

2026-2027

Student & Family

Handbook

KIPP COOPER NORCROSS

KIPP COOPER NORCROSS PUBLIC SCHOOLS

Regional Student & Family Handbook

2026-2027

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Appendix

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.

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School Directory



Founded in 2014

School Leader: Meredith Schoyer

DSO: Tasha Terry

Address: 525 Clinton Street
Camden, NJ 08103

Phone: 856-966-9600

Grades: K-4

Hours
Monday-Friday =
8:45 am – 3:45 pm
Early Dismissal =
8:45 am – 1:15 pm



Founded in 2015

School Leader: Bridgit Cusato-Rosa

DSO: Rahim Shiver

Address: 525 Clinton Street
Camden, NJ 08103

Phone: 856-966-9600

Grades: 5-8

Hours
Monday-Friday =
8:45 am – 3:45 pm
Early Dismissal =
8:45 am – 1:15 pm

KIPP COOPER NORCROSS HATCH ACADEMY

Founded in 2016

School Leader: Danyel Williams

DSO: Ashley Jackson

Address: 1875 Park Blvd.
Camden, NJ 08103

Phone: 856-359-7046

Grades: 5-8

Hours
Monday-Friday =
8:45 am – 3:45 pm
Early Dismissal =
8:45 am – 1:15 pm

KIPP COOPER NORCROSS SUMNER ACADEMY

Founded in 2022

School Leader: Ken Calemmo

DSO: Sharae McGill

Address: 1600 S. 8th Street
Camden, NJ 08104

Phone: 856-263-6240

Grades: K-6

Hours
Monday-Friday =
8:45 am – 3:45 pm
Early Dismissal =
8:45 am – 1:15 pm

KIPP COOPER NORCROSS HIGH SCHOOL

Founded in 2020

School Leader: Taylor Taylor

DSO: Sandra Juarez-Leyva

Address: 740 Chestnut Street
Camden, NJ 08103

Phone: 856-263-6235

Grades: 9-12

Hours
Monday-Friday =
8:45 am – 3:45 pm
Wednesday and Early Dismissal =
8:45 am – 1:00 pm

Mission and Vision

Mission: The mission of KIPP Cooper Norcross is to create a network of schools in Camden, New Jersey, that instill in their students the desire and ability to succeed in college, in order to change the world.

Vision: One day, our nation will know Camden, New Jersey, as cities of world-class public education.

KIPP Cooper Norcross schools are part of the nationally recognized “Knowledge Is Power Program” non-profit network of college-preparatory, free, public charter schools educating elementary, middle, and high school students.

Attendance

Attendance Expectations

Students who come to school 97% or more of the school year have excellent attendance. This means a student has less than 5 absences for the entire school year! At KIPP Cooper Norcross 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.

A parent/guardian must text or call the child's advisor if the student will be absent. Parents/guardians should contact the advisor by **9:00 a.m.** to report the reason for, and the expected duration of, the absence. A student must have attended at least 4 hours of school in a day to be considered present in school for the day.

An absence is either excused or unexcused. All absences are unexcused unless the absence is excused based on the approved policy, which is summarized below. Students and families are encouraged to familiarize themselves with the full policy, which is available on the website and at the school's main office.

All excused and unexcused absences are included in attendance records.

Excused Absences

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

- Religious observance pursuant to N.J.A.C. 6A:32-8.3(h);
- A college visit (up to 3 days per school year, only for students in grades 11 and 12);
- "Take Our Children to Work Day" (pursuant to the memo issued by the Commissioner to all districts on April 25, 2017) or other rule issued by the Commissioner;
- Participation in observance of Veterans Day (N.J.S.A. 18A: 36-13.2) or district board of election membership activities (N.J.S.A. 18A: 36-33;
- The closure of a busing district that prevents a student from having transportation to the receiving school.

Unexcused Absences

The following absences are unexcused. Unexcused absences are considered for the purpose of determining promotion, retention, truancy, grades, course credit, eligibility to make up missed assignments and tests for full credit, and violations of the school code of conduct for attendance:

- A student's illness. The parent/guardian should provide a written letter from a licensed medical professional within 10 days of the student's return to school;
- A student's required attendance in court;
- Family illness or death supported by a written letter from the parent/guardian upon the student's return to school, supported by notification to the school by the student's parent/guardian;
- Examination for a driver's license;
- Necessary medical appointments that cannot be scheduled at a time other than the school day supported by written documentation from the licensed medical professional;
- An absence for any other reason.

Students who provide official documentation (i.e. doctor's note, court order, etc) for the above reasons will be marked as "absence documented".

For Students in Special Education:

The attendance policy, discipline and remedial measures shall apply to classified students where appropriate and in accordance with the student's:

- Individualized education program (IEP);
- The Individuals with Disabilities Education Act (IDEA)
- Procedural protections set forth in N.J.A.C. 6A:14;
- Alternate short or long term accommodations for students with disabilities as required by law;
- Requirements of a student's individualized health care plan and individualized emergency healthcare plan.

Participation in School Activities

Students may not participate in any school activities including, but not limited to, athletics, extra-curricular activities, school curricular programs, field trips, dances, etc. that take place after the end of the instructional day of an unexcused absence.

Absences and Grade Retention

A student whose unexcused absences exceed the limits specified below may be retained and not promoted. Academic factors are also considered in grades K-8:

Kindergarten: less than 85% attendance
1st through 8th grades: less than 88% attendance.

Summer School may be offered for students in kindergarten whose attendance falls between 70-85% and for students in 1st through 8th grades whose attendance falls between 70-88%. Students in kindergarten through 8th grade with attendance below 70% are not eligible to earn promotional status by attending summer school.

Loss of Credit (Grades 9-12)

Loss of credit will occur in all cases when a student has exceeded the following unexcused absences:

Length of Course	Unexcused Absence Limit
Full Year	27

A student will lose credit for all courses in a school year if the student's unexcused absences exceed the allowable amount. In some cases, students may earn course credits back through the Summer School credit recovery program.

Appeal for Loss of Credit (Grades 9-12)

The school has established a process for a student to file a loss of credit appeal if the student exceeds the limits listed above. The Appeals Process can be found in the full Attendance Policy posted on the school website and also available at the school main office. Any appeal has firm filing deadlines. All appeals need to be filed in the school's main office by the deadline.

Length of course	Appeals Filing Deadline
Full year	May 2027

Completion of make-up work, documentation of the reasons of the unexcused absences, as well as mastery of the subject matter are some of the factors that are used in assessing an appeal.

Truancy

All undocumented absences count towards truancy. Therefore, families are encouraged to provide documentation to the school for the reason that a student is absent. The school's full truancy policy can be found on its website or at the school.

Common Absences

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

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

Send my student to school if…

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

fever during that time.
- My student hasn't thrown up or had any diarrhea for 24 hours.

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

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

Chronic Absenteeism

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

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

Call from Teacher
In-person meeting with Teacher
In-person meeting with Grade Level Chair and/or Dean
In-person meeting with a member of the School Leadership Team
In-person meeting with School Leader

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.

Tardiness

The orderly conduct of class activity depends upon the prompt and precise beginning of the program. Tardiness hinders the proper conduct of school activity. Students are expected to arrive at school and class on time. School start time is communicated to students/families as the start of arrival. Students are tardy when first class or homeroom begins.

<u>Excused tardiness</u>
Students will not be marked tardy in the following circumstances:

- School provided transportation (not city bus) is delayed
- Slow entrance lines into the building
- Construction in the immediate vicinity of the school

When a tardy is excused for the above reasons, the student is marked as on-time.

Unexcused tardiness

Students should document tardies for the same reasons that they would for absences, such as:

- A student's illness
- A student's required attendance in court
- Family illness or death
- Examination for a driver's license
- Necessary medical appointments

Tardies are **NOT** excused for (non-exhaustive list):

- Inclement weather
- Non-school provided transportation issues (i.e. city bus, traffic, car trouble)
- Dropping off a sibling at another school
- Work conflict

At the high school level, every three unexcused tardies shall equal one unexcused absence on the student's attendance record. This may result in a student losing credit for a course

Late Arrival/Early Pick-Up

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 pick-up, please notify the main office in advance. Parents/guardians are required to sign-out students from the main office for any early pick-up. 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 pick-ups are permitted during this time.

Students arriving late or leaving early must have attended school for at least 4 hours to be considered present in school for the day. A student who attends school less than 4 hours will not receive credit for attending that day.

Home Instruction

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

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

Parent Involvement

COMMITMENT TO EXCELLENCE

I fully commit to KIPP by upholding the following agreements:

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

Parent Expectations

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

KIPP Cooper Norcross will provide consistent communication to parents regarding their academic performance through progress reports and report cards. It is the responsibility of the student to ensure that progress reports are shown to parents. Students and parents will also be able to access grades on DeansList from home at any time and will be provided with teachers' phone numbers - please call your child's teacher with questions or concerns. If you have additional concerns, please call the main office to schedule a meeting with the school's leadership team.

<u>Progress Reports</u>

Progress Reports are distributed to students every two weeks. Progress reports are similar to report cards, and display students' current progress towards standards in each subject, absences, tardies, and other student data.

<u>Report Cards</u>

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

Visitors

To ensure the safety of our students and staff, all visitors to the school, including parents, must check in at the main office. We use a visitor system which requires visitors to sign-in using a photo ID (driver's license, preferred). You are then given a visitor badge which you must wear while you are in the building. Even if you visit the school on a regular basis, you will still be required to sign-in using our visitor system. This also helps us to know who is in the building in the event there is an emergency.

Please make sure you sign out at the main office before leaving. If you are not following the security procedures or are being disruptive in any way, our staff and security personnel reserve the right to ask you to leave or remove you from school grounds.

Parent Communication

At KIPP Cooper Norcross schools, we expect our teachers, parents, and students to work together to efficiently address concerns and challenges. Below we have outlined policies and strategies for proactively addressing concerns. The purpose is to make sure everyone's voice can be heard and that the issue is resolved quickly.

At KIPP Cooper Norcross, our top priority is student learning. Any problem that detracts from sacred learning time at KIPP Cooper Norcross is a top priority and should be the main focus of parent-teacher communication. Students are best supported when parents and teachers have an open line of communication. At KIPP Cooper Norcross, we expect parents and staff 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 or dean of the grade the child is in, followed by the assistant principal, if necessary. If the assistant principal is unable to resolve the issue, the principal should be contacted to mediate the problem with all parties involved as the last resort.

Parents who come to KIPP Cooper Norcross schools requesting to see a teacher/staff member/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 teacher/staff member/school leader unless an appointment has been set between the staff member and parent. Please contact the teacher directly or work with the main office staff to set up an appointment.

Chaperones

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

Safety and Weather

Emergency Drills

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

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

FIRE DRILLS

KIPP will conduct a "fire drill" each month that school is in session. This is a Fire Code and New Jersey requirement. It is important for every student and staff member to understand and be aware of the importance of this drill and not be afraid when the fire alarm 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.

Inclement Weather Policy

KIPP Cooper Norcross schools follow the Camden City School District for all school closings, delays, and early dismissals during the winter weather months. When a delay is announced, KIPP Cooper Norcross schools will open at the following times:

Delay	Doors Open	Start Time
1 Hour	9:45am	10:00am
90 Minutes	10:15am	10:30am
2 Hours	10:45am	11:00am

KIPP Cooper Norcross 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.

Make-Up Days

The KIPP Cooper Norcross 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: 4/19 and 5/17 become half days for students (and half PD days for teachers).
- If we use 4 emergency days before March 1st: 5/17 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: 3/26 becomes a day off for staff and students.
- If we use only 1 emergency day before March 1st: 6/11 and 3/26 become days off for staff and students.
- If we use 0 emergency days before March 1st: 6/11, 5/28 and 3/26 become days off for staff and families.

Student Release

If a student is asked or allowed to leave school before the normal dismissal time for that day for any reason, then the school will contact the parent or guardian, and the student must be handed off from the school directly to the parent or guardian or someone on the student’s “release/pick-up” list. Only KIPP Cooper Norcross 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.

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, your child will remain at the school under the supervision of a KIPP Cooper Norcross staff member.

Health and Wellness

Immunizations

New Jersey law requires all students, starting in Kindergarten, to have current immunizations on file at the school [N.J.A.C. 8:57-4]. Students who turn 11 years old are required to get their boosters.

Required vaccinations include all DTAPs, Hepatitis, MMRs, Varicelas, and IPVs prior to starting school.

Physicals

All new students entering KIPP Cooper Norcross 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 Cooper Norcross. Students who enter grades K, 5, and 9 are required to have an updated physical on file at the school. We also highly recommend getting an annual physical to ensure school nurses have the most current information regarding a student's health.

Sports Physicals

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

Family Notification of Health Incidents

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

Medications Policy

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

Illness at school

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

Incidents

If a student has an incident at school and the school nurse suspects the need for further evaluation, then the parent will be notified and an incident report will be completed. If the parent must pick the student up, it must be within one hour of notification or the student will be transported to the Emergency Department by ambulance. If an injury is considered life-threatening, 911 will be called right away and then the parent will be notified.

Parents have the right to deny transportation via ambulance, however, the parent will need to sign a waiver with EMS (Emergency Medical Services) personnel.

Bathroom Accidents

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

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

Allergies

All allergies must be supported by a physician and documented on the physical as well as the Allergy Action Plan. If the student has a history of Anaphylaxis, then the student must have an EpiPen order and EpiPen at school. All Anaphylactic incidents for students without an EpiPen at the school will require a call to 911. If the student is required to eat or drink special foods/drinks due to an allergy, the physician must document the specific allergy and the alternatives to be given. For example, if a student is allergic to dairy products and the medical documentation requires the student to drink almond milk, then the medical documentation on the physician's letterhead must state that almond milk be offered.

This is documentation we provide to our food service provider as well. All KIPP Cooper Norcross schools are peanut-free due to the severity of peanut allergies. Please make sure you let the school know if your child has any new allergies and please provide the medical documentation.

Meal Program/Nutrition

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

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

Wellness Policy

KIPP Cooper Norcross 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 Cooper Norcross.

- KIPP Cooper Norcross 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 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 Wellness Policy, please visit our website..

Academics

Grading & Assessments (Grades K-4)

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

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

Grading & Assessments (Grades 5-12)

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: ○ Problem Sets ○ Independent work ○ Blended Learning ○ I-ready ○ Discussion

HOMEWORK	Work assigned to be completed at home and graded for completion of the criteria for success using a rubric. Homework is assigned daily in English and Math and 1-3 times per week in History, Science, Spanish, and CCR. Homework is graded one time per week and each assignment is worth 10 points.
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.

Guidelines for Grade Point Average (GPA) Calculations (Grades 5-12)

At the end of each quarter and year, your child's report card will include a Grade Point Average (GPA). At KIPP Cooper Norcross, 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 college 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

Honor Roll (Grades 5-12)

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.

Policy for Making up and Revising Work

Make-Up 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).

Missing Work Habits and Homework Assignments

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).

Revisions to Work Habits, Homework, and Formative Assignments

If the assignment is completed on time, but then the student works with the teacher to complete revisions they may earn back up to full points on the assignment at the teacher's discretion.

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.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." This is the lowest score that can be achieved on the conversion chart. A student should only receive a zero if the assessment was not complete--the teacher should provide multiple, explicit opportunities for the student to take the exam.

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 19-20, 2026**
- **Quarter 2: February 10, 2027**
- **Quarter 3: April 28, 2027**
- **Quarter 4: June 16, 2027**

Retention and Promotion Policy

Grades K-8

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

Kindergarten students with less than 85% attendance and are well below benchmark in assessments are eligible for retention. Students in grades 1-2 with less than 88% attendance and are well below benchmark in assessments are eligible for retention. Students in grades 3-4 with less than 88% attendance and are 2+ grade levels behind in math and reading assessments are eligible for retention. Students grades 5-8 with less than 88% attendance and are 2+ grades levels behind in math and reading assessments OR have failed 2+ core content courses (ELA, science, history, math) are eligible for retention. Middle school students who fail 3 core courses are automatically retained with no summer school eligibility.

For all students in grades K-8, if more than 70% of school days are missed (54 days for students enrolled all year), students will automatically be retained with no opportunity to attend summer school.

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, and summer school may be mandated.

<u>Grades 9-12</u>

Promotion from one grade to another occurs at the end of the school year and is based solely on credit accumulation:

	Credits Needed
9th Grade	Students with 24 or fewer credits earned are considered 9th graders
10th Grade	Students are promoted to 10th grade upon the accumulation of **25** credits
11th Grade	Students are promoted to 11th grade upon the accumulation of **50** credits
12th Grade	Students are promoted to 12th grade upon the accumulation of **85** credits
Graduated	Students are eligible for graduation upon the accumulation of **120 credits and** upon meeting all graduation course requirements

<u>Summer School/Credit Recovery</u>

Credit recovery is an essential way that KIPP Cooper Norcross High School ensures that all students are serviced. Credit recovery is offered over the summer at the high school for both students who did not pass a class AND students who lost credit due to not meeting the attendance requirement. Students are allowed to make-up up to two courses (10 credits) during summer school.

New Jersey Diploma (120 credits)	
English	20 credits (4 years)
History	15 credits (3 years) *Must include 2 years of US History*
Math	15 credits (3 years) *Must include Algebra I and Geometry*
Science	15 credits (3 years) *Must include a life science (biology) and at least one physical science (chemistry or physics)*
PE and Health	15 credits (4 years)
World Language	5 credits (1 year)
Visual and Performing Arts	5 credits (1 year)
Career	5 credits (1 year) *Life Skills, CCR, etc.*
Financial Literacy	2.5 credits
Additional Electives	22.5 credits

Athletics Eligibility

Participation in athletics is considered a privilege, and students must meet established eligibility standards, set by both the NJSIAA and school, to join and participate in athletics. These standards include maintaining appropriate academic performance, adhering to attendance requirements, demonstrating positive behavior, and complying with all school policies. Students failing to meet these criteria will be ineligible to participate in athletics. More details are available from the school's athletic director.

Behavior

KIPP Cooper Norcross schools are committed to ensuring that 100% of our students have full access to joyful, affirming, and responsive learning communities that support their futures as leaders in their chosen fields. We are committed to our schools being safe spaces for ALL kids to explore their identities while consistently achieving high academic gains in support of college access.

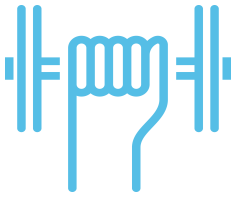
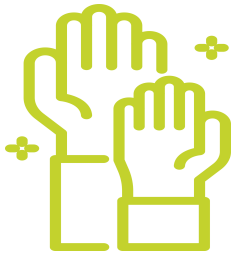
We believe:

- Joyful learning communities create the conditions for success. Every student has the right to learn in an environment built on respect, belonging, and positive relationships.
- High support and high accountability go hand in hand. We provide students with the guidance, instruction, and resources they need to succeed while holding them responsible for the choices they make.
- Rewards and consequences are earned. Positive choices and contributions are recognized and celebrated. When expectations are not met, consequences are fair, consistent, and designed to promote reflection, responsibility, and growth.
- Behavior is a skill that can be taught and strengthened. Just like academic skills, students develop social, emotional, and behavioral skills through explicit instruction, practice, feedback, and opportunities to learn from mistakes.
- Culture feeds growth and achievement. A strong culture of trust, respect, and shared expectations empowers students to take ownership of their learning, build character, and achieve their highest potential.

Behavior Management System

Students have an opportunity to earn weekly, monthly, and quarterly incentives mainly driven by our BEAT Values. Students are acknowledged and affirmed for exemplifying our values through kindness, effort, accountability, and teamwork. We track and report conduct similarly to academic performance. We have systems to celebrate students as well as a clear and consistent system to address the moments when students fall short so they can reflect, learn, and get back on track.

Key Principles	Definition of Principles	Key Indicators	Point Value
 ***Be Kind*** ***We recognize, appreciate, and encourage others.***	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.	1. Encouragement 2. Inclusivity	**1**

 ***Effort*** ***We work diligently and stay focused on tasks.***	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.	1. Resiliency 2. Problem-Solving	**1**
 ***Accountability*** ***We take accountability and responsibility for our actions***	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.	1. Responsibility 2. Advocacy (Speak Up & Out)	**1**
 ***Teamwork*** ***We collaborate and work together to successfully complete tasks with the goal of achieving the greatest outcome.***	The collaborative effort of students working towards a common goal or objective. It involves the sharing of ideas, responsibilities, and resources to achieve a common purpose.	1. Create Community (Safety) 2. Collaboration	**1**

Student Code of Conduct

At KIPP Cooper Norcross, 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.

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.

In KIPP Cooper Norcross's behavior management system, infractions are categorized into three 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	<u>Minor Behavior Concerns</u> Low-level behaviors that do not meet school expectations but can usually be corrected with immediate redirection. Students are expected to adjust their behavior after feedback. Repeated minor infractions may lead to further intervention.
Tier 2	<u>Repeated or Escalating Behavior Concerns</u> Behaviors that continue after redirection or escalate in impact, disrupting learning or negatively affecting others. These may include emerging patterns such as ongoing attendance issues, incomplete work, or repeated peer conflicts.
Tier 3	<u>Serious Safety or School Community Violations</u> Behaviors that threaten the safety of self and others, involve intentional property damage, or represent deliberate refusal to follow school policies. This includes actions on or off campus, including online behavior, that compromise the safety or well-being of students, staff, or the school community.

Please note that this is not intended to address the entire spectrum of student misbehavior; instead it outlines a range of expected responses for certain inappropriate choices. The school will always address student misconduct, even if it isn't listed. All conduct is tracked via DeansList.

	T1 – Minor Behavior Concerns	T2 – Repeated or Escalating Behavior Concerns	T3 – Serious Safety or School Community Violations
Examples	● Students blatantly disregarding/ignoring classroom expectations ● Language "Slip" (an accidental swear) ● Playfully pushing a TEAMmate ● Eye rolling in response to redirection	● Students are aggressively pushing/shoving ● Profanity/obscene gestures are intensely directed at another person ● Continuous mean spirited teasing / mocking / verbal ● Glaring / threatening stares directed at another student	● Physical altercation ● Someone is struck, assaulted, or attacked
Grades K-4 Possible Consequences	Repeated or an accumulation of infractions may earn the student Lunch Reflection	Mandatory Parent Conference; Loss of Privileges; Multiple Lunch Reflections	Mandatory Parent Conference, Loss of Privileges; Out of School Suspension
Grades 5-8 Possible Consequences	Repeated or an accumulation of infractions may earn the student Lunch Reflection	After School Reflection; In-School Suspension	
Grades 9-12 Possible Consequences	Repeated or an accumulation of infractions may earn the student Lunch and/or After School Reflection	After School Reflection; Saturday Reflection; In-School Suspension	

Weapons and other Dangerous Instruments

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

dispensed in the air, stun guns, BB guns, and imitation firearms, which means an object or device reasonably capable of being mistaken for a firearm.

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

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

Suspensions

Aligned with the above, suspensions may occur as a result of code of conduct violations. The School Leader, or designee, has the authority to suspend students up to 9 consecutive days. A suspension beyond 10 consecutive days requires the approval of the senior administration and results in a formal hearing before a committee of the Board of Trustees. If suspended for 5 or more consecutive days for a code of conduct violation, a student will receive home instruction no later than the 5th day of suspension.

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.

<u>Before Getting on the Bus</u>

- 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.

<u>While on the bus</u>

- 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.

Harassment, Intimidation, and Bullying (HIB) Policy

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

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

- Lanning Square Primary: Shamira Hawkins
- Lanning Square Middle: Isabel Goss
- Sumner Academy: Carmella Carter
- Hatch Academy: Kashif Hadi and Julianne Barto
- KIPP High School: Lenesha Thompson (9-10) and Alberto Guerrero (11-12)

Alcohol and Substance Abuse Policy

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

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

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

Electronics & Acceptable Use Policy

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

Personal Electronic Expectation Policy

Policy:

To ensure our students can thrive in a distraction-free environment that promotes academic excellence, social-emotional growth, and character development, KIPP Cooper Norcross 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.

Uniform Policy

All students are required to wear the complete school uniform every day. Our uniform policy is designed to build a sense of pride within our school community and to ensure that our students look professional yet remain comfortable as they learn. Students must remain in uniform at all times while on campus. Please read your child's **School Handbook Supplement** for the complete list of acceptable uniform clothing. Flynn & O'Hara is our schools' vendor for uniforms.

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

Together for Safety: Addressing Vaping and Prohibited Items



At KIPP, there is nothing more important than the safety and well-being of our students. Families are critical to supporting healthy school environments for our students.

Two important issues we ask our families to address with their children are the dangers associated with vaping and the serious consequences of bringing toy BB guns or other prohibited items to school.

Vaping and Your Child's Health

Vaping, which refers to the use of electronic cigarettes or similar devices to inhale nicotine or marijuana, poses significant health risks, especially to young people. **Studies have shown that vaping can lead to nicotine addiction, lung damage, and negatively impact brain development in adolescents.**

How you can help: Please talk openly with their children about the risks of vaping and monitor their belongings, including backpacks, as well as those of older siblings who might have access to vaping products.

Please note: Should we suspect that a vape contains illicit substances, including marijuana, we are legally required to contact the student's guardian and the authorities. As a school community, we can also provide community resources should guardians suspect their child is struggling with substance use.

Student Safety: Toy Guns & Inappropriate Items

Bringing any item resembling a gun — including a BB gun, pellet gun, or paintball gun — onto school property, even if it is a toy, can lead to serious disciplinary action, including suspension, expulsion, and potential legal consequences. Other inappropriate items, like pocket knives or mace, are also strictly prohibited on school property.

The State of New Jersey does not differentiate between toy guns and actual firearms when imposing disciplinary consequences. The law requires all schools, including ours, to impose a one-year suspension on a student found in possession of a toy gun on school grounds. Additionally, these devices can pose serious risks off-campus, including dangerous misunderstandings during encounters with law enforcement. In 16% of unintentional firearm deaths among children younger than 13 years of age, the gun was mistaken for a toy.

How you can help: We ask you to speak with your children about the importance of never bringing these items to school or allowing them to be carried by peers.

Thank you for your continued support and partnership in maintaining a safe learning environment for all KIPP students.

KIPP NEW JERSEY
PUBLIC SCHOOLS

Students with Special Needs

Special Education and Student Supports

KIPP Cooper Norcross 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.

KIPP Cooper Norcross 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.

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.

If a parent is interested in requesting a special education evaluation for their child, they should contact the Assistant Principal of Special Education at their school or pick up a paper-based referral from the front office.

Section 504 Process

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

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

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

KIPP Cooper Norcross 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.

English Language Learner Supports

KIPP Cooper Norcross 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 KIPP Cooper Norcross'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.

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 academy 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.

Parent Advisory Groups

MLL and Special Education Parent Advisory Groups meet twice per year, virtually. Notification of events will be shared by paper and email.

Student Protection

FERPA Policy

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

Media Release Policy

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

Statement of Non-Discrimination

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

Child Abuse and Neglect

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

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

Examples of abuse and neglect include-
When a student reports:

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

- being threatened at home.
- being afraid to go home.

When a staff member suspects or witnesses:

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

When parents/guardians:

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

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

Searches

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

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

KIPP COOPER NORCROSS 2026-2027 CALENDAR

UPDATED: April 2, 2026

CALENDAR SYMBOLS KEY

- No School for Students
- Half Day (All schools)
- Half Day (HS only)
- Summer Reduced Hours
- K-8 Schools Only
- Start Dates
- Last Day of School
- Report Card Conferences
- Beginning/End of Quarter

SCHOOL HOURS

Monday-Friday
8:45AM-3:45PM
K-8 Half Day Dismissal Hours:
8:45AM-1:15PM
(High School 1:00PM)

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 generally will follow the decision made by Camden City School District.

If we use 5 emergency days before March 1st: 4/19 and 5/17 become half days for students (and half PD days for teachers).

If we use 4 emergency days before March 1st: 5/17 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: 3/26 becomes a day off for staff and students.

If we use only 1 emergency day before March 1st: 6/11 and 3/26 become days off for staff and students.

If we use 0 emergency days before March 1st: 6/11, 5/28 and 3/26 become days off for staff and families.

For more information about our schools:

www.kippnj.org/schools

For important updates, follow KIPP on Instagram at:

@kippcoopernorcross

JULY 2026

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	

August 2026

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 13-14	9th Grade ONLY
Aug 17	K, 5th, 9th, 10th Grades and all K-8 New to KIPP
Aug 19	First Day of School All Grades

SEPTEMBER 2026

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 7	No School : Labor Day
Sep 18	Half Day Dismissal

OCTOBER 2026

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 5	No School: Staff PD Day
Oct 12	No School: Indigenous Peoples' Day
Oct 23	Half Day Dismissal
Oct 30	End of Q1

NOVEMBER 2026

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 2	No School: Staff PD Day
Nov 3	Start of Q2
Nov 6	Veteran's Day Observed
Nov 19-20	Half Day Dismissals: Q1 RCCs
Nov 25-27	No School: Thanksgiving Break

DECEMBER 2026

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 7	No School: Staff PD Day
Dec 23-31	No School: Winter Break

JANUARY 2027

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

Jan 1	No School: Winter Break
Jan 4	No School: Staff PD Day
Jan 15	Half Day Dismissal
Jan 18	No School: MLK Day
Jan 19-22	HS Only: Half Days - Midterms
Jan 29	End of Q2

FEBRUARY 2027

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 1	No School: Staff PD Day
Feb 2	Start of Q3
Feb 10	Half Day: Q2 RCCs
Feb 15-19	No School - Mid-Winter Break

MARCH 2027

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 5	No School: Staff PD Day
Mar 26	Half Day Dismissal
Mar 29-31	No School: Spring Break

APRIL 2027

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

Apr 1-2	No School: Spring Break
Apr 16	End of Q3
Apr 19	No School: Staff PD Day
Apr 20	Start of Q4
Apr 28	Half Day: Q3 RCCs

MAY 2027

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 7	Half Day Dismissal
May 10-14	State Testing in School
May 17	No School: Staff PD Day
May 31	No School: Memorial Day

JUNE 2027

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 8-11	HS Only: Final Exams
June 14-17	Half Days
June 15	End of Q4
June 16	Q4 RCC
Jun 17	Last Day of School
Jun 18	Juneteenth

August 13-14:	9th Grade Only
August 17-18:	Kindergarten, 5th Grade, 9th Grade and 10th Grades and all K-8 New to KIPP Students
August 19th All Grades:	First Day of School

Appendix: 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/postings/.

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.

In the event that school property, such as a school issued Chromebook, is damaged or lost the student must immediately notify school staff. The student may be subject to disciplinary action or the student's family held financially responsible if it is determined that the student is at fault for the loss or damage.

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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