



2024 - 2025

Student & Family

HANDBOOK



KIPP • COOPER
• NORCROSS
LANNING SQUARE MIDDLE

KIPP Lanning Square Middle School

Student & Family Handbook

2024-2025

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APPENDICES:

These policies are not the full board approved policies. These policies have been abbreviated for student and family handbooks. Full policies are available, upon request, to the parent/guardian at the school's main office.

1. **Non Discrimination/Equal Opportunity Policy**
2. **Harassment, Intimidation, & Bullying (HIB) Policy**
3. **Alcohol/Substance Abuse Policy**
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I. Contact Information

	School Info
Grades Served in 2024-2025	5th - 8th
School Phone	856-966-9600
School Fax	856-583-6006
School Address	525 Clinton Street Camden, New Jersey 08103
School Website	https://kippnj.org/schools/kipp-lanning-square-middle/
Instagram	@KLSMRevs
School Leader	Bridgit Cusato-Rosa
Assistant School Leader(s)	Leigh-Anne Dwyer (Humanities) Lenesha Thompson (Culture) Bryan Wood (STEM)
Assistant School Leader of Special Education	Juanita Dozier
Assistant Dean(s) of Students	Paul Gay (5th & 6th) Aleisha Dudley (7th & 8th)
Social Workers	Quiesha Gibson (5th & 6th) Juliana Harris (7th & 8th)

Director of School Operations	Rahim Shiver
School Operations Manager	Theresa Baylock

II. Schools Overview

A. MISSION

The mission of KIPP Cooper Norcross Academy (KCNA) is to create a network of schools in Camden, New Jersey that instills in students the desire and ability to succeed in college in order to change the world.

B. VISION/VALUES

KIPP Lanning Square Revolutionaries believe in the same core beliefs.

1. We master and love the content we teach. We get results.
2. We know kids inside and outside of the classroom.
3. We show up as great teammates. We are one team, una familia siempre.
4. We make learning fun and inspire kids to be their best. We are Revolutionaries!

C. HOURS

KIPP has an extended day. Our students start earlier and end later than many other schools, which sets them up for success in college and career.

8:00am - 3:45pm Mondays, Tuesdays, Thursdays and Fridays and 8:00am - 12:45pm on Wednesdays

D. CLASSES OFFERED

Fifth through Eighth Grade

- 75 minutes of ELA
- 75 minutes of Math
- 50 minutes of Science
- 50 minutes of History
- 50 minutes of iReady (blended learning program)
- 50 minutes of Special (STEM, PE, ART, Music/Band) - Upper School scholars select their elective

E. EXTRACURRICULARS OFFERED

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

The following programs are offered at our school:

- Competitive sports: cross country, volleyball, boys soccer, girls soccer, flag football, field hockey, boys basketball, girls basketball, cheerleading, track and field, softball, and baseball
- Clubs: homework clubs, kumdo martial arts, boxing, yearbook, photography, drumming, graphic design, band, mentoring, dance, art

We believe that, whenever possible, all students should have the opportunity to participate in extended learning. However, coaches and leaders of the program can set certain criteria for participation that will be communicated at the beginning of the program through a signed contract. This can include but is not limited to behavior, attendance, or GPA requirements. For students that participate in competitive sports, we follow the Camden City schools guidelines for competition.

III. General Procedures & Operations

A. Transportation Policy

At KIPP, our goal is to ensure that all of our students are able to get to school as safely and efficiently as possible. KIPP's determination of which method of transportation applies to your child is based on information using Google Maps.

LSM	Students living 2.0 miles or more from LSM qualify for busing services. The distance is calculated using the shortest walking distance between the registered address of the student and the school's address (525 Clinton Street, Camden, NJ 08103) as determined by Google Maps and the Camden City School District. Students with door-to-door busing in their IEPs also qualify for busing services provided by Camden City School District.
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B. Arrival & Dismissal Procedures

Arrival: Doors open at 8:00am, and all students must arrive by 8:15am. LSM students enter through our Broadway entrance, at the corner of Broadway & Berkeley street. Students arriving after 8:15am must enter through the main entrance and will be marked late, but can still receive breakfast as long as they arrive by 8:15am.

- Please note there is no KIPP staff outside for arrival until 8 AM - please keep this in mind when dropping off scholars early
- STUDENTS CAN NOT GO TO THE CORNER STORE WITH PARENT PERMISSION - we do not have KIPP staff at the store at all times

Dismissal: Students must be picked up between 3:45 - 4:00pm (M,T,Th,F) or 12:45 - 1:00pm (Wednesdays and other half days). LSM students with no siblings should be picked up from Broadway. Students with siblings should be picked up at door C on 5th street. Our daily dismissal list is created at 10:00am, and all

dismissal changes must be called into the main office prior to that time. For the safety of our school community, our main office closes twenty minutes prior to dismissal as our students transition to their dismissal locations.

- Main office is closed to visitors and parents 30 minutes before dismissal time for the safety of our staff and students
- You cannot pick up your child for early dismissal after 3:15 PM M, T, Th, Fri and 12:15 on Wednesday
- You MUST show your ID when picking up a scholar and MUST be on the approved pick-up list
- Dismissal is at 3:45 pm, and 12:45 pm on Wednesdays/holidays – students who are not picked up by 4 PM on normal days and 1 PM on half days will be brought to the cafeteria. After an hour of no call/no show, police will be contacted for a wellness check
- We know that sometimes plans change – if there is a change in how your child gets home, please contact Ms. Nancy at 856-966-9600 or nmunoz@kipunj.org.

C. Recess Policy

LSM	The purpose of recess is to provide your child with a short break, fresh air, and informal participation in positive social and physical activities. Recess will be held either inside or outside. You are expected to ensure your child is dressed appropriately for the weather. Parent requests for inside recess during cold weather impose a serious supervision problem, as teachers must be outside with the children; however, if there is a medical reason your child is unable to participate, please contact the nurse. Students may be required to miss recess if they earn a detention for behavior in class.
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D. Extracurricular Policy

We believe that, whenever possible, all students should have the opportunity to participate in extended learning. However, coaches and leaders of the program can set certain criteria for participation that will be communicated at the beginning of the program through a signed contract. This can include but is not limited to behavior, attendance, or GPA requirements. For students that participate in competitive sports, we follow the Camden City schools guidelines for competition.

E. Uniform Policy

All LSM students are required to wear the complete LSM 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:

- purple LSM t-shirt,
- purple LSM short sleeve polo,

- purple LSM long sleeve polo or
- purple LSM crew neck sweatshirt. No hooded sweatshirts.
- LSM SWAG item that was earned during the school year.

Students' bottoms can be jeans, khakis or sweatpants. Students must wear pants and there should not be rips in the pants. If there are holes or rips, scholars must wear tights or leggings underneath.

In addition, the LSMdress code includes the following:

- Uniform pants must be of a size that fits the student's current size and not be of a baggy or an extremely tight fit; pants should not have holes or cut out designs;
- Belts are recommended;
- Sleeveless or midriff shirts or blouses are not permitted;
- Jewelry should be minimal and may be asked to be removed if it is distracting throughout the day;
- No hats are permitted inside the building;
- Athletic shoes or dress shoes are permitted ***provided students can safely run around in them during gym/recess at the discretion of the teacher.*** Sandals, slides, slippers, flip flops, heels, platforms, and shoes including wheels or lights are not permitted
- Only LSM shirts/sweatshirts are allowed. Any other sweatshirts or jackets must be left in cubbies or lockers at the beginning of the day, not carried with them or worn around the waist.

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 (856) 931-8838
- **Hours:** Monday 10am-7pm; Tuesday-Wednesday 10am – 6pm; Saturday 10am – 5pm
- **Store:** Garden State Pavilions

2240 W. Marlton Pike

Cherry Hill, NJ 08002

(856) 931-8838

F. 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 Lanning Square Middle 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 serve as a chaperone. 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.

IV. 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 KCNA 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

KCNA 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.

A. Common Absences

In our history as KCNA 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).

The Cooper Health Center at KIPP Lanning Square (525 Clinton Street) is a resource for all students. Please call **856-536-1511** for more information about the Cooper Health Center.

B. Chronic Absenteeism

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

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

Call from teacher
In-person meeting with Social Worker, Assistant Dean of Students and Grade-Level Chair

In-person meeting with Assistant Principal of Culture

In-person meeting with School Leader and Director of Operations

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.

C. Tardies

In order to fully implement our rigorous educational programs at KCNA schools, we must make use of every minute. Students who arrive after 8:15am are considered tardy. Students are required to sign in at the main office before going to class.

D. 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.

Main offices close for 30 minutes before dismissal and no early dismissals are permitted during this time.

- 3:15 - 3:45pm = M,T,Th,F
- 12:15 - 12:45pm = W

E. 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.

V. Parent Involvement

A. 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.

B. 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.

Every Friday important communications will go home to families. Students will receive a folder with newsletter, paycheck, notices, progress reports, and any other important document that requires a parent/guardian's attention. Please make sure you look for your student's folder every Thursday so that you do not miss out on important information.

LSM will provide consistent communication to parents regarding their student's academic performance. These will be in the form of report cards and progress reports.

It is the responsibility of the student to ensure that progress reports are shown to parents, signed and returned. Students and parents are provided with teachers' phone numbers and are asked to communicate with staff when questions or concerns arise.

Paychecks

At LSM, each student receives a weekly "paycheck," which displays the BEAT points each student has earned through his or her behavior and homework completion. Paychecks are distributed to students every week. Students can earn incentives based on their paycheck average and this information is shared with parents weekly.

Progress Reports

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

Report Cards

Report Cards are handed out on a quarterly basis (four times per year). Report card conferences are held three times during the school year.

Social Media

The school maintains a website and social media accounts with important information, updates and school events. Our school Instagram account is @KLSMRevs.

LSM Parent Association (KPTA)

This parent organization meets monthly, helps plan school events, and participates in school functions. Meetings are held the 3rd Monday of every month.

C. Birthday Policy

LSM recognizes the importance of birthdays in a student's life and will do our best to make each student's birthday special while respecting the wishes of those who choose not to participate. If families wish to celebrate their child's birthday at school, these guidelines must be followed:

- Families must notify the child's teacher(s) at least **one day prior**;
- Families may send birthday treats on the scheduled day to be distributed at a time determined by the classroom teacher(s);
- All birthday treats must be store bought and sealed prior to being brought to school and may not include nuts as an ingredient.

D. Visitors Policy

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.

E. Recommended Supplies

Students are expected to bring the following to school each day:

- 4 pencils
- Homework binder
- Novel

*Reading books and binders will be provided by the school.

A list of supplies needed for the school year is sent home every summer for scholars and families.

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

- 1 box of at least 24 crayons
- 1 box of washable markers
- Scissors (school-safety scissors with blunt tips)
- 1 bottle of glue or a large glue stick
- Loose-leaf, white-lined, wide-ruled paper
- Extra pencils
- Pencil sharpener

*There will be frequent homework assignments that require these supplies

F. Parent Communication

At KCNA schools, we expect our teachers, parents, and students to work together to efficiently address concerns and challenges.

At LSM, it is important to create a relationship with all families so that we can ensure all of our students achieve success. Our top priority is student learning. Any problem that detracts from sacred learning time at LSM should be the main focus of parent-teacher communication. Students are best supported when parents and teachers have an open line of communication. At LSM, we expect parents and teachers to make themselves available for problem solving every time an issue comes up.

Parents are strongly encouraged to first address any concerns you have with your child's classroom teacher(s) or with the specific teacher. Parents will not be allowed to address concerns with teachers during instructional time. Parents and teachers are expected to communicate in a professional and productive manner. If there is no resolution to the problem, the parent/guardian should then contact the grade level chair of the grade the child is in, followed by the Dean of Students, if necessary. If the Dean of Students is unable to resolve the issue, the school leader should be contacted to mediate the problem with all parties involved as the last resort.

Parents who come to LSM requesting to see a teacher/school leader that same day may be asked to make an appointment for another day or time. Parents should not come to school and wait to talk to a staff member unless an appointment has been set between the teacher and parent. Please contact the teacher directly or work with the main office staff to set up an appointment

VI. Safety and Weather

A. 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 is sounded. 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.

B. Inclement Weather Policy

KCNA schools follow the Camden City School District for all school closings, delays, and early dismissals during the winter weather months.

Delay	KIPP Start Times (Doors Open)				Camden City School District Start Time
	LSP	LSM	KSE	KHM	
1 Hour	9:00am	9:00am	9:00am	9:00am	9:40am
90 Minutes	9:30am	9:30am	9:30am	9:30am	10:10am
2 Hours	10:00am	10:00am	10:00am	10:00am	10:40am

KCNA will post closings, delays, and early dismissals on CBS3, KYW Newsradio 1060, Fox29, NBC10, 6ABC, 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.

C. Make-Up Days

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

- If we use 5 emergency days before March 1st, 3/24 and 4/14 become half days for students (and half PD days for teachers).
- If we use 4 emergency days before March 1st, 4/14 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.

D. 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.

VII. Health and Wellness

The Cooper Health Center at KIPP Lanning Square (525 Clinton Street) is a resource for all students. Please call **856-536-1511** for more information about the Cooper Health Center.

A. 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.

B. Physicals

All new students entering KCNA 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.

C. 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.

D. 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.

E. 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.

F. 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.

G. Bathroom Accidents

Students can go to the bathroom at the teacher's discretion whenever necessary throughout the day. We ask parents to notify the school if their child has unique needs regarding use of the restroom. 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.

H. 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 Cooper Norcross Academy 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.

I. 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 KCNA 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.

KCNA 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.

J. Wellness Policy

KCNA 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.

- KCNA 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 Cooper Norcross Academy 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 Cooper Norcross Academy Wellness Policy, please visit www.kippnj.org/compliance.

VIII. Academics

A. Grading and Assessments

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

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

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

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

B. Guidelines for Grade Point Average (GPA) Calculations (Middle & High Schools Only)

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

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

- A student with a 3.5 or higher will often have access to more selective colleges and universities, and is typically in the top 20% of his/her class.

- A GPA of above a 3.0 is considered a sign of a strong student with good work habits.
- A GPA below a 2.5 is concerning, and will limit college options and/or is a reflection of a need to improve study habits.

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

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

Percent	Letter Grade	Unweighted GPA Points	Honors Weighted GPA Points (HS only)	AP/DE Weighted GPA Points (HS only)
97-100	A+	4.33	4.83	5.33
93-96	A	4	4.50	5
90-92	A-	3.67	4.17	4.67
87-89	B+	3.33	3.83	4.33
83-86	B	3	3.50	4
80-82	B-	2.67	3.17	3.67
77-79	C+	2.33	2.83	3.33
73-76	C	2	2.50	3
70-72	C-	1.67	2.17	2.67
67-69	D+	1.33	1.83	2.33
63-66	D	1	1.50	2
60-62	D-	0.67	1.17	1.67

0-59	F	0	0	0
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C. Honor Roll

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

D. 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**

E. Homework

At LSM, we take homework very seriously. We believe that students must learn to do all of their homework every week, as well as they can do it, to be prepared for high school and college.

Students will receive homework assignments daily and must read for at least 15 minutes every night. Homework must be turned in when students arrive at school and will be checked weekly by each teacher by 8:30am. Parents will receive a message in the morning if a student does not turn in their homework for the week.

F. 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.

G. Gifted and Talented Policy

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

H. 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.

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

We review promotion standings on a quarterly basis, two weeks in advance of report card conferences. At each Report Card Conference, parents receive a detailed explanation as to why their child is not passing. Our goal of the report card conference is to develop a plan of support for the child, which should include regular communication about progress in between report card conference dates. These plans will be revisited over the course of the year.

At-risk for Retention Criteria/Non-IEP AND IEP (no distinction)
2+ Grade Levels Behind in Math i-ready AND Reading i-Ready AND Attendance <86% AND may not fail more than 2 core classes
<ul style="list-style-type: none">● Attendance is reviewed weekly in school and reports are sent home weekly to families● Scholars take iReady diagnostics three times during the year and work on iReady 60min a day during School.


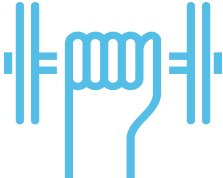
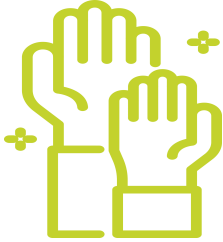

IX. Behavior

At KCNA, 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 We recognize, appreciate, and encourage others.</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>	<ol style="list-style-type: none"> 1. Encouragement 2. Inclusivity 	<p>1</p>
 <p>Effort We work diligently and stay focused on tasks.</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>	<ol style="list-style-type: none"> 1. Resiliency 2. Problem-Solving 	<p>1</p>
 <p>Accountability We take accountability and responsibility for our actions</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>	<ol style="list-style-type: none"> 1. Responsibility 2. Advocacy(Speak Up & Out) 	<p>1</p>
 <p>Teamwork We collaborate and work together to successfully complete tasks with the goal of achieving the greatest outcome.</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>	<ol style="list-style-type: none"> 1. Create Community (Safety) 2. Collaboration 	<p>1</p>

B. 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.

Level Intervention System		
Level Support	Consequence	Family/Student Support
(3) behavior referrals	No additional consequence	Student and Dean Check in: 1)Dean has a Deanslist reflection with scholar to review behavior, grades, and value
(5) behavior referrals	No additional consequences	Student and Dean Check-in: 1)Student and Dean check in 2)Review student data from previous report with family via phone call 3)Target specific behavior improvement we want to see from the student. Student completes the reflection form. 4)Deans present student goal to grade team.

		(5) Student completes reflection
(7) behavior referrals	No additional consequences beyond detention	Parent meeting with Dean and GLC 1)Review paycheck data from previous paychecks 2)Target specific behavior improvement we want to see from students. Student completes the reflection form. 3)Parent classroom visit for support 4)Grade leader presents goal to the team during grade level meetings
(10) behavior referrals	Student placed on behavior contract for a period of time	Students receive a tracker that goes over specific behaviors they must meet. 1)Students receives +5 BEAT Value dollars each day if they meet their daily goal 2)If students receive a referral their contract will be extended by (3) additional school days.
(13) behavior referrals	Principal Hearing with AP of School Culture	1. Students will have a meeting where we discuss a plan for them to be more successful in our building. This will include the child study team and other key members in making a decision. 2.Review Data 3. Assigned to a Behavior Specialist 4. Discuss possible next steps
(15) behavior referrals	Meeting with Principal	1. Scholar may not attend 8th grade trip 2. Principal discusses a temporary community removal with support, accountability, and community service
(17) referrals (5th-7th grade)	Meeting with Principal and AP of School Culture	1.Restorative Class 2.Weekly classroom visits/pop ups from parent 3.Community Service
(17) referrals (8th grade only)	Meeting with Principal and AP of School Culture	1. Scholar may not attend the 8th grade social 2. Restorative Class 3. Weekly classroom visits/pop ups from parent 4. Community Service

C. 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 management 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.

D. School-specific Behavior Management Systems

We use a variety of behavior management systems to support all of our students and that align with our BEAT values. Our systems reinforce the concept of choice and the agency our students have over their actions.

- In all grades we believe that students should be able to earn rewards by working hard and being nice. Through assemblies, morning meetings, one-on-one coaching and discussions and group sessions, we will work with students to make sure they are building and developing the appropriate social skills.
- In all grades we use a paycheck system that clearly defines how students' behavior should look. We use this as a tool to communicate both to students and parents about student behavior. We do not believe paychecks are why students do the right thing in school, but we do believe it is a tool to help reinforce positive behavior.

E. Bus Expectations

We expect students to uphold the values and behavior expectations of the school while they are riding the bus. If students do not meet expectations while riding the bus, they will be subject to the school's discipline policy and consequences including suspension from the bus.

Before Getting on the Bus

- Arrive at the bus stop 10 minutes prior to the designated pick-up time in order to keep the bus on schedule.
- Refrain from horseplay or other boisterous conduct that could pose a danger to the health and safety of the student or to others while waiting for the bus.
- Wait until the bus comes to a complete stop before boarding the bus. Students shall line up in an orderly, single-file manner and not rush to board the bus.

While on the bus

- Keep head, arms and hands inside the bus at all times. Yelling or obscene gestures will not be tolerated.
- Refrain from loud talking, or creating unnecessary confusion, which may divert the bus driver's attention and may result in a serious accident.
- Treat fixtures on the bus with care.
- Refrain from tampering with the bus or its equipment.
- Keep all aisle ways clear of books, packages, coats and other objects.
- In cases of road emergencies, remain in the bus unless directed otherwise by the bus driver.
- Do not throw any objects out of the bus window.
- Remain properly seated while the bus is in motion.
- Remain in the assigned seat unless directed to move by the bus driver.
- Do not stand or sit on the bus floor.
- Refrain from fighting or engaging in other behavior that would endanger the health and safety of self or others.

- Do not consume food or beverages on the bus.
- Obey all instructions from the bus driver and bus aide, if applicable.

Bus Assignments

- Students may only get off the bus at their designated bus stop unless school staff members have given proper authorization in advance.
- Students may not bring unplanned guests or friends on the bus with them. (Do not make this request to the bus driver.)
- All bus changes must be made through the school's main office.
- Students may be assigned seats on the bus and if not assigned, the bus driver or aide will determine where the passenger will sit.

F. 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 Appendix A 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 our HIB Specialist immediately:

Lenesha Thompson, Assistant School Leader of Culture
lthompson@kippnj.org
 856-966-9600

G. 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.

H. 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.

I. 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.

X. Students with Special Needs

Special Education and Student Supports

KCNA believes that all students can reach their potential. To this end, we have certified special education teachers, instructional assistants, related service providers, counselors, and a school psychologist to provide on-going support to students who have been identified as being in need of special educational services.

KCNA 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.

KCNA 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 to request an evaluation.

C. English Language Learner Supports

KCNA 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.

ELL 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 KCNA'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.

XI. Student Protection

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

B. Media Release Policy

Unless a parent or guardian grants KIPP permission during the enrollment process, KIPP 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.

C. 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.

D. Child Abuse and Neglect

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

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

Examples of abuse and neglect include-

When a student reports:

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

When a staff member suspects or witnesses:

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

When parents/guardians:

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

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

E. 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.

XII. 2024-2025 Board of Trustees

Board of Trustee Member
Rahul Goyal, Chair
LaPree Burgess
Christine Choi
Michael Goodman
Christopher Keating
Jordan Metzger
Lisa Morina
Kathleen Nugent Hughes
Anthony Welch

A. 2024-2025 Meeting Schedule

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

XIII. Academic Calendar:

2024-2025 CALENDAR

**Updated 7/2/24

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)

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

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

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

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

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

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 20 Half Day Dismissal
Dec 23-31 No School - Winter Break

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 6 No School - Staff PD Day
Jan 20 No School - MLK Day

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

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

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	31					

Apr 14 No School - Staff PD Day
Apr 18 Half Day Dismissals
Apr 21-25 No School - Spring Break
Apr 30 Half Day Dismissals - Q3 RCCs

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 Half Day - Staff PD Day
May 26 No School - Memorial 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

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 Camden City School District.

Emergency Days
If we use 5 emergency days before March 1st, 3/24 and 4/14 become half days for students (and half PD days for teachers).
If we use 4 emergency days before March 1st, 4/14 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, 6/6 and 3/14 become days off for staff and families.
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.kipponj.org/schools
For important updates, follow KIPP on Instagram at:
 @kipccooperornorcross

****Aug 21 Entry Grades:** KLSP = Kindergarten KIPP Sumner = Kindergarten
KLSM = Grade 5 KHS = Grade 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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