, the community and society. Gifted and Talented services may include in class differentiation, cohort meetings with a GT teacher, access to specialized learning events and contests, or academic coaching.

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

6. FERPA Notification of Rights and Directory Information Policy

FERPA Notification of Rights

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

1. The right to inspect and review the student's education records within 45 days after the day the district receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the School Leader a written request

that identifies the records they wish to inspect. The School Leader will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

Directory Information Policy

The Family Educational Rights and Privacy Act (FERPA) requires that the district, with certain exceptions, obtain parent/guardian consent prior to the disclosure of personally identifiable information from a child's educational records. However, the district may disclose appropriately designated "directory information" without written consent, unless the parent/guardian has advised the district to the contrary. The primary purpose of directory information, which is information that is

generally not considered harmful or an invasion of privacy if released, is to allow the district to include this type of information in certain school publications. Examples include:

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

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

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

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

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

7. Child Abuse & Neglect

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

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

Examples of abuse and neglect include-

When a student reports:

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

When a staff member suspects or witnesses:

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

When parents/guardians:

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

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

8. Title IX Policy

We are committed to providing students, employees, and volunteers with an environment that is safe, welcoming, and inclusive. We take seriously its obligations to ensure that no student or employee suffers discrimination on the basis of sex, as defined in Title IX of the Education Amendments Act of 1972 ("Title IX"). Title IX requires that "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." 20 U.S.C. § 1681(a). We do

not discriminate against or tolerate discrimination against students, employees, or applicants on the basis of actual or perceived sex, sexual orientation, gender identity or expression.

The following acts are prohibited and will not be tolerated:

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

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

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

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

9. Social Media Policy

Social media has become a powerful communication tool. With the power of social media come responsibilities. These guidelines provide best practices under which members of the KIPP community (families, teachers, students, and staff) should operate when using these tools. **The basic principle is that community members are expected to adhere to the same levels of civility in their online and face-to-face conversations. The same laws, school policies, guidelines, and personal and professional expectations for interacting with all KIPP community members apply online as in the real world.** For example, posting defamatory or confidential information about students or teachers may violate existing school policies and be handled as such.

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

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

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

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

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

10. Students' Rights

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

- Students have the right to receive an education that allows for maximum personal growth and prepares them to be productive members of our society.
- Students have the right to participate in all aspects of the school, regardless of race, color, creed, national origin, ancestry, age, marital status, affectional or sexual orientation, genetic identity, pregnancy, gender identity or expression, religion, disability, or socioeconomic status. This includes transgender or gender non-conforming students. (N.J. Law Against Discrimination, Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq).
- Students have the right to present information and a written statement that has a bearing on disciplinary action and due process based upon the disciplinary action. In addition, the student has the right to appeal decisions to the Commissioner of Education pursuant to N.J.A.C. 6A:3-1.3 through 1.17; and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5; in accordance with the procedures and timelines established for each specific infraction.
- Students have the right to a safe, comfortable, secure, and orderly school environment.
- Students have the right to confidentiality regarding their student records as per federal and state laws.
 - i. Advance notice of behaviors that result in suspensions and expulsions that have been identified pursuant to N.J.S.A. 18A:37-2;

- ii. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;
- iii. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3, in instances of law enforcement interviews involving their children to the extent permitted by law, and N.J.A.C. 6A:16- 7.2 through 7.8 suspensions and expulsions; and
- iv. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs, and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records; as well as other existing Federal and State laws and rules pertaining to student protections.

11. Keeping Kids Safe with Appropriate Boundaries

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

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

- Staff must ensure that if spending any time outside of school with KIPP students, that it is school sanctioned, permission is granted by the student's parent/guardian and other adults are present. In general, staff should not "hang out" with students outside of school or spend an inordinate amount of time "hanging out" with students even inside the school for any non-school sanctioned purpose in order to ensure healthy boundaries are being kept.
- Staff shall not direct or encourage a student to keep a secret from or not share information with his/her/their parent/caregiver or other adults
- Staff not be alone with a KIPP student in a non-observable setting.
- Staff shall not discipline students in any physical manner.
- Staff shall not have extended physical contact with a student or recent alumni. Any contact should be limited to a supportive or congratulatory quick hug, arm squeeze, or pat on the back and should always be student initiated.

- Staff shall not converse with a KIPP student or recent alumni about the student's sexual or romantic life. Staff shall not make sexual jokes, comments or engage in any conversation that has a sexual innuendo, or contains sexual stories.
- Unless it is an emergency, and if at all possible, staff should wait to speak to the child in school the following day. Staff shall never speak with an elementary school or middle school child on the phone unless they first speak to the parent/guardian and obtain consent. If necessary, a staff member may call a high school student provided there is parental permission.
- Staff shall not have students at their private residence unless it is an officially school sanctioned event with parent/caregiver permission and multiple adults present. Exceptions are if the staff member's own child has an age appropriate friendship with the other students.
- Staff shall only email students using official KIPP email accounts to a student's official school account.
- Staff shall only text message a student if there is a separate adult on the text thread. If a student texts an adult then the adult shall reply with another adult on the thread.
- Staff shall not use apps or websites with private messaging to communicate with students. If a student needs to discuss a sensitive matter then it should be done at school or must involve another adult.
- Staff shall not use their social media pages to "friend" a student or accept a "friend" request from a student.
- Staff shall not engage in gaming with KIPP students.
- Staff shall not babysit students.

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

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