



Mastery Schools of Camden
Excellence. No Excuses.

STUDENT - PARENT HANDBOOK
2016-2017

www.MasteryNJ.org

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A MESSAGE FROM OUR CEO

Welcome!

You are now part of a very special group of students, parents, guardians, and professional educators – the Mastery family. Together, we are dedicated to providing an outstanding education to the over 12,000 students in 22 Mastery schools across Camden and Philadelphia.

Mastery Schools of Camden are “Renaissance Schools.” Renaissance Schools are a unique hybrid of charter and traditional district schools. Like charter schools, Mastery schools are operated by an independent non-profit board – separate from the Camden District. But like traditional district schools, Mastery schools have neighborhood catchment areas. Perhaps most importantly, Mastery’s Renaissance Schools are opened in partnership with the Camden City School District and the local community. The overall goal is to make Camden communities stronger and ensure that every child has access to a great school.

Our vision is: ***“Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so that they are truly prepared for post-secondary success.”***

These pages include our key policies -- some required by public school law and some particular to Mastery. But to understand what binds the Mastery family together and what underlies these policies, simply read the Mastery Vision and Code. You will see that all members of the Mastery community are pledged to work together so that every student learns the academic and personal skills they need to fulfill their dreams.

As a member of the Mastery community, you are now part of that collective pledge.

Scott Gordon
Chief Executive Officer
Mastery Schools of Camden



THE VISION

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so that they are truly prepared for post-secondary success.



THE CODE OF CONDUCT

I choose to be here.

I am here to learn and achieve.

I am responsible for my actions.

I contribute to a safe, respectful, and cooperative community.

I come with a clear mind and healthy body.

This is my school...I make it shine.



VISITOR POLICY

Mastery welcomes and encourages parents/guardians to visit.

To visit your child, you need to:

- a) check in with the school's front desk to register before proceeding to your destination in the building;
- b) show the front desk staff a state ID or driver's license; and
- c) be escorted to your destination by a school employee.

You are welcome to visit and observe your child in his/her classroom. Please call or email us ahead of time so that we know you are coming.

Please note that some days are not appropriate for visits (e.g., testing days). For this reason, Mastery reserves the right to deny visit requests.

EMERGENCY SCHOOL CLOSING

Should a Mastery school close for any reason (e.g., inclement weather), we will communicate closing information on our website (www.MasteryNJ.org), and you will receive an automated phone message. In the event of a school closing, you can also tune in to 6ABC, Fox29, CBS3, and KYW Radio 1060 for information.

SCHOOL TRANSPORTATION

Camden City School District is responsible for the transportation of your child to and from school. For additional information regarding Camden City School District's transportation policy, please visit the transportation page on Camden's website (http://www.camden.k12.nj.us/apps/pages/index.jsp?uREC_ID=192955&type=d) or call 856-966-2111 and ask to be transferred to the contact person who handles bus tickets.

PARENT/GUARDIAN CONTACT & CUSTODY

Please fill out a parent/guardian location form and a medical/health insurance form at the beginning of the school year so that we can keep you informed of your child's progress and contact you quickly in case of an emergency.

Should your mailing address change during the course of the school year, please provide us with a new proof of address.

Mastery also may request a copy of any Court Order or agreement affecting the custodial rights of parents/guardians. It is important that Mastery understand custodial arrangements in order to determine who is eligible to pick your child up from school and communicate with school staff.

RE-ENROLLMENT POLICIES

In the second semester of the school year, all students who plan to return for the following school year are required to submit a re-enrollment packet. If this packet is not completed, the student could forfeit his/her seat in his/her Mastery school for the following school year.

PRE-KINDERGARTEN SUMMER PROGRAM

Some Mastery Charter Schools may offer a summer program for enrolled students entering kindergarten for the next school year. The goal of this program is to prepare incoming kindergarteners for the expectations and rigor of school. It focuses on the development of early reading, math, and literacy skills.

Students may participate in this program only if they have enrolled at a Mastery school for the upcoming school year. Students are considered enrolled if their parents/guardians have returned the following documents to the school prior to the beginning of the summer pre-kindergarten program:

- a) completed enrollment packet,
- b) proof of birth (e.g., birth certificate),
- c) proof of residency (e.g., utility bill), and
- d) immunization record.

HEALTH POLICY

The School Nurse

The school nurse maintains medical records for each student. Parents/guardians must inform the nurse promptly of any special health problems and should feel free to contact the nurse if they have questions or would like to schedule a confidential appointment. The school nurse must have a student's **Medical Emergency Contact Form** and **Immunization Record**. A student will be excluded from school if s/he is not in compliance with vaccination requirements and if such proof is not provided to the school.

If a student becomes ill during the school day, s/he will be given immediate attention. Students should not personally call home if they feel ill; they should report to the school nurse. The nurse or a school staff member will contact the parents/guardians if their child is too ill to return to class.

School Administration of Medication

Mastery will permit the school nurse to administer medication, with the exception of epinephrine for anaphylaxis, to students provided that:

- a) parents/guardians provide to the school nurse a completed medication administration form from the student's physician;
- b) parents/guardians submit a new medication administration form following any changes to the student's medication;
- c) the parents/guardians or student provide to the school nurse the medication in the original container, and this container is clearly labeled with the student's name, physician's name, medication name, dosage, and frequency of administration; and
- d) parents/guardians submit a new medication authorization form each school year.

Mastery will permit the school nurse to administer epinephrine via a pre-filled auto-injector mechanism to any student without a known history of anaphylaxis when the nurse or trained designee in good faith believes the student is having an anaphylactic reaction and regardless of whether the parents/guardians of the student have:

- e) provided written authorization for the administration of epinephrine;
- f) provided written orders from the physician or advanced practice nurse that the student requires epinephrine for anaphylaxis;
- g) received written notice from the board of education (BOE) or nonpublic school chief school administrator that the agencies and their employees or agents have no liability as a result of an injury arising from the administration of epinephrine; and
- h) signed a statement releasing the BOE or nonpublic school of liability.

At the end of the school year, it is the parents' or guardians' responsibility to pick up any unused medications from the nurse's office. Medication remaining in the nurse's office following the end of the school year will be properly disposed of in accordance with school policy.

Student Administration of Medication

Mastery will permit the self-administration of medication by a student for asthma or other potentially life-threatening illnesses or a life-threatening allergic reaction provided that:

- a) the parents/guardians of the student provide to the school nurse written authorization for the self-administration of medication;
- b) the parents/guardians of the student provide to the school nurse written certification from the physician of the student that the student has asthma or another potentially life-threatening illness or is subject to a life-threatening allergic reaction and is capable of, and has been instructed in, the proper method of self-administration of medication;
- c) the school nurse informs the parents/guardians of the pupil in writing that Mastery and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student;
- d) the parents/guardians of the student sign a statement acknowledging that Mastery shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parents/guardians shall indemnify and hold harmless Mastery and its employees or agents against any claims arising out of the self-administration of medication by the student; and
- e) the permission is effective for the school year for which it is granted and is renewed for each subsequent school year upon fulfillment of the requirements in paragraphs (a) through (d) of this subsection.

Accommodations for Students with Temporary or Chronic Health Conditions

Mastery shall provide instructional services to an enrolled student when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition, pregnancy, or a need for treatment that precludes participation in his/her usual educational setting, whether general education or special education.

To request home instruction due to a temporary or chronic health condition, the parent/guardian must submit to the school a request that includes a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten (10) consecutive school days or twenty (20) cumulative school days during the school year.

Mastery will forward the written determination from the student's physician to the school nurse, who will verify the need for home instruction. The school nurse may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment and will either verify the need for home instruction or shall provide to the Board reasons for denial. After the school nurse verifies the need for home instruction, Mastery will notify the parents/guardians concerning the school nurse's verification or reasons for denial within five (5) school days after receipt of the written determination from the student's physician.

Mastery will provide instructional services within five (5) school days after receipt of the school nurse's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting. Mastery will be responsible for the cost of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another school district, educational services commission, jointure commission, or approved clinic or agency.

Pregnancy

It is Mastery’s policy to support pregnant students so that they can maintain academic progress, graduate from high school, and reach their post-graduation goals. Pregnant students are required to disclose their pregnancy status to the School Social Worker. While academic accommodations, such as the provision of homebound instruction, are made to students with health issues related to the pregnancy, academic requirements will not be altered for pregnant or parenting students beyond the prescribed time issued by the observing doctor. All excused absences for maternity leave purposes must be officially documented, complete with signature and date range, by an approved physician.

THE MASTERY ACADEMIC PROGRAM

Elementary Program (Kindergarten through Grade 6)

The following courses are offered as part of the elementary program.

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|--|----------------|-----------------------|----------------|
| Reading <ul style="list-style-type: none"> • Reading Mastery • Guided Reading and Word Study • Reader’s Workshop/Independent Reading • Interactive Read Aloud • Writer’s Workshop | | | Literacy <ul style="list-style-type: none"> • Reader’s Workshop (Guided & Independent Reading) • Text Study • Interactive Read Aloud | | | |
| Writing <ul style="list-style-type: none"> • Writer’s Workshop | | | Writing <ul style="list-style-type: none"> • Writer’s Workshop | | | |
| Math <ul style="list-style-type: none"> • Number Stories • Fluency Games and Routines • enVision Math Class | | | Math <ul style="list-style-type: none"> • Number Stories • Fluency Games and Routines • enVision Math Class | | | |
| Social & Emotional Learning <ul style="list-style-type: none"> • Morning Meeting • Second Step • Recess • Cooperative Play | | | Social & Emotional Learning <ul style="list-style-type: none"> • Morning Meeting • Second Step • Recess | | | |
| Science/Social Studies Up to Half Year for Each Subject | | | | Science | Social Studies | Science |
| Enrichment Health and Physical Education, Music, Visual and Performing Arts (Dance, Music, Theater, and Visual Arts), Spanish | | | | | | |

Secondary Program (Grades 7 through 12)

The courses, listed below, are offered as part of the secondary program. Please note that this list is a general overview of Mastery course offerings, and course offerings vary slightly across campuses.

Middle Grades (7 and 8)

| English | Math | Social Studies | Science | Other |
|---|---|-----------------------|-----------|---|
| <ul style="list-style-type: none"> • Literature 7 & 8 • Composition 7 & 8 | <ul style="list-style-type: none"> • General Math 7 • General Math 8 • Algebra 1 • Math Lab | Ancient World History | Science 8 | <ul style="list-style-type: none"> • Visual and Performing Arts (Dance, Music, Theater, and Visual Arts) • Health and Physical Education • Technology 8 • World Language • Reading/Math Support • Various Electives & Clubs |

High School (9-12)

| English | Math | Social Studies | Science | Other |
|---|--|--|--|---|
| <ul style="list-style-type: none"> • Literature 9 • Composition 9 • Literature 10-12 | <ul style="list-style-type: none"> • Algebra 1, 1A, 1B • Math Lab • Geometry • Algebra 2 • Pre-Calculus • Calculus | <ul style="list-style-type: none"> • African American History • Modern World History • US History • Government & Economics | <ul style="list-style-type: none"> • Environmental Science • Biology • Chemistry • Physics | <ul style="list-style-type: none"> • Internship • College Advisory • Spanish 1 & 2 • Art • Music • Dance • Theater • Health and Physical Education • Technology • Financial Literacy • Reading/Math Support • Various Electives & Clubs |

Advanced Placement (AP) options vary slightly from school to school and year to year. Generally, AP courses are offered to students in grades 10 to 12. AP course offerings across campuses include AP Language, AP Literature, AP Calculus, AP US History, AP Government, and AP Chemistry.

GRADING AND PROMOTION

The fundamental basis of our grading and promotion system is the concept of **mastery**. We believe that students need to demonstrate mastery of coursework before they move on to the next level or grade. By using this system, we maintain high expectations of our students and ensure that all students have a solid academic foundation as they progress through their coursework.

Elementary (Kindergarten through Grade 6)

For each report period, students in kindergarten through sixth grade are evaluated on skill mastery in reading, writing, math, science or social studies, and specials.

Report cards for kindergarten through second grade include a list of competencies for each subject, and for each competency, students receive a grade of M (Mastery), D (Developing), or B (Below). Kindergarten through second grade report cards also include students' social-emotional skill grades for each of the five core values, Fountas and Pinnell (F&P) reading levels, numbers of sight words known, and math benchmark scores.

Report cards for grades three through six include each student's F&P reading level, if tested, and percentage grades for reading comprehension, text study, math, writing, science or social studies, and enrichment.

Secondary (Grade 7 through 12)

The Mastery school year is divided into four report periods. Each report period grade is its own independent, non-cumulative grade. At the end of the school year, a cumulative course grade is determined by averaging the grades students earned each report period. This course grade is reported on the student's transcript (grades nine through twelve only).

Instead of a traditional A-F grading system, Mastery utilizes an 'M' and 'I' system. Please see the example below.

An 'M' represents course mastery (76% or above). For full-year courses in which students receive an 'M,' they will receive five (5) course credits.

An 'I' represents incomplete mastery (75% or less) and is equivalent to a failure. Students will not receive credit for courses in which they have received an 'I.'

| | | | |
|---|---------------------------|---------------------------|---------------------------|
| Report Period 1 68 (I) | Report Period 2 72 (I) | Report Period 3 79 (M) | Report Period 4 81 (M) |
| Final Course Grade = 75 (I) This student will not receive course credit. | | | |

Summer School & Promotion Policy for Secondary Students

Middle School

Middle School students (grades 7-8 or grades 6-8 in a stand-alone middle school) are now required to attend summer school if they receive failing grades in two (2) or fewer courses (equivalent to 2 course credits). Students who receive failing grades in more than two (2) courses will be retained and required to repeat their current grade level courses the following school year. If your child is at risk of failing one (1) or more courses, you will receive a letter stating the reason(s) why your child is at risk.

High School

Students must earn a minimum of 28.75 credits in a single school year, including all core classes and Health and Physical Education, to advance to the next grade. If a student does not earn enough credits to advance to the next grade, s/he will be retained in their current grade and must retake at least all core classes. Core classes include math, literature, composition, science, and social studies. Students may recover up to ten (10) failed credits during summer school.

Report Cards for Secondary Students

Report cards are distributed via mail or during Parent-Teacher Conference Nights. To ensure that schools work in partnership with students and their families, parents are expected to attend parent-teacher conferences. If you cannot attend a conference, please call us, and we will try to arrange another time to meet.

Grade Point Average (for High School Students Only)

For students in grades nine through twelve, grade point average (GPA) is used to measure and represent academic achievement at the end of each marking period and course. All credited courses count towards the GPA. The Career GPA (also known as the cumulative GPA) is the total average GPA of the student while at Mastery and is only computed at the end of each course. The Career GPA is one metric that colleges and other post-secondary institutions use to determine program eligibility. For this reason, Mastery emphasizes the importance of maintaining a strong GPA.

GPA is calculated by multiplying the course points earned in the chart below by credits attempted. Honors and AP courses have a different GPA scale to account for their level of rigor. Summer school grades are on the same GPA scale as classes during the school year and affect the student's Career GPA. The Mastery GPA Chart below details GPA point values at Mastery.

| Percentage Points | General Course GPA Value | AP Course GPA Value |
|--------------------------|---------------------------------|----------------------------|
| 93-100 | 4 | 5 |
| 90-92 | 3.66 | 4.66 |
| 87-89 | 3.33 | 4.33 |
| 83-86 | 3 | 4 |
| 80-82 | 2.66 | 3.66 |
| 77-79 | 2.33 | 3.33 |
| 76 | 2 | 3 |
| 75-0 | 0 | 0 |

Honor Roll for Secondary Students

Middle and high school students can be eligible for Honor Roll at the end of each marking period of the regular school year. School staff base Honor Roll eligibility decisions on student achievement in courses taken during each report period. Please note that **(a)** students cannot be eligible for Honor Roll based on summer school achievement, and **(b)** middle school students only earn a GPA for the purpose of determining Honor Roll eligibility. This middle school course GPA does not count towards the cumulative GPA found in high school transcripts.

To be eligible for Honor Roll, a student must pass all of his/her classes. Mastery recognizes students who excel academically with the following designations.

| Honor Roll Chart | |
|-------------------------|------------------|
| Achievement | GPA Range |
| Distinguished Honors | ≥3.75 |
| High Honors | 3.5-3.74 |
| Honors | 3.25-3.49 |

High School Credit and Course Requirements

The credit and course requirements below align with New Jersey state requirements. To graduate, students must receive the credits listed below in each content area.

| Content | Credits | Mandatory Courses | Additional Qualifying Courses |
|---|---------|--|--|
| Math | 20.0 | Algebra 1 or Algebra 1A and Algebra 1B; Geometry, Algebra 2 | Pre-Calculus, Calculus, AP Calculus, Business Math |
| English Language Arts | 25.0 | Literature 9, Composition 9, Literature 10, Literature 11 or AP Language, Literature 12 or AP Literature | |
| Science | 15.0 | Biology, Chemistry | Environmental Science, Physics, AP Sciences, Select Credited Electives |
| Social Studies | 20.0 | African American History, Modern World History, US History, Government/Economics, or AP versions of these courses | |
| World Languages | 10.0 | | Spanish I, Spanish II, Select Credited Electives |
| Visual & Performing Arts | 5.0 | | Select Credited Electives |
| 21 st Century Life, Careers & Wellness | 24.5 | Internship (5 credits), Senior Seminar (2 credits), Financial Literacy (2.5 credits), Health and Physical Education (15 credits) | Select Credited Electives |
| Additional Electives | 1.5 | | Any Credited Elective |

Crediting for High School Elective & Club Courses

In order to meet the above electives requirement, students must take **credited elective courses**. Students may also participate in **uncredited club courses** during the school day, but those courses do not count towards students' GPAs or the above elective requirement.

Credited Elective Courses: Credited elective courses are courses that some students opt in to and are taught by teachers with certifications in relevant content areas. Credited elective courses will appear on students' transcripts. In these elective courses, students will receive numerical grades, which will count towards their GPAs.

Uncredited Club Courses: Uncredited club courses are courses that some students opt in to and may be taught by uncertified teachers. Uncredited club courses can include classes that have no concrete academic or learning outcomes, such as Study Hall (Mastery Class) and Advisory. Uncredited club courses will not appear on students' transcripts. Additionally, these courses will be graded as pass/fail and not count towards students' GPAs. Club course offerings vary by campus.

High School Graduation Requirements

In order to receive a diploma from Mastery, all students must meet the following requirements:

- earn a minimum of 122 credits in the content areas outlined above;
- pass both Math and ELA state assessments, as required by the NJ Department of Education;
- complete the Senior Project; and
- complete an Internship Practicum.

SPECIAL EDUCATION OVERVIEW

Mastery believes that all students can and must have an opportunity to reach their potential. It is our intent to take the necessary measures (i.e., specialized programming, services, and support) to meet the needs of individual students and to ensure that they receive a world-class educational experience regardless of disability. At Mastery, certified special education faculty, counselors, social workers, related service providers, and psychologists provide on-going support to students who have been identified as needing special education services. Our special education programming complies with federal and state special education laws.

Step 1: Identification

Through the state-mandated Intervention and Referral Service, Mastery identifies and refers students who might be eligible for special education services to the Child Study Team. The Child Study Team is comprised of the School Psychologist, Learning Disabilities Teacher Consultant (LDTC), and the School Social Worker. This team's screening and referral processes include the administration of initial admissions academic placement tests, standardized reading and mathematics assessments, classroom performance, benchmark examinations, vision and hearing screenings, behavior data, and information provided regarding any interventions that have been used for the student. If the Child Study Team determines that there is a need for additional evaluation, Mastery must obtain written consent from parents/guardians before the evaluation can be conducted. Please note that, if parents/guardians consent to the evaluation of their student, they are agreeing to an evaluation of their student's eligibility for services, not special education services.

If parents/guardians think that their child might be eligible for special education services, they should contact the Assistant School Leader of Specialized Services to request a multi-disciplinary evaluation for their child. When parents/guardians make a request for an evaluation, the school must provide a written response within twenty (20) calendar days. If the Child Study Team determines that an evaluation is warranted, they will request permission for the types of additional assessments required. Once the multi-disciplinary evaluation is completed, the Child Study Team will provide a written report and meet with the parents/guardians to review the findings of the evaluation. The evaluation process and any subsequent Individualized Education Plan must be completed within ninety (90) days of the signed permission.

Students are eligible for special education, assistive technology, and related services if they need specially designed instruction due to a physical or mental disability and meet the criteria for one or more of the following disability categories: auditorily impaired; autistic; cognitively impaired; communication impaired; emotionally disturbed; multiply disabled (qualifying in more than one area of disability); deaf/blindness; orthopedically impaired; other health impaired; socially maladjusted; traumatic brain injury; visually impaired; and a specific learning disability in the following areas: basic reading skills, reading comprehension, oral expression, listening comprehension, math comprehension, math reasoning, written expression, and reading fluency.

Step 2: Individualized Education Program (IEP) Process

If a student is identified as needing special education services, the next step in the process is to develop an Individualized Education Program (IEP). This document describes the child's needs and explains the specific services that Mastery will provide to assist him/her in achieving academic and/or social-emotional progress in school and must be developed within thirty (30) days of the determination of need. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports that the child needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs of the child. Either parents/guardians or the school staff can initiate the process for reconvening the IEP team to amend the service plan.

The IEP is written by a team of qualified professionals, including Child Study Team members, teachers, related service providers, and appropriate school staff members. Parents/guardians are critical members of the team and are invited to all IEP meetings. We value parent/guardian and student input during these meetings; input allows the team to devise an IEP that will meet the child's individual academic and/or social-emotional needs. Parents/guardians are also allowed to request that invitations be sent to outside service providers in order to coordinate agency supports with school supports. When the student turns 14 years of age within an IEP term, s/he must also be invited to the IEP meeting to discuss post-secondary goals and transition needs.

Once the IEP team develops the appropriate programming for the student, Mastery will request that parents/guardians approve the recommendations in writing, providing permission to implement the supports and services outlined in the document.

Step 3: Start Services and Progress Monitoring

When parents/guardians provide permission, the IEP must be implemented within fifteen (15) days, but services cannot start without express written permission. Parents/guardians may withdraw their permission, in writing, at any time. Mastery uses data to monitor the academic growth of all students in order to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are sent home at nine-week intervals along with report cards. Parents/guardians, or other IEP team members, may request an IEP team meeting at any time in order to review progress and/or revise supports and services. A meeting and annual review of the programming plan is required at least once per year. Once the child is receiving special education services, the school must continue to provide services until the parents/guardians withdraw their permission or the school receives permission through due process.

Step 4: Transition Services

Mastery wants to ensure that all students are able to transition from Mastery into valuable post-secondary opportunities. Consideration of transition needs is required annually for all students once they reach 14 years of age. Mastery provides transition services to all special education students. This may include linking students to outside agencies and supporting students and families with the identification of post-secondary opportunities for students. When a student graduates or completes the school year in which s/he has turned 21, the student and his/her family will receive a copy of the student's *Summary of Academic Achievement and Functional Performance*. The purpose of this document is to provide the student and his/her family with information regarding his/her academic achievement/functional performance and recommendations on how to assist the student in meeting his/her post-secondary goals.

For more information on Mastery's available special education services, programs, processes, and policies, please visit <http://MasteryNJ.org/about/notice-of-rights.html>.

SPECIALIZED PROGRAMS OVERVIEW

504 Plan

If appropriate, the school team will, in consultation with the parent/guardian, create and implement a 504 Plan. The 504 Plan will specify the appropriate accommodations or modifications needed to ensure student access to the learning environment. These services and protections for protected students with a disability are separate and apart from those services and protections applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

English Language Learners (ELLs)

Mastery will provide English Language Learners (ELLs) with English language instruction and cultural orientation. The goal of the ELL program is the attainment of English language proficiency so that students will be successful in their classes.

Families who are new to Mastery will be asked to complete a Home Language Survey as part of the registration process. Information from the survey will be used as a first-level screening to determine whether a student should take a language proficiency assessment. The results of this assessment will be used to determine a student's eligibility for ELL services. In accordance with New Jersey's law regarding parental consent in bilingual education, parents/guardians of students found to be English language learners through the application of Mastery's multiple criteria for English proficiency have the right to refuse part-time and full-time bilingual/English as a Second Language (ESL) programs, ESL-only programs, and English language services (ELS) programs.

In addition to providing ELL services to students, Mastery will provide interpreters for parent/teacher conferences and other school-related activities.

For more information on Mastery's ELL program, please contact the Assistant School Leader of Specialized Services. You can review Mastery's ELL policy on our website (http://MasteryNJ.org/uploads/school_files/MCS%20LEP%20Program.pdf) or request a copy from the Assistant School Leader of Specialized Services.

The Intervention & Referral Service (I&RS)

The Intervention & Referral Service (I&RS) is one of the mechanisms by which Mastery provides student support. The I&RS is designed to assist school personnel in identifying issues, such as social concerns; medical problems; psychological issues; and alcohol, tobacco, or other drug problems, which pose a barrier to a student's learning and school success. At some Mastery schools, the I&RS team also serves to identify students who may require additional academic supports. The primary goal of the I&RS is to link students with the help they need in order to overcome these barriers so that they can remain in school, succeed academically, and work towards graduation and post-secondary success. Mastery I&RS team members do not diagnose or treat students. However, I&RS teams may make referrals to outside or community agencies. These types of referrals take place when the team believes that the supports needed by the student are beyond the scope of services that Mastery provides. It is the parents' and guardians' right to be involved in the I&RS process.

EXTRA-CURRICULAR PARTICIPATION & ATHLETIC ELIGIBILITY

Extra-Curricular Participation

Mastery provides extra-curricular opportunities at each campus through a variety of clubs, activities, and comprehensive athletic programs. In order to participate in any of these opportunities, students and their parents/guardians must first complete and submit an *Extra-Curricular Participation Waiver*. This form may be obtained from and returned to the campus EC Supervisor or Athletic Director. Students who participate on interscholastic sports teams at Mastery are also required to complete and submit additional documentation, as detailed below under “Athletic Eligibility.”

Participation in extra-curricular clubs, activities, and team sports is a privilege open to all, but students are expected to be in good academic standing and must meet the behavioral expectations for all Mastery students in order to remain active participants. The Academic and Culture Teams at each campus may remove a student from extra-curricular programming if s/he has not met established academic requirements or behavioral expectations, as outlined in the Student Code of Conduct. Additional expectations for Athletic Eligibility are outlined below. Any student who is removed from participation will be given clear, achievable goals to be met in order to rejoin their preferred extra-curricular activities.

Athletic Eligibility

Mastery students who participate in Interscholastic Athletic Competitions, and the campuses that sponsor them, must comply with the Policies and Bi-Laws set forth by the Camden City School District for middle school students and *New Jersey State Interscholastic Athletic Association* (NJSIAA) for high school students. A comprehensive handbook may be found on their website, www.NJSIAA.org.

Mastery provides additional guidelines that are aligned with Network-wide values and expectations. All campuses that sponsor interscholastic sports must uniformly enforce the Mastery Athletic Eligibility Policy. Athletic Eligibility at Mastery is determined by a student’s ability to meet the expectations set forth in the following categories. An overview of each is provided below, and full details will be provided to participating students by the campus Athletic Director.

- a) **Attendance:** Any student who is late or absent on the day of a competition or practice will not be allowed to travel/participate in that day’s competition or practice unless the lateness/absence has been excused and approved by the campus attendance coordinator.
- b) **Documentation:** Prior to participating in any practice or competition, students must submit a completed EC Participation Waiver, NJSIAA Physical, and Sudden Cardiac Arrest Form.
- c) **Academic Standing:** Students who do not maintain a 76% or higher in each of their classes will be subject to participation restrictions, as outlined by the Mastery Athletic Eligibility Policy.
- d) **Behavioral Standing:** Students who commit Level II/III infractions will be subject to participation restrictions, as outlined by the Mastery Athletic Eligibility Policy.

EQUAL OPPORTUNITY POLICY

The Board of Trustees requires equal educational opportunity for all students enrolled in the educational programs of the school, including, but not limited to, course offerings, athletic programs, guidance and

counseling, and tests and procedures, regardless of age, gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status, or disability.

Similarly, students shall respect the rights of other students to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No student, therefore, shall have the right to abridge another student's rights.

ATTENDANCE POLICY

Attendance and Promptness Matter!

Students are expected to be in school and on time every day. Mastery has a legal and moral obligation to ensure that all students attend school every day.

New Jersey's Compulsory Education Law mandates that all children between the ages of six and 16 attend school. Every parent/guardian of a school-age child is responsible for the child's attendance at school. Failure of a child to attend school has certain legal consequences for students and their families.

In New Jersey, "truancy" is defined as ten (10) or more cumulative unexcused student absences. Absences without a valid excuse are considered illegal absences. A student with ten (10) or more cumulative unexcused absences can be referred to court if school officials determine that the unexcused absences are violations of the Compulsory Education Law.

Absence Notification

If a student is ill and unable to attend school, the parent/guardian must call the school no later than 8:00 a.m. If a phone call has not been received, Mastery will notify the parent/guardian via an automated or personal call.

If the student is ill with a communicable disease (e.g., chicken pox, measles), the parent/guardian should notify our school nurse.

Categories of Absences

There are three (3) categories of absences at Mastery.

Absent – "Excused": Mastery may excuse the absences of students under certain circumstances with original documentation. Those circumstances only include emergency (non-routine) doctors' appointments, court subpoenas, religious observances, and funerals/memorial services. Please note that routine medical and dental appointments are to be made outside of school hours. Students who are involved with the Camden County Department of Health and Human Services or the juvenile probation office and are required to leave school for the purposes of attending court hearings related to their involvement with these agencies will also be excused.

Absent – "Parent Note": Parents/guardians and students are required to submit a written explanation of the reason(s) for an absence within three (3) calendar days of the absence. If they provide a written excuse within three (3) days of the absence, the absence will not be counted as "illegal."

Absent – "Illegal": All absences are treated as illegal until Mastery receives a written explanation of the reason(s) for an absence. If parents/guardians and students fail to provide a written explanation within three (3) days of the absence, the absence is permanently counted as "illegal."

Consequences for Excessive Absences and Tardies

| OCCURRENCES/ YEAR | ABSENCES (ILLEGAL OR FOLLOWING SUBMISSION OF PARENT NOTE) | TARDIES |
|--------------------------------|---|---|
| 3 | Send a letter to parents/guardians. | Automated phone call home (Repeat for each additional tardy.) |
| 5 | <ul style="list-style-type: none"> Send a letter to parents/guardians. Invite parents/guardians to a mandatory attendance meeting. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 <i>et seq.</i> and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected (Repeat for each additional absence). Refer or consult with the building's I&RS team on an as-needed basis. | Send a letter to parents/guardians. |
| Greater than or Equal to 10 | <ul style="list-style-type: none"> Send a letter to parents/guardians. Visit the student's home. <u>Refer to the court program, as required by the New Jersey Administrative Office of the Courts.</u> | <ul style="list-style-type: none"> Schedule group attendance meeting. Visit the student's home (only applies to non-attendees at the group attendance meeting). |

Early Dismissal

Requests by parents/guardians for early dismissal of students during school hours may be made in cases of emergency. Emergencies include crises within the family that cannot be managed without the student's presence. Early dismissals for private instruction in such activities as music, dancing, gymnastics, and dramatics will not be granted. In addition, early dismissals for religious instruction are not granted, except on a very limited basis as set out in state regulations.

Please make routine medical and dental appointments after school hours. Ordinary household or personal matters involving children are also to be handled outside regular school hours. When students must have an early dismissal for medical/dental appointments, and the pupil is out of school for only part of the session, a follow-up note from the physician or dentist indicating that the appointment was kept is required.

All requests for early dismissals must be in writing, signed by a parent/guardian. The reason for the request and the time of dismissal must be noted and signed by a parent/guardian. Mastery will call the parent/guardian to authenticate the request. Telephone requests will not be honored except in cases of emergency. Students must hand in their early dismissal requests during morning entry; their requests will be forwarded to the Attendance Coordinator.

You can pick up your child from school if you are listed as a parent, guardian, or emergency contact. To pick up your child, stop by the front desk. You will be asked to present a state ID or driver's license to ensure the safety of your child.

"Illegal" early dismissals may result in a Level II violation for cutting class. See "Level II Misbehaviors."

Temporary Excusals

School Leaders may choose to grant temporary excusals from attendance in truly exceptional cases. To request the School Leader's approval of temporary excusals, parents need to provide written evidence of a severe mental/physical condition or other urgent reason prior to the accumulation of absences.

UNIFORM POLICY

All Mastery students must be in uniform during all school hours. The uniform must be displayed neatly, cleanly, proudly, and without exception.

NOTE: Each school has a specific uniform policy that is included in the Parent Guide. Please see your school's website or front desk staff for a copy of the Parent Guide and uniform requirements.

SCHOOL CULTURE

Non-Violent Community

Safety is an absolute priority and necessity at Mastery. Students are not to use violence for any reason whatsoever at Mastery, while representing Mastery, or with any members of the Mastery community. Students are officially under the jurisdiction of the school from the time that they leave home in the morning until they reach home in the afternoon. Any student involved in a fight, regardless of whether s/he claims to be "right" or "wrong" or whether s/he claims to have acted in "self-defense," will be suspended, and a Disciplinary Hearing will be held. Mastery will follow mandated due process procedures and determine whether the violent incident meets the definition of a Level III Misbehavior.

Restorative Practices

At Mastery, we believe that true learning comes from understanding one's responsibility to oneself and to the community. Therefore, Mastery fully embraces a Restorative Practices approach. This school-wide culture system is built around strengthening and repairing respectful and trusting relationships both in the classroom and across the community. Students and staff are expected to demonstrate positive behavior, pro-social thinking, and social-emotional competencies. Students who violate our community's Code of Conduct will, at the discretion of the administration, be granted the opportunity to give back to the community that they violated and repair relationships that they have damaged. This concept of honoring the community and the relationships within our community is a foundation of our program and our Code.

Kindergarten through Grade 3 Rewards and Consequences

The culture system in lower elementary is structured to encourage students to make great choices. A color-coded choice chart helps students to see how their choices are impacting themselves and their community. Students always start the day on "Blue-Good Day" and strive towards "Green-Wow! Great Day!"

The chart below creates a uniform language for teachers as well as a clear visual cue for students to track their progress throughout the day. The following visual cue categories are listed in order from high to low performance.

Green-Wow! Great Day! → Blue-Good Day → Purple-Official Warning → Yellow-Loss of Privilege → Red-Phone Call Home

Grade 4 through 12 Merit System

The Merit System tracks exemplary behavior/actions. Each student is assigned a merit card and carries the card in his/her ID badge holder. When a staff member observes exemplary behavior, s/he will ask for the merit card and provide a "merit." Students who meet merit goals receive rewards. In the event that a student loses a merit card, the card will be replaced with a new merit card. Merits that were recorded on the lost merit card will be considered "lost." Students who solicit merits will not be accommodated.

Grade 4 through 12 Demerit System

The Demerit System tracks minor misbehaviors. Each report period, students receive a new demerit card (a “clean slate”). If a student receives enough demerits to fill one card, the issuing staff member will take the student’s demerit card and give the card to the Dean. The student will then be required to attend a detention. The student will receive another demerit card for the remainder of the month.

Mastery Charter Discipline System

The Mastery Charter Discipline System is designed to create a safe, respectful, and cooperative community. There are three types of misbehaviors: Level I, Level II, and Level III.

Level I Misbehaviors:

Level I misbehaviors are actions that negatively impact Mastery’s high achievement culture and community of safety, respect, and cooperation. Level I misbehaviors include, but are not limited to, the following list.

| Level I Misbehavior | Description |
|--------------------------|---|
| Late | Arrival after the bell rings for the start of any class or after school activity. |
| Uniform | This includes, but is not limited to unapproved clothing, un-tucked shirts, or not having merit/demerit cards on hand. |
| Language | Mastery is committed to establishing a professional learning community and believes that the use of profanity is not appropriate in any capacity. |
| Contraband | Gum chewing is prohibited in the building. There is no eating and/or drinking allowed in class (except water). Students may eat lunch in their teacher’s classroom provided that they have permission from their teacher. |
| Environment | Mastery is committed to maintaining a professional and healthy environment. Students are required to maintain a clean school environment by picking up after themselves at lunch, disposing of paper in the classroom/hallway, retrieving lost/unwanted personal items, and respecting all school property. |
| Electronics | Students are not permitted to use mobile phones, iPods or music devices, video game devices, laser pointers, etc. in the classroom or hallways. All devices shall be completely turned off (not in vibration mode) and secured in the student’s locker during school hours. Such devices should not be visible within the classroom or in hallways. If observed by staff member, the item(s) may be confiscated. Confiscated items are only returned to the parents/guardians during an appointment or routine time dedicated to such matters. <i>Mastery does not accept any responsibility for the loss of student’s electronic equipment due to theft or other loss. In addition, Mastery will <u>not</u> be responsible for damage to or the loss of a nuisance device that is confiscated by staff.</i> |
| Minor Misbehavior | Students are expected to follow the rules that individual teachers have established for student conduct in their classrooms. No student’s behavior can be permitted to disrupt the learning of others. Misbehaviors include disruptive outbursts, talking while others are talking, throwing objects, and inappropriate gestures and sounds. |
| Consequences | Consequences may include, but are not limited, to in-class consequences and/or demerits. |

Level II Misbehaviors:

Level II Misbehaviors involve actions that **significantly** impact Mastery’s high achievement culture and community of safety, respect, and cooperation. Level II Misbehaviors include, but are not limited to, the following list.

| Level II Misbehavior | Description |
|--|---|
| Physical Aggression | Physical contact (e.g., pushing, shoving, hitting, and slapping) involving one or more offenders where no student is injured. The incident is immediately stopped due to staff physical intervention and does not elevate to a Level III Misbehavior (e.g., fighting, simple assault). |
| Pre-fight | Threatening words or actions intended to provoke a violent reaction, including posturing, “getting in his/her face,” or violating personal space, where staff physical intervention is necessary to de-escalate the situation. |
| Provocation | Argumentative words, not actions, intended to provoke a violent reaction where staff members are able to de-escalate the situation without the use of a physical presence. |
| Inciting Violence | Watching, encouraging, or instigating a pre-fight/fight before, during, or after school or through the use of any form of social media is prohibited. It is our belief that bystanders play a role in escalating violence; therefore, anyone watching a fight has an obligation to de-escalate the situation by staying calm, remaining nonpartisan, and seeking help. |
| Inappropriate Behavior towards Students | Harassing another member of the community through the use of profanity, name calling, or any other disrespectful language or gestures without the intent to provoke a violent reaction. |
| Inappropriate Behavior towards Staff | This includes, but is not limited to, any nonthreatening words and/or actions that are directed towards a staff member in either an overtly loud, profane, or demonstrative manner (e.g., “cursing out” a staff member, screaming about extreme disdain for class or school, and obscene hand gestures). |
| Insubordination | This includes ignoring any and all redirection, walking/running away from staff, and refusing to cooperate in any manner with multiple staff members’ requests. |
| Disruptive Behavior | Behavior that continually disrupts the learning environment of a class. The actions have been addressed multiple times over an extended period of time, and the student has exhausted multiple interventions attempted by the staff member. |
| Plagiarism, Forgery, Cheating | Plagiarism is using, without permission, the ideas and writings of another, either word for word or in substance, and representing such as one’s own. Forgery is the signing of a document in another’s name. Cheating includes deceit, fraud, or deception (e.g., copying another’s assignments, assisting another to cheat by lending one’s own work, and giving or receiving aid during a testing period). |
| Cutting Class | Cutting includes skipping all scheduled or rostered activities as well as leaving the building without permission (see “Attendance” section). |
| Damaging or Stealing (Misdemeanor) | Damage to or stealing of any property valued at \$50.00 or less. |
| Contraband Possession | Possession of any flammable paraphernalia without the intent to use (e.g., lighters, matches, stink bombs, poppers, etc.). |
| Misuse of Technology | Execution of any prohibited activity, as specified in detail under the “Student Technology Policy” section, such as viewing or transmitting profanity, vulgarities or other inappropriate language, or images; entering online chat rooms; or |

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| | changing proxy, automatic configuration, or messaging settings. |
| Inappropriate Sexual Behavior | Consensual sexual advances, requests for sexual favors, or verbal and physical conduct of a sexual nature on school property. |
| Gambling | Gambling includes betting or wagering for money, favors, or fun. <i>The severity of the disciplinary action will be based upon the circumstances of the infraction and could include expulsion from school. Repeated or serious misbehaviors may also result in the filing of criminal charges as deemed appropriate by the school.</i> |
| Consequences | Consequences may include, but are not limited, to the following: <ul style="list-style-type: none"> • restorative action; • in-class consequence; • detention; • loss of privilege; • in-school suspension; • out-of-school suspension; and • parent/guardian meeting (restorative conference, circle, collaborative problem solving, or family group decision making). |

Level III Misbehaviors:

Level III misbehaviors involve actions that are very serious infractions of our Code of Conduct and/or are criminal violations of New Jersey state law. When a Level III misbehavior occurs, Mastery is required to report the incident to the State, and it will become part of the student’s permanent record. Level III misbehaviors include, but are not limited to, the following list.

| Level III Misbehavior | Description |
|---|--|
| Firearm, Weapon or Dangerous Instrument | Any person found or observed on school property or at a school-sponsored event in possession of a firearm, weapon, or dangerous instrument (e.g., BB gun, bullet, pistol, rifle, gun, disguised gun, dagger, switchblade, knife, box cutter, paintball gun, dart gun, pepper spray or other noxious sprays, explosive or incendiary bomb or other instrument, material or device that can cause physical injury, etc.) must immediately be reported to the principal. Law enforcement officials shall be informed. |
| Terroristic Threats/Acts | Terroristic threats, communications, and/or acts intended to commit violence, terrorize, evacuate the building, or otherwise cause a serious public inconvenience or safety risk. Depending on the nature of the incident, law enforcement officials may be informed. |
| Drug, Alcohol, or Tobacco Possession, Use, or Illicit Activity | <p><u>Drug Possession:</u> Illegal/inappropriate possession of drugs (i.e., illegal substances), use, or illicit activity (i.e., the intent to use, distribute in any form or for any reason, store, or purchase illegal substances and paraphernalia) on school grounds or at a school-sponsored event is absolutely prohibited.</p> <p><u>Tobacco Policy:</u> Students may not possess or use any product containing tobacco while on school property or at a school-sponsored event. The use of tobacco is defined as the possession and/or use of cigarette, pipe, cigar, chewing tobacco, snuff or a related tobacco/vapor product, and paraphernalia.</p> <p><u>Misbehaviors:</u> This misbehavior includes drug, alcohol, or tobacco possession, the use of these substances, or illicit activity on school grounds or at a school-sponsored event. Illicit activity refers to the intent to use, sell, store, or purchase illegal substances and paraphernalia. School administrators will</p> |

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| | report the incident to the police and provide all information concerning the matter to law enforcement authorities. |
| Theft | Theft refers to the withholding, taking, or removal of personal or school property (including tests) without the owner's consent. Depending on the nature of the incident, law enforcement officials may be informed. |
| Arson and/or Possession of Fireworks and Other Explosive Devices | Arson refers to the malicious burning of another's property. Students may not possess or use fireworks or the paraphernalia needed to explode them on school grounds or during a school activity. Depending on the nature of the incident, law enforcement officials may be informed. |
| Vandalism | Vandalism includes intentional or reckless damage to, or an attempt to damage, the property of another or the causing of damage while committing an act contrary to this code or to the law. Depending on the nature of the incident, law enforcement officials may be informed. |
| Bullying/Cyberbullying | Intentional electronic, written, verbal/physical act, or a series of acts: <ol style="list-style-type: none"> (1) directed at another student or students; (2) which occurs in a school setting (i.e., the school; on school grounds; in school vehicles; at a designated bus stop; or at any activity sponsored, supervised, or sanctioned by the school); (3) that is severe, persistent or pervasive; and (4) that has the effect of doing any of the following: <ol style="list-style-type: none"> (i.) substantially interfering with a student's education; (ii.) creating a threatening environment; or (iii.) substantially disrupting the orderly operation of the school. |
| Disorderly Conduct | Reckless behavior that could cause injury, including throwing objects (e.g., tables, chairs), pulling fire alarms, etc. |
| Threatening Staff Member | The use of a physical, verbal, written, electronic threat or intimidation intended to unlawfully place another person in fear of bodily harm, without displaying a weapon or subjecting the person to actual physical attack. This also includes stalking (i.e., secretly or stealthily pursuing another and/or spying on or watching another person, with or without the intent to harm, frighten, or coerce). |
| Fighting | Physical aggression between two or more students that escalates into punching, wrestling, or knocking down and/or damaging/destroying property. This form of physical aggression typically lasts more than a few seconds and is not easily broken up. |
| Assault | An unlawful physical attack by one person upon another. |
| Sexual Harassment | Mastery recognizes that harassment on the basis of sex is covered under federal and state discrimination laws and that these laws apply to students and employees. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when: <ul style="list-style-type: none"> • submission to such conduct is made a condition of a student's status in a course or academic program; • such conduct interferes with an individual's academic performance or creates an intimidating, hostile, or offensive educational environment; and/or • submission to or rejection of such conduct is used as the basis for academic decisions. <p>Forms of sexual harassment include, but are not limited to, the following:</p> |

| | |
|--------------------------|--|
| | <ul style="list-style-type: none"> • derogatory comments, jokes, or slurs; • sexually-oriented sounds or remarks; • uninvited, unnecessary, or offensive touching, pinching, patting, grabbing, brushing against another person’s body, or impeding/blocking movement; and • derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures. <p><i>The severity of the disciplinary action will be based upon the circumstances of the infraction and could include expulsion from school. Repeated or serious misbehaviors may also result in the filing of criminal charges as deemed appropriate by the school.</i></p> |
| Sexual Misconduct | Attempting or carrying out a sexual act with oneself or another person, whether it is consensual or non-consensual. Depending on the nature of the incident, law enforcement officials may be informed. |
| Consequences | <p>If a Level III incident occurs,</p> <ul style="list-style-type: none"> • the parent/guardian will be notified; • the student will be removed immediately from school during the school investigation; • the student will face an out-of-school suspension lasting one (1) to ten (10) days; and • the student will face a disciplinary hearing. <p>Possible outcomes of a disciplinary hearing include:</p> <ul style="list-style-type: none"> • the return to the community; • the return to the community under contract; • a disciplinary transfer to an alternative placement; and • a recommendation for an expulsion hearing (A Board Hearing Officer makes recommendations for expulsion. The Board of Trustees retains the sole discretion and authority to make final decisions regarding expulsion.). |

Students who have been identified as eligible for special education services and/or Section 504 services may have additional protections within the student discipline process.

HIB POLICY

Mastery Schools of Camden prohibits acts of harassment, intimidation, and bullying (HIB) of a student. Mastery has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, and bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior; treating others with civility and respect; and refusing to tolerate harassment, intimidation, and bullying.

Definition of Harassment, Intimidation, & Bullying (in accordance with NJ state law)

Mastery Schools of Camden establishes that "harassment, intimidation, and bullying" means any gesture; any written, verbal, or physical act; or any electronic communication (i.e., a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager), whether it be a single incident or a series of incidents, that is:

- a) 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
- b) by any other distinguishing characteristic; and that
- c) 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
- d) a reasonable person should know, under the circumstances, that the act(s) 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
- e) the effect of insulting or demeaning any student or group of students; or
- f) create 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.

HIB Staff

School Anti-Bullying Specialist

Mastery Schools of Camden shall appoint a School Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another similarly trained individual is currently employed in the school, Mastery shall appoint that individual to be the School Anti-Bullying Specialist. If no individual meeting these criteria is currently employed in the school, the School Leader shall appoint a School Anti-Bullying Specialist from currently employed school personnel. The School Anti-Bullying specialist shall:

- a) chair the school safety team;
- b) lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- c) act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Team

Mastery shall form a School Safety Team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going systemic process and practices in the school and to address school climate issues such as harassment, intimidation, and bullying. The School Safety Team shall meet at least two (2) times per school year.

The School Safety Team shall be appointed by the School Leader and consist of the School Leader or his/her designee who, if possible, shall be a senior administrator, a teacher in the school, the School Anti-Bullying Specialist, a parent of a student in the school, and other members to be determined by the School Leader. The School Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a) receive any complaints of harassment, intimidation, and bullying of students that have been reported to the School Leader;
- b) receive copies of any report prepared after an investigation of an incident of harassment, intimidation, and bullying;
- c) identify and address patterns of harassment, intimidation, and bullying of students in the school;
- d) review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, and bullying of students;
- e) educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, and bullying of students;

- f) participate in state-required training and other trainings which the School Leader or the School Anti-Bullying Coordinator may request; and
- a) execute such other duties related to harassment, intimidation, and bullying as requested by the School Leader or School Anti-bullying Coordinator.

No parent/guardian who is a member of the school safety team shall:

- a) receive complaints of harassment, intimidation, and bullying of students that have been reported to the School Leader;
- b) receive copies of reports prepared after an investigation of a harassment, intimidation, and bullying incident;
- c) identify and address patterns of harassment, intimidation, and bullying of students; or
- d) participate in any other activities of the team which may compromise the confidentiality of a student.

Consequences and Appropriate Remedial Action

Mastery requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, and bullying, consistent with the code of student conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, and bullying. Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses, consider the developmental ages of the student offenders, and consider students' histories of inappropriate behaviors, per Mastery's Code of Conduct and NJ state law.

Procedure for Reporting an Act of Harassment, Intimidation, & Bullying

Mastery requires the School Leader at each school to be responsible for receiving all complaints alleging violations of this policy. All Board of Trustee members, school employees, volunteers, and contracted service providers who have contact with students are required to verbally report alleged violations of this policy to the School Leader or the School Leader's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All members, school employees, volunteers, and contracted service providers who have contact with students also shall submit a report in writing to the School Leader within two (2) school days of the verbal report. The School Leader is required to inform the parents of all students involved in alleged incidents and, as appropriate, may discuss the availability of counseling and other intervention services.

Students, parents, and visitors are encouraged to report alleged violations of this policy to the School Leader on the same day when the individual witnessed or received reliable information regarding any such incident. Students, parents, and visitors may report an act of harassment, intimidation, and bullying anonymously. Formal action for violations of Mastery's Code of Conduct may not be taken solely on the basis of an anonymous report.

A member of the Board of Trustees or a school employee who promptly reports an incident of harassment, intimidation, and bullying, and who makes this report in compliance with the procedures in Mastery's policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

A member of the Board of Trustees or a school employee who receives a report of harassment, intimidation, and bullying from a school employee and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, and bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, and bullying, may be subject to disciplinary action.

Procedure for Prompt Investigation of Reports of Violations and Complaints

Mastery requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, and bullying. All reported incidents of harassment, intimidation, and bullying shall be documented in writing and shall include, but not be limited to:

- a) the taking of statements from victims, witnesses, and the accused;
- b) the careful examination of the facts;
- c) the support for the victim; and
- d) a determination if the alleged act constitutes a violation of this policy.

The investigation shall be initiated by the School Leader or the School Leader's designee within one (1) school day of the report of an incident and shall be conducted by the School Anti-Bullying Specialist. The School Leader may appoint additional personnel who are not School Anti-Bullying Specialists to assist in the investigation.

The investigation shall be completed as soon as possible, but not later than ten (10) school days from the date of the written report of the incident of harassment, intimidation, and bullying. In the event that there is information related to the investigation that is anticipated but not yet received by the end of the ten-day period, the school anti-bullying specialist may amend the original report to reflect the additional information.

The results of the investigation shall be reported to the School Leader within two (2) school days of the completion of the investigation and in accordance with law and Board policy. The School Leader may initiate intervention services; establish training programs to reduce harassment, intimidation, and bullying and enhance school climate; impose discipline; order counseling as a result of the findings of the investigation; or take or recommend other appropriate action.

The results of each investigation shall be reported to the Board of Trustees no later than the date of the next board meeting following the completion of the investigation and include:

- a) any services provided,
- b) training established,
- c) discipline imposed, or
- d) other action taken or recommended by the School Leader.

The School Leader or his/her designee shall ensure that parents/guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within five (5) school days after the results of the investigation are reported to the Board and include:

- a) the nature of the investigation;
- b) whether the school found evidence of harassment, intimidation, and bullying; or
- c) whether discipline was imposed or services provided to address the incident of harassment, intimidation, and bullying.

Appeal Process

Parents/guardians may request a hearing before the Board or the Board's designees after receiving the information from the School Leader regarding the investigation. The hearing shall be held within ten (10) days of the request. The Board or the Board's designees shall meet in an executive session to protect the confidentiality of the students. At the hearing, the school anti-bullying specialist may provide details regarding the incident, recommendations for discipline or services, and a description of any programs instituted to reduce such incidents.

At the next Board of Trustees meeting following its receipt of the report (regardless of whether a parent/guardian requests a hearing), the Board shall issue a decision, in writing, to affirm, reject, or modify the School Leader's

decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the ninety (90) days after the issuance of the Board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, and bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

How Mastery will Respond Following the Identification of an Incident of Harassment, Intimidation, & Bullying

Mastery authorizes the School Leader of each school to define the range of ways in which school staff will respond once an incident of harassment, intimidation, and bullying is confirmed, and the Chief School Administrator shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described below and in this policy. Mastery recognizes that some acts of harassment, intimidation, and bullying may be isolated incidents requiring that school officials respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, and bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, and bullying may range from positive behavioral interventions up to and including suspension or expulsion.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, 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. Institutional (i.e., classroom, school building, and school district) responses can include any of the following:

- a) school and community surveys;
- b) mailings;
- c) focus groups;
- d) adoption of research-based HIB prevention program models;
- e) training for certificated and non-certificated staff;
- f) participation of parents and other community members and organizations;
- g) small or large group presentations for fully addressing the actions and the school's response to the actions in the context of the acceptable student and staff member behavior and the consequences of such actions; and
- h) the involvement of law enforcement officers, including Safe Schools Resource Officers.

This policy and Mastery's Code of Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, and bullying occurring off school grounds when:

- a) the alleged harassment, intimidation, and bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other students; and either
- b) a reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a student, 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
- c) the alleged behavior has the effect of insulting or demeaning any student or group of students; or
- d) the alleged behavior 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.

Consequences and Appropriate Remedial Action Following a False Accusation

Mastery prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation, and bullying by any student, school employee, board member, contracted service provider, visitor, or volunteer. The consequence and appropriate remedial action for a person who

engages in reprisal or retaliation or false accusation shall be determined by the School Leader or his/her designee after consideration of the nature, severity, and circumstances of the act, in accordance with case law and Board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation, and bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer, or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any NJ state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

DUE PROCESS: DISCIPLINE

While Mastery believes that positive approaches to inappropriate behaviors are usually more effective, it is sometimes necessary to penalize students for violations of school regulations to ensure the good order of the school and to teach students the consequences of disruptive behavior. Penalizing students may require the issuance of short/long-term suspensions and expulsions. In accordance with New Jersey state law, certain due process rights and procedures must be afforded to student when imposing a suspension or expulsion upon a student.

Short-Term Suspensions

A short-term suspension is the removal of a student for a minimum of one (1) but not more than ten (10) consecutive school days from the general education program of the special education program, but not the cessation of the student's educational services. Prior to the implementation of a short-term suspension, the student will meet with the School Leader or his/her designee and will be provided:

- a) an oral or written description of the charge(s) against him/her and
- b) an informal hearing (i.e., an opportunity to respond to the charge(s)).

The School Leader or his/her designee shall provide oral or written notification to the student's parents/guardians of the student's removal from his/her educational program prior to the end of the school day on which the School Leader or his/her designee decides to suspend the student. Parents/guardians can appeal a suspension to the NJ State Commissioner of Education.

Should the School Leader determine that the student's presence in school poses a continuing danger to person or property or threat of disruption to the educational process, the student may be removed immediately, and the informal hearing with the School Leader described above shall be held as soon as practicable after the suspension.

Students with disabilities shall receive all procedural protections set forth in N.J.A.C. 6A:14.

Long-Term Suspensions

In addition to the procedural due process afforded students in connection with a short-term suspension, students suspended for more than ten (10) consecutive school days are entitled to a formal hearing before the Board of Trustees or the Board's designees, which shall take place no later than thirty (30) calendar days from the day the student is suspended. The student and his/her parents/guardians will be given adequate notice of the hearing, in accordance with NJ state law.

At the conclusion of such hearing, the Board or the Board's designees will make a decision as to **(a)** whether the charges against the student have been proved and **(b)** the appropriate penalty or other disposition if the charges

have been proved. The student shall have the right to appeal this decision to the NJ State Commissioner of Education.

Within five (5) days of the close of the hearing, the Board shall provide a written statement to the student's parents/guardians. Any appeal of the Board's decision shall be made to the Commissioner of Education within ninety (90) days of the Board's decision.

Each student suspended from school shall receive academic instruction commencing no later than five (5) school days after the suspension begins, except that the Board may, on the recommendation of the School Leader, assign the student to an alternate educational program to meet his/her particular needs.

In-School Suspensions

Students may be assigned in-school suspension as a result of disciplinary action. Due process includes the following steps.

- a) Students will be informed of the reasons for the in-school suspension and be given an opportunity to respond before the in-school suspension becomes effective.
- b) Parents/guardians will be informed of the in-school suspension.

When the in-school suspension exceeds ten (10) consecutive school days, a disciplinary hearing with the School Leader shall be offered to the student and the student's parent/guardian prior to the eleventh school day.

Expulsion

The Board will consider expulsion of a student as a last measure and where all procedural due process rights have been afforded and following a long-term suspension for a separate unrelated offense.

SUBSTANCE ABUSE POLICY

Drug and alcohol abuse prevents students from achieving their potential. For the welfare of our student body, the law requires that, if a staff member suspects a student of being under the influence of alcohol or other drugs, s/he must immediately report such suspicion to the School Leader and the school nurse (or medical inspector). If a student is suspected of being under the influence of alcohol or other drugs, s/he must receive an immediate examination by either a physician of his/her parents' or guardians' choice or be taken to the emergency room, at the parents' or guardians' expense, to undergo an alcohol and/or drug examination. Mastery will automatically take the student to the emergency room, unless parents/guardians request that the examination be conducted by a physician of the parents'/guardians' choice.

According to New Jersey state law, the physician who conducted the examination shall furnish a report within twenty-four (24) hours that includes the following data to Mastery Schools of Camden:

- a) the physician's examination form documenting whether the student was in fact under the influence of alcohol or drugs;
- b) the physician's verification as to whether the student's ability to perform in school is impaired by his/her use of alcohol or drugs; and
- c) a signed Release of Information for laboratory results and the physician's exam.

If there is a positive report from the physician, the student will not be permitted to return to school until the physician determines that his/her drug use no longer interferes with his/her ability to perform in school. If the report is not furnished within twenty-four (24) hours, the student will be allowed to return to school pending any receipt of a positive drug or alcohol report.

Failure to comply with the above steps shall be deemed a violation of the Compulsory Education and/or Child Neglect Laws. A student's refusal to submit to the aforementioned examination will result in Mastery imposing disciplinary actions against the student, in accordance with Mastery's Code of Conduct.

While a student is at home because of a medical examination or a disciplinary action or after his/her return to school, Mastery is required to perform an assessment of the student's drug and/or alcohol use to ascertain whether he/she needs additional treatment. If necessary, Mastery will refer the student to alcohol and/or drug abuse treatment. Mastery may require a student to obtain an additional assessment by a certified and licensed professional. If such an additional assessment is required, Mastery will provide the parent/guardian with notice. Please note that neither the results of the assessments discussed in this paragraph nor the recommendations made by either Mastery or the certified and licensed professional will prohibit your child from being readmitted to school.

All of the information, records, and data related to your child's possible alcohol and drug use will be kept confidential; such information will not be included in your child's official transcript.

LOCKER USE POLICY

Lockers are provided for the use of students but remain the property of the school. Students may not use a locker to store a substance or object which is prohibited or which constitutes a threat to the health, safety, or welfare of the occupants of the school building or the building itself.

Students are required to:

- keep their lockers locked at all times;
- avoid sharing lockers, switching lockers, or using any locker other than the one assigned to them; and
- notify the administration when a lock is lost or a locker is malfunctioning.

SEARCH POLICY

Mastery holds the right to search any and all lockers, bags, and clothing. When school authorities have a reasonable suspicion that the locker or bag contains/possesses evidence of a violation of the law or school rules, lockers and bags may be searched without prior warning or without the request of a student's presence.

Parents/guardians and students should be aware of the following.

- The school maintains a record of every locker number and every lock combination.
- The school assumes no responsibility for loss of student's personal property.
- Random "locker sweeps" and bag searches are conducted periodically throughout the year.
- Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding. At least two (2) staff members will be present when searching a student's locker, bag, or person.
- Person searches will be limited to shoes, outerwear, pockets, and pat-downs, unless performed by the police. Some campuses may require all students, staff, and visitors to enter through a metal detector and pass all personal belongings and bags through a scanner.

STUDENT TECHNOLOGY POLICY

Technology and Business Equipment

All Mastery technology devices and business equipment are to be used in a manner that protects the information on the equipment and the equipment itself. Mastery students are fully responsible for Mastery technology and business equipment when taken off campus.

Students are responsible for taking appropriate precautions to prevent loss, theft, or damage to Mastery equipment. In the event that Mastery's property is stolen, damaged, or misplaced, students will be responsible for reporting the loss to their school immediately.

In the event of damage to Mastery technology or business equipment, students will be responsible for all or part of the repair or replacement cost and may be subject to discipline in the event of negligence.

Mastery will retain ownership of all technology and equipment issued to students, including but not limited to computers, phones, and tablets, and all technology and equipment must be returned to Mastery at the end of the class or project for which the technology was issued.

Laptops and Desktops

Use of Mastery-issued laptops and desktops must conform to all use and etiquette policies, and use is restricted to authorized Mastery students. Use of Mastery-issued laptops and desktops for personal purposes should be within the standards of good judgment and common sense and as required through the terms and conditions of applicable software license agreements.

Care for Mastery-issued laptops and desktops (i.e., taking appropriate precautions to prevent loss, theft, or damage) is the student's responsibility. Loss, theft, or damage of a laptop or desktop must be reported to the school as soon as it is discovered. Students will be responsible for all or part of the repair or replacement cost.

Limited Rights of Use

Use of Mastery technology and business equipment is a privilege, not a right. When necessary to protect and ensure the operability, integrity, security, and reliability of Mastery's resources, students may be denied access to Mastery's technology or network.

Materials created by students using Mastery's technology are the property of Mastery, and Mastery retains the right to review, edit, and/or delete any material created by students.

No Expectation of Privacy

Any issued equipment is not for personal use. Students have no expectation of confidentiality or privacy with respect to any communication or access made through Mastery's technology, regardless of whether that use is for school-related or personal purposes, other than as specifically provided by law. Mastery may, without prior notice or consent, log, supervise, access, view, monitor, and record use or access of Mastery technology (including reviewing files, e-mails, voicemail messages, and other materials) at any time. By using or accessing Mastery's technology, students agree to such access, monitoring, and/or recording of their use.

Monitoring will be limited to student use of Mastery technology and the technology itself. At no point will students be viewed or recorded using the technology via remote video or image capture.

Internet and E-mail Etiquette

- Mastery students shall ensure that all communication through Mastery's technology is conducted in a professional and courteous manner. The use of suggestive, vulgar, or obscene language is prohibited.
- Mastery students shall not reveal private or personal information of their own, other Mastery students, or their families through school e-mail or technology without clear and specific approval from their school.
- Students should share messages and documents only to those students with a specific need to know.
- Students should avoid sending e-mail to large groups and e-mail distribution lists.
- Students should avoid sending messages with large file attachments (attachments larger than 5.0 MB).
- E-mail and document privacy cannot be guaranteed. For security reasons, messages and documents transmitted through the Mastery system or network infrastructure are the property of Mastery and are subject to inspection. Students should also be aware that deleted messages and documents can and will be inspected, if deemed necessary.

Computer, Device, and Internet Use

- Mastery students who identify or perceive an actual or suspected security problem shall immediately alert their schools.
- Mastery students shall not reveal their account passwords to others or allow any other person to use their accounts. Similarly, students shall not use other students' accounts.
- Any and all use of technology assets is subject to monitoring by Mastery, and access to the Mastery network shall be revoked for any student with a history of security problems.
- All terms and conditions as stated in this document are applicable to all students of Mastery. Any student violating these policies or applicable local, state, or federal laws while using the Mastery network shall be subject to loss of network privileges and any other disciplinary actions deemed appropriate.

Responsibility for Use and/or Misuse

Mastery is not responsible for any information that may be lost or damaged (including being rendered unavailable) by use or access of Mastery's technology or business equipment, including the Internet and e-mail.

Mastery denies any liability or responsibility for communications made by any student of Mastery's technology or business equipment.

Please also note that Internet communications can be a source of entry and computer system corruption by malware, computer viruses, or hackers seeking to modify, destroy, or gain access to data. This is something to take seriously as it poses a threat to students' personal information, Mastery records, confidential records and data, and the integrity of our computer systems.

Digital Citizenship

Students must follow the six (6) principles of being a good digital citizen:

- **Respect Yourself.** I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider what personal information about my life, experiences, or relationships I post. I will not be obscene. I will act with integrity.
- **Protect Yourself.** I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.

- **Respect Others.** I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites. I will not visit sites that are degrading to others, pornographic, racist, or inappropriate. I will not enter other people's private spaces or areas.
- **Protect Others.** I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
- **Respect Intellectual Property.** I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, and other sources. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.
- **Protect Intellectual Property.** I will request the use of software and media that others produce. I will purchase, license, and register all software or use available free and open source alternatives rather than pirating software. I will purchase my music and media and refrain from distributing these materials in a manner that violates their licenses.

PHOTOGRAPHY & VIDEO PERMISSION POLICY

From time to time, photographs or videos may be taken of your child for Mastery public relations publications, professional development of staff, or other school-related purposes. Additionally, your child's school-related work may be displayed in a school building in conjunction with displays of other students' work. These photographs, videos, and school-related work (which are not considered student records) will be used/displayed in a manner designed to ensure that confidential information about your child's educational program will not be revealed. If you object to the use of your child's photograph, the videotaping of your child for our professional development program, the posting of your child's name or image on Mastery's website, or the display of your child's work by Mastery in any manner, please contact your child's School Leader.

NOTIFICATION OF RIGHTS, POLICIES, & PROCEDURES

CHILD ABUSE REPORTING POLICY

Summary: All Mastery employees are mandated by the State of New Jersey to report suspected child abuse. They are required to make a report when they have reason to suspect that a student is being physically abused, sexually abused, emotionally abused, neglected, or abandoned. When school staff members suspect child abuse, they are required to either **(a)** immediately call the Child Abuse Hotline (State Central Registry) at 1-877-NJ-ABUSE and then inform the school social worker that s/he reported the abuse or **(b)** notify the School Social Worker who will then help the staff person to report the abuse to the Child Abuse Hotline. School staff members should consult with the School Social Worker before making a report only ***if this action will not delay immediate notification***. There is no law requiring parental notification of reports of suspected child abuse. All school staff members are mandated to keep confidential any discussions regarding suspected child abuse; however, the School Social Worker may share limited information with school staff members on a need-to-know basis if it benefits the student and does not hinder investigations of the Division of Child Protection and Permanency (DCP&P) or the Institutional Abuse Investigation Unit (IAIU). Following a report of abuse, all school staff members are required to cooperate with DCP&P and/or IAIU investigations related to the report of suspected abuse.

Contact: School Social Worker

Information: You may contact your child's school to request additional information regarding Mastery's child abuse reporting procedure.

EDUCATION FOR HOMELESS CHILDREN & YOUTHS

Summary: Mastery shall ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youth in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001.

Contact: School Social Worker

Information: The McKinney-Vento Homeless Assistance Act can help provide school stability for your child if you **(1)** do not have a permanent home and are staying with friends or family because you lost housing; **(2)** are living in a shelter, including transitional programs; **(3)** are staying in motels because you cannot get your own home; and **(4)** are living on streets, in a car, van, tent or other nonpermanent structure. You may contact your child's school to request additional information regarding Mastery's procedures for homelessness.

GRIEVANCE PROCEDURE

The grievance procedure, described below, is available to parents/guardians or students who are dissatisfied with an action of a Mastery employee or school policy.

| Grievance Procedure Steps |
|---|
| 1. Address the issue directly to the party concerned. |
| 2. If the matter is not resolved, address the concern to the School Leader. The School Leader will direct academic issues to the Assistant School Leader of Instruction or Specialized Services and disciplinary issues to the Director/Assistant School Leader of School Culture. The School Leader is the final decision maker regarding concerns or grievances related to the grading of individual assignments. |
| 3. If the matter is still not resolved, the concern can be addressed to the Regional Schools Officer. Depending on the nature of the matter, the Regional Schools Officer may ask the Executive Chief of Schools to decide the matter. The Regional Schools Officer will respond within ten (10) school days. |
| 4. If the matter is still not resolved, the concern can be addressed to the CEO. The CEO will respond within ten (10) school days. |

Notification of Rights Under the Protection of Pupil Rights Amendment

Summary: Parents/guardians can refuse to have their student participate in certain types of surveys and physical examinations. Mastery lets parents/guardians know when their children are scheduled to participate in surveys or physical examinations. To request that their student opt out of surveys or non-emergency physical exams, parents/guardians must contact the School Leader.

Contact: School Leader

Information: Federal law affords Mastery students and their parents certain rights regarding our conduct of surveys, collection, use of information for marketing purposes, and certain physical exams. Please visit <http://MasteryNJ.org/about/notice-of-rights.html> for more information regarding the specific rights, or request a copy of the policy at the front desk.

Parents' and Students' Privacy Rights to Student Information and Education Records

Summary: Mastery usually has to seek permission in order to release student records. However, there are times when Mastery is allowed to release student records without students' or parents'/guardians' permission. Parents/guardians who do not want the release of their student's records must contact the School Leader.

Contact: School Leader

Information: Mastery is generally required to obtain parents'/guardians' permission or consent before we may release any information from the student's education record. Under federal law, a student receives this right when the student reaches the age of 18. This includes access to a student's records by others, as well as the right to deny parental access to his/her records. However, information from a student's education record may be released, **without** consent, to certain parties, including the military, school officials, and state and local authorities. Visit our website <http://MasteryNJ.org/about/notice-of-rights.html> for a full list of parties. Additionally, Mastery can release directory information **without** consent such as a **student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance**. However, Mastery must tell students about directory information and allow adult students or parents/guardians a reasonable amount of time to request that the school not disclose directory information about them.

If you want to request that Mastery NOT disclose your directory information, please write and sign a letter to the school including the statement below.

I have read this statement of my privacy rights to information in my education record and request that Mastery NOT disclose any personally-identifiable information from my student's education records, including what is called "directory information," without my prior written consent to any outside person or organization except where the disclosure is to the financial funders and supporters of Mastery. I recognize that Mastery relies on the financial funding and support provided by outside organizations for the operation of the school.

PUPIL PRIVACY RIGHTS

Confidentiality of Personally Identifiable Information

Summary: Mastery protects the confidentiality of personally identifiable information. Parents/guardians are allowed to review their child's permanent record or other educational records upon request. See the policy below regarding disclosure of personal information.

Contact: School Leader

Information: Mastery's full confidentiality policy can be accessed at http://MasteryNJ.org/uploads/school_files/MCS%20Confidential%20Information%20Notice.pdf. Parents/guardians can also request a copy at the front desk of their student's school.

SPECIAL EDUCATION

Summary: Mastery complies with all applicable special education laws. Mastery will provide each protected student with a disability, without discrimination or cost to the student or family, those related 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.

In order to qualify as a protected student with a disability, the child must be of school age with a physical or mental disability that substantially limits a major life activity or prohibits participation in or access to an aspect of Mastery's school program.

School Contact: Assistant School Leader of Specialized Services

Information: Mastery's overview of Special Education services can be found on our website and can be accessed at <http://MasteryNJ.org/about/notice-of-rights.html>, or you can request a copy at the front desk of your child's school.

- Please visit Mastery's website, http://MasteryNJ.org/uploads/school_files/MCS%20Special%20Education%20Notice.pdf, for more information on Mastery's available special education services and programs, including the following:

Child Find (a provision of the federal Individuals with Disabilities Act known as IDEA); how to request those services and programs; and systematic screening activities that lead to identification, location, and evaluation of children with disabilities enrolled in Mastery Schools of Camden. Parents/guardians of special education students may also request the notice from the Assistant School Leader of Specialized Services.

- More information about the special education process can be found in the *Parental Rights in Special Education* (PRISE). This notice informs parents/guardians of their rights related to their child with a disability and is provided annually. Parents/guardians will receive this document when they meet with the Assistant School Leader of Specialized Services. The PRISE document can be found here: <http://MasteryNJ.org/about/notice-of-rights.html>.
- Mastery's program complies with the portion of federal law known as Section 504, which ensures that eligible students receive services regardless of their disability. The Section 504 notice can be found here: <http://MasteryNJ.org/about/notice-of-rights.html>.

TEACHER QUALIFICATIONS

Summary: Parents/guardians have the right to know the qualifications of the teachers instructing their child. You have the right to request the following information about each of your child's classroom teachers:

- whether the teacher meets the state qualifications and licensing criteria for the grades and subject s/he teaches;
- whether the teacher is teaching under emergency or provisional status because of special circumstances;
- the teacher's college major, whether the teacher has any advanced degrees, and the field of discipline certification or degree; and
- whether paraprofessionals provide services to their child and, if so, their qualifications.

Contact: Director of Human Resources, 5700 Wayne Avenue Philadelphia, PA 19144, (215) 866-9000.

Information: Mastery's full Teacher Qualification Policy can be accessed at <http://MasteryNJ.org/about/notice-of-rights.html>, or you can request a copy at the front desk of your child's school. You will receive a copy of this policy at Back to School Night.

TITLE I: PARENTAL INVOLVEMENT POLICY

Summary: Title I is a federal program designed to provide a high-quality education to all students. One goal of Title I is to increase parental involvement within schools. Mastery provides a variety of activities and venues for parents/guardians to become involved in the school.

Contact: Director of Compliance, 5700 Wayne Ave, Philadelphia PA, 19144, (215) 866-9000.

Information: Examples of parental involvement activities include the following.

- Back to School Night (held in September).
- School Carnivals or Block Party – Schools host events for families at the beginning of the school year.
- Parent Association Meetings – Parent Association provides parents/guardians with the opportunity to support their school by planning and raising funds for student celebrations, academic support, and community pride-related activities.
- Parent Action Team – Mastery's Parent Action Team organizes and prepares parents/guardians to advocate for broader school reform. Parent representatives from each Mastery campus meet monthly.
- Parent Teacher Conferences – Twice a year, parents/guardians meet with their children's teachers to review report cards and discuss their children's academic progress.

- School Improvement Plan Parent Review – Parent leaders work with school leaders to develop the Annual School Improvement Plan and Annual Report.
- College and Career Preparation Meetings.

Additionally, parents/guardians sign the “Whatever It Takes Pledge,” which serves as a compact among parents/guardians, students, and Mastery Schools of Camden. For a copy of the full parental involvement policy, please visit <http://MasteryNJ.org/about/notice-of-rights.html> or request a copy at the front desk. You will receive a copy of this policy at Back to School Night.

TRANSGENDER AND GENDER NON-CONFORMING YOUTH POLICY

Summary: When a student or a student’s parent or guardian, as appropriate, notifies the school administration that the student will assert a gender identity that differs from previous representations or records, the school will begin treating the student consistent with the student’s gender identity.

Contact: Principal

Information: For further details, please visit <http://masterycharter.org/about/notice-of-rights.html>.

WHATEVER IT TAKES PLEDGE

SCHOOL PLEDGES

- **Do Whatever It Takes** to support each student's achievement.
- **High Expectations** for every student. Expect the best of each student because we believe s/he can succeed.
- **Be A Community that is Safe, Orderly, and Positive** – an environment that promotes student success.
- **Provide High Support** for all students, especially those who are falling behind or struggling emotionally.
- **Communicate** frequently with parents/guardians about their child's successes and struggles.
- **Partner with Parents/Guardians** to ensure that every student succeeds and reaches their highest potential.

STUDENT PLEDGES

Whatever It Takes:

- I will do whatever it takes to be successful.

Choose To Be Here:

- I will attend school every day on time and prepared.

Work Hard:

- I will work hard and remain focused on my academic achievement.
- I will complete all homework nightly.
- I will ask for help when I need support, don't understand, or feel I am falling behind.
- I will attend academic support during and after school hours when I am requested to do so.

Be A Citizen & Leader of The School Community:

- I will abide by the Code of Conduct.
- I will be an active member of the school community and support my peers.
- I will follow our school community's rules outlined in the Student-Parent Handbook.
- I will celebrate success.
- I will accept the consequences of my actions.

PARENT/GUARDIAN PLEDGES

Whatever It Takes:

- I will do whatever it takes to ensure my child's success.
- I will communicate regularly with my child's teachers and attend parent-teacher conferences. I will notify Mastery when my address, telephone, or email contact information changes.
- I will ensure that my child attends school every day on time and prepared to learn.

High Expectations:

- I will hold my child to the highest expectations because I know that s/he can succeed at the highest levels.
- I will ensure that my child completes his/her schoolwork and homework nightly.
- I will support and encourage my student to seek out and attend academic support programming during and after school hours.

School Community:

- I recognize that I am an important member of the Mastery school community and will participate in and support the community as we collectively work to support our children's success.
- I will support the school community's rules outlined in the Student-Parent Handbook. When my child struggles, I will work in partnership with the school to reinforce the community's rules and Code and support my child's personal growth and development.
- I will celebrate our children's success.

