Student & Family Handbook

2026-2027

25 YEARS
2001 - 2026

Mastery Schools of Camden

CAMDEN

masterycharter.org

STUDENT & FAMILY HANDBOOK
2026-2027

MASTERY SCHOOLS – CAMDEN

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THE MISSION

All students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams.

THE MASTERY PLEDGE

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.

Student Arrival Policy

Students should not arrive to the school building prior to the "Doors Open" time indicated in the campus schedule found in their school's Parent Guide. Students arriving prior to this time will be unsupervised, and Mastery will not be responsible for the student at this time.

Visitor Policy

All visitors to our school offices are strongly encouraged to schedule an appointment. School Leaders have the discretion to accept non-scheduled visitors or to request that those visitors return after making an appointment.

Visitors are required to:

- Sign-in using our Raptor system. Visitors must submit a form of government issued identification such as a driver's license or anything with a name and date of birth.
- Remain in the front office or lobby area until the meeting time and be escorted by a staff member to the location.
- Some campuses may require all students, staff, and visitors to enter through a weapons detection system or metal detector and pass all personal belongings and bags through a scanner.

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 Closings

Should a Mastery school close for any reason (e.g., inclement weather), we will communicate closing information on our website (masterycharter.org), through social media (@masteryschools), and parents/guardians will receive an automated communication. In the event of a school closing, parents/guardians can also tune in to 6ABC, Fox29, and CBS3 for information.

School Transportation

For students receiving transportation, the Camden County Educational Services Commission (CCESC) and Mastery Schools of Camden are responsible for their transportation to and from school. For transportation-related questions, parents/guardians should contact their school's front desk.

Parent/Guardian Contact & Custody

At the beginning of the school year, parents/guardians must fill out a parent/guardian location form so that we can keep parents/guardians informed of their child's progress and contact them quickly in case of an emergency.

It is important that the school always has your most up-to-date contact information. If your family moves or your address changes for any reason, you must notify the school within 5 business days by completing a Change of Address form and providing two new proofs of address. This ensures that important mail is not lost and that emergency contact information and transportation arrangements remain accurate. Failure to update your address may result in missed communication and could affect your eligibility for certain services, including transportation. Please contact the school for assistance in submitting a change of address.

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

RE-ENROLLMENT POLICY

In the second semester of the school year, all students who plan to return for the following school year are requested to submit a re-enrollment form to indicate their intent to return in the upcoming school year. These forms are essential for school planning purposes, and all students are asked to complete the re-enrollment form to guarantee their seat for the next school year. School staff base materials orders and staffing decisions on the forms they receive.

HEALTH POLICY

The School Nurse

The school nurse maintains medical records for each student. Parents/guardians are required to submit the following up-to-date medical forms and keep current versions on file: ***Medical Emergency Contact Form, Physical Form, and Immunization History***. If parents/guardians fail to submit an Immunization History form, their student may be **excluded from school**.

Parents/guardians must inform the nurse promptly of any special health problems and should contact the nurse if they have questions or would like to schedule a confidential appointment.

If a student becomes ill during the school day, they 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:

a. provided written authorization for the administration of epinephrine;
b. provided written orders from the physician or advanced practice nurse that the student requires epinephrine for anaphylaxis;
c. 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
d. signed a statement releasing the BOE or nonpublic school of liability.

Under no circumstances are any Mastery staff or contractors other than the school nurse, school physician, or a substitute school nurse allowed to administer any medication to a student.

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;
e. if medication is lost, the student immediately makes the school nurse and school leaders aware of the lost medication; and
f. 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 **(e)** 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 their 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

Our academic program is designed to bring students rigorous, engaging instruction in a fun, joyful environment. To create this educational environment, we incorporate the following elements: a relationship-driven classroom culture, the thoughtful use of data and comprehensive student supports. Below is an outline of our academic programming for elementary and secondary schools.

Elementary Program (Kindergarten through Grade 5)

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

<table>
<tr><th colspan="6">Elementary Grades K-5</th></tr>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr>
<tr><td colspan="3">Literacy
English/Spanish Language Arts (Reading & Writing)
Literacy Centers
Targeted & Intensive Literacy Interventions</td><td colspan="3">Literacy
English/Spanish Language Arts (Reading & Writing)
Reading Centers
Targeted & Intensive Literacy Interventions</td></tr>
<tr><td colspan="6">Math
Core and Responsive Math
Targeted & Intensive Math Interventions</td></tr>
<tr><td colspan="6">Social & Emotional Learning
Responsive Classroom Morning Meeting
Recess</td></tr>
<tr><td colspan="6">Science / Social Studies
Students receive at least a half year of Social Studies in grades K-5
Students receive at least a half year of Science in grades K-2 and a full year of Science in grades 3-5</td></tr>
<tr><td colspan="6">Enrichment
Health & Physical Education, Art, Music, World Language, Technology (Enrichment courses vary by campus)</td></tr>
</table>

Secondary Program (Grades 6 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 may vary across campuses.

Middle Grades (Grades 6 through 8)

English	Math	Social Studies	Science	Enrichment & Intervention
• English Language Arts 6, 7 & 8	• Core Math 6, 7 & 8 • Foundations Math 6, 7 & 8 • Honors 8th grade Algebra I	• Social Studies 6 • Social Studies 7 • Social Studies 8	• Science 6 • Science 7 • Science 8	• Enrichment (Art, Music, World Language, Technology, Other) • Health & Physical Education • Reading & Math Support

High School (Grades 9 through 12)

English	Math	Social Studies	Science	Electives & Intervention

• English I-IV • Freshman Writing Seminar	• Foundations Math I • Algebra I • Geometry • Algebra II • Pre-Calculus • (AP) Calculus • (AP) Statistics	• African American History • World History • US History • Government & Economics	• Biology • Chemistry • Physics • AP Biology • AP Chemistry • Science Elective	• Sophomore & Junior Seminar • Spanish I & II • Heritage Spanish • Art • Music • Health & Physical Education • NJGPA Intervention • Technology: Creative Computing • Technology: Introduction to Computer Science • Financial Literacy • Reading & Math Support • Credit Recovery • Various Electives

Advanced Placement (AP) and Honors options vary from year to year. Generally, AP courses are offered to students in grades 10 to 12. AP course offerings may include AP English Language and Composition, AP English Literature and Composition, AP Calculus, AP Computer Science Principles, AP US History, AP Government, AP Biology, AP Physics, and AP Chemistry. Honors courses are generally offered in grades 7-12 in English, Math, Social Studies, and Science.

Multi-Tiered System of Supports (MTSS)

Mastery implements a multi-tiered system of academic support for students displaying learning needs. This system begins by universally screening academic data for all students multiple times throughout the school year. Based on data, each school will determine if a student is in need of additional instruction or intervention. In elementary schools, these supports are provided within the general education classes or WIN (What I Need) classes, and at the secondary level, may be embedded within a general education or within an elective class.

Programming for Multilingual Learners

Depending on campus needs, Mastery provides English Language Development (ELD), Spanish Language Arts and/or Bilingual dual language programming to meet the needs of our multilingual learners. Support may be provided via push-in instruction, pull-out instruction or through a dedicated self-contained teacher.

GRADING AND PROMOTION

At Mastery, we value outcomes-driven instruction based on student data. Teachers implement daily, informal checks to ensure students are understanding the material and formal end-of-quarter assessments to gain insight into concept mastery, growth, and gaps. Data analysis informs daily lessons, report period goals, targeted student supports, and differentiation. Robust data systems and reporting tools put actionable information into teachers' hands.

Elementary (Grades K-2)

Early Elementary School Grading Policy

- K-2 students will receive a grade on the report card for each of the following courses:
    - Math
    - English Language Arts
    - Science
    - Social Studies
    - Enrichment
- Students will receive scores on assignments as completed throughout the Report Period using the scale below
- Assignments will include exit tickets, checkpoints, and benchmark/module/unit assessments

The chart below identifies grading weights for each assignment type:

Assignment Types	Weight
Exit Tickets	40%
Checkpoints	40%
Benchmarks & Module / Unit Assessments	20%

Report cards are distributed after each report period during Parent-Teacher Conferences and electronically through the Home Access Center. To ensure that schools work in partnership with students and their families, parents/guardians are expected to attend parent-teacher conferences. If a parent/guardian cannot attend a conference, we ask that they notify us so that we can arrange another time to meet. The Home Access Center (HAC) provides an online option for parents to check in on their students' academic performance, attendance, and discipline data continually at any point throughout the year. Parents who need help accessing the HAC should contact the school's front desk.

Early Elementary School Grading Scale

All assignments in K-2 are graded using the 4-point rubric below. At the end of the Report Period, a cumulative grade is determined by averaging the grades students earned across each assignment for each course.

4	3	2	1
Student EXCEEDS understanding and demonstration of the standards for the current reporting period	Student MEETS understanding and demonstration of the standards for the current reporting period	Student is APPROACHING understanding and demonstration of the standards for the current reporting period	Student is BELOW understanding and demonstration of the standards for the current reporting period

Elementary (Grades 3 through 6)

Elementary School Grading Policy

The chart below identifies grading weights for each grade type.

Assignment Types	Weight
Benchmark	15%
Assessments	35%
Classwork	40%
Homework	10%

At the end of the school year, a cumulative course grade is determined by averaging the grades students earned each report period (a total of 4 report periods).

Report cards are distributed after each report period during Parent-Teacher Conferences, by mail, and electronically through the Home Access Center. To ensure that schools work in partnership with students and their families, parents/guardians are expected to attend parent-teacher conferences. If a parent/guardian cannot attend a conference, we ask that they notify us so that we can arrange another time to meet. The Home Access Center (HAC) provides an online option for parents to check in on their students' academic performance, attendance, and discipline data continually at any point throughout the year. Parents who need help accessing the HAC should contact the school's front desk.

Elementary School Grading Scale

A 100-point scale is used to determine student grades and calculate GPAs for all elementary school students. The grading scale is outlined in the chart below.

Letter Grade	Numerical Range	GPA
A	93-100	4
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2
C-	70-72	1.67
D+	67-69	1.33
D	65-66	1
F	Below 65	0

Honor Roll for Elementary School Students

To be eligible for honor roll, Elementary school students must pass all of their 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

GPAs in elementary school are for honor roll purposes only and will not have an impact on the student's high school cumulative grade point average.

Elementary School Promotion and Retention Policy

When an elementary school student is not experiencing academic success, several factors will be considered prior to recommending retention for the student. Please note that our goal is not to retain students in elementary grades, and retention is strongly discouraged unless the school team and parents believe it is the best decision for the student. Retention decisions for students with IEPs must be made by the student's IEP team in accordance with the student's IEP goals. Retention recommendations for Multilingual Learners (MLs) must be made in accordance with ML guidance on grading and in consultation with the ML instructional staff. Elementary schools follow the process described below when making retention recommendations for students.

1. Any student who fails two or more of their core classes (ELA, Math, Science, Social Studies) is flagged for retention review.
2. The school team uses Light's Retention Scale to examine the additional factors that may influence the retention recommendation (intellectual skills, number of schools attended, age, English-language status, participation of parents in school-related activities, preschool experience, student's motivation, attendance, emotional disorders, and conduct patterns).
3. The school uses the final score derived from Light's Retention Scale to determine if retention would be helpful or harmful to the student.
4. The school presents the results from Light's Retention Scale to the parent(s) of the student and requests feedback.
5. The School Leader makes the final retention decision.

Middle School (Grades 7 and 8 or Grades 6-8 in a Grades 6-12 School)

Middle School Grading Policy

The chart below identifies grading weights for each assignment type.

Assignment Types	Weight
Benchmark	15%
Assessments	35%
Classwork	40%
Homework	10%

At the end of the school year, a cumulative course grade is determined by averaging the grades students earned each report period (a total of 4 report periods).

Report cards are distributed after each report period during Parent-Teacher Conferences and electronically through the Home Access Center. To ensure that schools work in partnership with students and their families, parents/guardians are expected to attend parent-teacher conferences. If a parent/guardian cannot attend a conference, we ask that they notify us so that we can arrange another time to meet. The Home Access Center (HAC) provides an online option for parents to check in on their students' academic performance, attendance, and discipline data continually at any point throughout the year. Parents who need help accessing the HAC should contact the school's front desk.

Middle School Grading Scale and Grade Point Average

A 100-point scale is used to determine student grades and calculate GPAs for all middle school students. The grading scale is outlined in the chart below.

Letter Grade	Numerical Range	GPA
A	93-100	4
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2
C-	70-72	1.67
D+	67-69	1.33
D	65-66	1
F	Below 65	0

Honor Roll for Middle School Students

Middle 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 students cannot be eligible for Honor Roll based on summer school achievement.

To be eligible for Honor Roll, a student must pass all of their 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

Middle School Promotion Policy

Students in grades 7-8 must pass ELA, Math, Social Studies and Science to be promoted to the next grade level. Students who fail any of these courses must take and pass the course(s) in summer school. If the student does not pass the course(s), they may be recommended for retention by the school.

Retention decisions for students with IEPs must be made by the student's IEP team in accordance with the student's IEP goals. Retention recommendations for Multilingual Learners (MLs) must be made in accordance with ML guidance on grading and in consultation with the ML instructional staff.

All recommendations for retention must be approved by the School Leader. Schools must send a letter to parents if a student is in danger of being retained by the end of the third report period.

Middle School Summer Learning Policy

Middle school students who fail ELA, Math, Social Studies, and/or Science must enroll in summer school. Teachers will provide direct instruction of content standards for the upcoming school year in an attempt to ensure students have a smoother transition to the next grade.

High School (Grades 9 through 12)

High School Graduation Requirements

In order to receive a diploma from Mastery, all students must meet the following requirements as required by the New Jersey State Board of Education:

- earn a minimum of 122.5 credits (grade 9-10)/120 credits (grades 11-12) in the content areas outlined below AND
- complete the Free Application for Federal Student Aid (FAFSA) or the New Jersey Alternative Financial Aid Application, or be exempted from the requirement in accordance with procedures outlined in the law AND
- take the New Jersey Graduation Proficiency Assessment (NJGPA) in English Language Arts and Math in grade 11 and:
    - demonstrate proficiency on the NJGPA assessment in ELA and Math OR
    - meet the designated cut score on a substitute competency test from a menu of options approved by the state including Accuplacer, PSAT or SAT OR
    - submit through Mastery a student portfolio appeal to the New Jersey Department of Education that meets state-defined criteria

High School Credit and Course Requirements

Students in Grade 9-10

Mastery is raising expectations for students in grades 9-10 by requiring additional credits to graduate high school, including credits focused on improving post-secondary readiness for students to ensure they are ready for their chosen pathway after graduation.

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.

Credit Category	**Content Area**	**Credits Required**	**State Requirements**	***Recommended* Course Sequence**
Core Content Area	English Language Arts	20.0	• 20 credits of content aligned to grade 9-12 ELA standards	• English I, English II, English III, English IV • OR Sheltered English 9, 10, 11 or 12

				• OR AP Language and/or AP Literature in place of 1-2 other courses
Core Content Area	Math	15.0	• Algebra I or the content equivalent • Geometry or the content equivalent • Third year of math that builds on the concepts and skills of Algebra & Geometry	• Algebra I • Geometry • Algebra II, Pre-Calculus, and/or Calculus
Core Content Area	Science	15.0	At least 5 credits each in: • Laboratory biology/life science or the content equivalent • A laboratory/inquiry-based science course in chemistry, environmental science, or physics • A third laboratory/inquiry-based science course	• Biology • Chemistry • Physics • AP Biology, AP Chemistry or other Science Course
Core Content Area	Social Studies	15.0	• 5 credits in world history • 10 credits in the history of the United States, including African American history	• World History or AP World History • US History I or AP US History • US History II: African-American History
Post-secondary Readiness	21st Century Life and Careers	27.5		• Sophomore Seminar and Junior Seminar(5.0 credits) • At least 22.5 credits of the following: ○ Dual Enrollment Courses ○ Career & Technical Education Courses ○ Career pathway preparation Courses ○ Internships or externships ○ Additional credits in Math, Science and/or Social Studies beyond the 15.0 minimum
Post-secondary Readiness	Financial Literacy	2.5	• At least 2.5 credits in financial, economic, business, and entrepreneurial literacy	• Financial Literacy (11th or 12th grade)
Electives	Physical Education / Health	15.0	• 15 credits over four years including: 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year.	• Physical Education / Health
Electives	World Languages	5.0		• Spanish I
Electives	Visual & Performing Arts	5.0		• Art or music elective

Electives	Technology	2.5		• Creative Computing, Introduction to Computer Science and/or AP Computer Science Principles
	Total Course Credits	**122.5**		

Students in grades 11-12

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 Area	**Credits Required**	**State Requirements**	***Recommended* Course Sequence**
English Language Arts	20.0	• 20 credits of content aligned to grade 9-12 ELA standards	• English I, English II, English III, English IV • OR Sheltered English 9, 10, 11 or 12 • OR AP Language and/or AP Literature in place of 1-2 other courses
Math	15.0	• Algebra I or the content equivalent • Geometry or the content equivalent • Third year of math that builds on the concepts and skills of Algebra & Geometry	• Algebra I • Geometry • Algebra II, Pre-Calculus, and/or Calculus
Science	15.0	At least 5 credits each in: • Laboratory biology/life science or the content equivalent • A laboratory/inquiry-based science course in chemistry, environmental science, or physics • A third laboratory/inquiry-based science course	• Biology • Chemistry • Physics • AP Biology, AP Chemistry or other Science Course
Social Studies	15.0	• 5 credits in world history • 10 credits in the history of the United States, including African American history	• World History or AP World History • US History I or AP US History • US History II: African-American History
Physical Education / Health	15.0	• 15 credits over four years including: 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year.	• Physical Education / Health
World Languages	5.0		• Spanish I
Visual & Performing Arts	5.0		
21st Century Life and Careers	5.0		• Sophomore Seminar and Junior Seminar

Financial Literacy	2.5	• At least 2.5 credits in financial, economic, business, and entrepreneurial literacy	• Financial Literacy
Additional Electives	22.5		
Total Course Credits	**120**		

High School Credit Earning Policy

In order for students to receive credit for a course, they must complete the duration of the course and receive a passing grade for the final grade. No partial credit will be granted for courses that are not completed or courses in which the student does not pass the entire year.

The chart found below should be used to determine the number of credits earned by high school students.

Schedule Type	Course Duration	Credits Earned
Traditional Schedule (42-55 minutes)	One period/day for 90 days	2.5
	One period/day for 180 days	5.0
	Two periods/day for 180 days	10.0

Graduation Requirements for Students with Disabilities

Any student with a disability who satisfactorily completes a special education program developed by an individualized education program team that does not otherwise meet the graduation course and credit requirements shall be granted and issued a regular high school diploma. The IEP team will engage directly with the family and student during each annual IEP meeting to discuss a student's route to graduation beginning at age 14. The IEP team will determine by no later than 10th grade year if each high school student with disabilities will need to meet these standard requirements to graduate or amend these requirements based on the student's transition plan.

A student with a disability is eligible for services until the student graduates or turns 22.

High School Grading Policy

The chart below identifies grading weights for each assignment type.

Assignment Types	Weight
Benchmark	15%
Assessments	35%
Classwork	40%
Homework	10%

At the end of the school year, a cumulative course grade is determined by averaging the grades students earned each report period (a total of four report periods). This course grade is reported on the student's transcript.

However, students in grades 9-12 who are absent (excused or unexcused) more than 8 periods for a specific course within a report period will automatically receive a failing grade of 50 for that course for that report period.

Students who are absent (excused or unexcused) more than 35 periods for a specific course within the school year will automatically receive a failing grade of 50 for that course for the school year.

Report cards are distributed after each report period during Parent-Teacher Conferences and electronically through the Home Access Center. To ensure that schools work in partnership with students and their families, parents/guardians are expected to attend parent-teacher conferences. If a parent/guardian cannot attend a conference, we ask that they notify us so that we can arrange another time to meet. The Home Access Center (HAC) provides an online option for

parents to check in on their students' academic performance, attendance, and discipline data continually at any point throughout the year. Parents who need help accessing the HAC should contact the school's front desk.

High School Grading Scale and Grade Point Average

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 cumulative GPA is the total average GPA of the student while in high school. The cumulative GPA is one metric that colleges and other post-secondary institutions use to determine college admissions and program eligibility. For this reason, Mastery emphasizes the importance of maintaining a strong GPA.

GPA is calculated by multiplying the course points earned by credits attempted. Honors and AP courses have different quality points to account for their level of rigor.

Cumulative grade point averages are re-calculated at the end of each course. If a student takes courses that are all one year in duration, the cumulative grade point average will not change until the end of the year, upon completion of coursework.

If a student takes five (5) courses that are a year in duration and two courses that are a semester in duration, the cumulative GPA calculation will be influenced by the two semester grades in the middle of the year when final grades have been logged for those two courses.

A 100-point scale is used to determine student grades and calculate GPAs for all high school students. The grading scale is outlined in the chart below.

Letter Grade	Numerical Range	GPA by Course Type		
		General	Honors	AP and Dual Enrollment
A	93-100	4	4.5	5
A-	90-92	3.67	4.17	4.67
B+	87-89	3.33	3.84	4.33
B	83-86	3	3.5	4
B-	80-82	2.67	3.17	3.67
C+	77-79	2.33	2.84	3.33
C	73-76	2	2.5	3
C-	70-72	1.67	2.17	2.67
D+	67-69	1.33	1.84	2.33
D	65-66	1	1.5	2
F	Below 65	0	0	0

Honor Roll for High School Students

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 students cannot be eligible for Honor Roll based on summer school achievement.

To be eligible for Honor Roll, a student must pass all of their 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 Promotion Policy

High school students must earn a minimum of 30 credits in a single school year to advance to the next grade classification. If a student fails to earn the required 30 credits to be promoted to the next classification (Sophomore, Junior, Senior), they will be required to re-take any courses that were not passed, but may take new courses in the course progression, as long as the courses do not have unmet prerequisite coursework.

The following chart illustrates the number of credits high school students must have in order to be promoted to the next grade classification in New Jersey.

Grade Classification	Required Credits Earned
Sophomore	30
Junior	62.5
Senior	92.5

High School Summer Learning Credit Recovery Policy

The purpose of high school summer learning is to allow students to have an opportunity to recover lost credits from failed courses.

- High school students who have a failing end of year grade in a course required for graduation will be required to attend summer learning for credit recovery.
- Students in grades 9-11 may take up to 2 total credit recovery courses during summer learning. Students in grade 12 may take up to 3 total credit recovery courses during summer learning
- Students must have no more than 1 absence, complete 100% of the course and earn a grade of 65% or higher in order to earn a full credit for the course.
- Students who have a failing end of year grade in a course and do not attend summer learning or pass the course during credit recovery are required to retake the course during the upcoming school year.

Students who participate in summer learning will receive a P/F (Pass/Fail) on their transcript. If the student passes the course, the credit earned will also appear on the student's transcript. Students may be eligible to receive quality points aligned up to a C to be averaged into their cumulative GPA.

High School Credit Recovery Policy During the School Year

Students may also be eligible to recover credit for failed courses in the local school's credit recovery program during the school year. Similar to summer learning, the purpose of credit recovery is to allow students to have an opportunity to recover lost credits from failed courses required for graduation.

Students must complete 100% of the course and receive a minimum grade of sixty-five (65) to recover credit. Students who participate in credit recovery will receive a P/F (Pass/Fail) on their transcript. If the student passes the course, the credit earned will also appear on the student's transcript. Students may be eligible to receive quality points aligned up to a C to be averaged into their cumulative GPA.

Students in the 9^{th} -11^{th} grade may take no more than two credit recovery courses in a single calendar year during the summer and/or during the school year. 9^{th} –11^{th} grade students may earn credits for a maximum of no more than six total credit recovery courses over the course of their high school experience.

Interim Progress Reports

Schools will distribute electronic interim progress reports (IPRs) to families at the mid-point of each reporting period (RP) via Home Access Center (HAC). The purpose of interim progress reports is to provide families with regular data on their students' academic progress throughout the RP. IPRs are particularly important for students who are struggling and may be in danger of receiving a failing grade at the end of the RP, as this will give families enough time to review progress, provide intervention and follow-up support for their child and reach out to teachers to request support before

the end of the RP. Families are encouraged to use interim progress reports as a means of initiating communication with their child(ren)'s teachers on their child's academic progress.

Academic Integrity Policy

At Mastery Schools, we believe that preparing students for success after graduation requires strong academic and personal skills. Demonstrating academic integrity means students taking responsibility for their own learning and presenting work that reflects their own understanding, effort, and growth.

Grades and assessments are intended to reflect what a student has learned and can do independently. When students misrepresent their work or use unauthorized assistance, it undermines the learning process and the trust that supports our school community.

Expectations for Students

Students at Mastery Schools are expected to demonstrate academic integrity by taking responsibility for their learning and ensuring that their work reflects their own understanding, effort, and growth.

Students should:

- Complete assignments independently and ensure their work reflects their own thinking, understanding, and effort
- Avoid any form of cheating, plagiarism, or unauthorized assistance
- Use technology, including artificial intelligence tools, in ways that support learning without replacing a student's own thinking or effort
- Properly acknowledge and cite the ideas, words, or work of others when used in academic assignments
- Follow teacher instructions regarding the use of materials, resources, or technology during assignments and assessments

Acceptable Use of Artificial Intelligence

At Mastery Schools, we believe that for students to be postsecondary ready, students must learn how to safely, critically, and responsibly use artificial intelligence tools to uphold and extend academic rigor. For students to successfully master these skills, students must intentionally use AI tools to support their thinking, not replace it. Student work must always demonstrate a student's own learning.

Teachers will explain when AI tools may or may not be used for an assignment or assessment. When AI use is allowed, students are expected to use these tools responsibly and in ways that support learning. To help explain when AI may be used, some teachers may use a framework called the Artificial Intelligence Assessment Scale (AIAS) to explain when AI use is appropriate.

When AI tools are allowed in an assignment, students should:

- Follow the instructions your teacher gives about whether AI tools may be used
- Use AI tools to support your learning, such as brainstorming ideas or evaluating your thinking
- Make sure your assignments still reflect your own thinking and understanding
- Critically evaluate AI-generated outputs for accuracy, bias, and reliability
- Cite or acknowledge the use of AI-generated content when appropriate
    - MLA citation
    - APA citation
    - Chicago Style citation
- Ask your teacher if you are unsure whether AI use is allowed

Definition of Academic Dishonesty

Academic dishonesty occurs when a student attempts to gain academic credit or demonstrate a level of understanding, knowledge, or mastery that the student has not independently developed. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and the misuse of artificial intelligence (AI) or other unauthorized assistance.

Cheating
Cheating includes, but is not limited to:

- Obtaining information from another student during an assessment
- Communicating information to another student during an assessment
- Knowingly allowing another student to copy one's work
- Using an electronic device to solicit, transmit, or search for answers
- Taking an assessment for another student or having someone take an assessment for oneself
- Using unauthorized materials or resources
- Having another person or company do the research and/or writing of an assigned paper or report
- Using generative artificial intelligence (AI) tools or other forms of unauthorized assistance on assignments or assessments when their use has not been permitted by the teacher

Plagiarism
Plagiarism includes, but is not limited to:

- Presenting the ideas, words, or creative product of another person or artificial intelligence tool as one's own work without proper citation.
- Copying or closely paraphrasing content from books, websites, articles, artificial intelligence, or other sources without proper attribution
- Submitting downloaded or purchased work as one's own

Prohibited Artificial Intelligence (AI) Usage
Artificial intelligence tools may be permitted in some learning activities when directed by a teacher. However, using AI tools in ways that misrepresent a student's own understanding, effort, or authorship constitutes academic dishonesty.

Prohibited Artificial Intelligence (AI) usage may include, but is not limited to:

- Using AI tools to generate answers or complete work on assignments or assessments when the use of AI has not been permitted by the teacher
- Submitting AI-generated text, images, code, or other content as one's own work without teacher approval and appropriate citation or disclosure
- Using AI tools to complete substantial portions of an assignment intended to demonstrate your own thinking, learning, or mastery
- Using AI tools to paraphrase, rewrite, or modify content in order to disguise plagiarism or misrepresent authorship
- Using AI tools during quizzes, tests, or other assessments unless explicitly permitted by the teacher
- Failing to follow teacher instructions regarding when and how AI tools may be used in completing academic work

See the School Culture section below for more information on student consequences for academic dishonesty aligned with our code of conduct.

MULTILINGUAL LEARNER (ML) PROGRAMS

Mastery responds to the language needs of students in the process of developing academic and social English by providing English language development (ELD) classes or core instruction in the bilingual classroom for native speakers of Spanish. The ELD and Bilingual program is designed to provide Multilingual Learners (MLs) with meaningful access to the school's educational program based on Culturally Responsive Teaching practices to create a welcoming environment. In addition to providing language services to students, Mastery communicates with families in their preferred languages by providing translations for written communication and interpreters for parent/teacher conferences and other school-related activities.

To identify MLs, we ask families who are new to Mastery to complete a Home Language Survey as part of the registration process. Information from the survey is used as a first-level screening to determine next steps along Mastery's screening sequence, which begins with a record review and ends with a screening test using a state approved English proficiency screener. During this screening process, we refer to additional data points, including parental and teacher feedback, when determining the language status of a student. Once we have made a determination, we mail a notification letter to the parents/guardians of the student in their home language.

In accordance with New Jersey's law regarding parental consent in bilingual education, parents/guardians of students found to be Multilingual Learners through this screening process have the right to refuse some or all English language services. If a parent/guardian decides to refuse English language services, the student retains their status as a Multilingual Learner. Additionally, Mastery is obligated to continue monitoring the English language proficiency (ELP) and academic progress of the student whose parent/guardian has refused services. If the student, whose parent/guardian has refused services, does not demonstrate appropriate ELP growth or maintain appropriate academic levels, Mastery must inform the parent/guardian. Parents may also request to reinstate English language services that they previously opted out of at any time.

Students maintain an ML classification status until they meet Mastery's multiple criteria for exit from English language services. To exit multilingual services, students must demonstrate English proficiency on the federally mandated assessment, ACCESS for ELLs, Alternate ACCESS, or MODEL, and receive evidence-based teacher recommendations for exit. Once exited from multilingual programming, Multilingual Learners are actively monitored for an additional two years. During this active two-year post monitoring window, former MLs can be reclassified as current MLs based on test scores and teacher recommendations.

For more information on Mastery's multilingual programs, please contact the Assistant School Leader of Instruction. Parents/guardians can also review Mastery's ML policy on our website: masterycharter.org/camden-public-notices.

SPECIAL EDUCATION OVERVIEW

Mastery believes that all students should be supported to reach their potential. We will 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 team, 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 evaluations, 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 Special Education, not to the implementation of special education services.

If parents/guardians believe their student might be eligible for special education services, they should contact the Assistant School Leader of Specialized Services to request in writing a multi-disciplinary evaluation for their student. When parents/guardians make a written request for an evaluation, the school team will schedule a CST referral meeting within twenty (20) calendar days with the parent. During the referral meeting, the Child Study Team determines if an evaluation is warranted, and will request permission for the types of assessments required. Once the multi-disciplinary

evaluation has been completed, the Child Study Team will provide a written report, 10 days prior to the meeting. An eligibility meeting will be scheduled to discuss the findings of the evaluations. 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; autism; intellectual Disabled; communication impaired; emotional regulation impairment; multiply disabled (qualifying in more than one area of disability); deaf/blindness; orthopedically impaired; other health impaired; 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 team will develop an Individualized Education Program (IEP). This document describes the student's needs and explains the specific services that Mastery will provide to assist them in achieving academic and/or social-emotional progress in school The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports that the student 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 student. 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 student'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 fourteen (14) years of age within an IEP term, they 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. Initial special education services cannot begin without this written permission from the parent/guardian.

Step 3: Start Services and Progress Monitoring

The IEP must be implemented within fifteen (15) days, following receipt of written permission. Following the initial IEP, IEPs developed following annual review, re-evaluations, or revision may be implemented within 15 days unless a parent signs in disagreement with the IEP provisions. 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 provided quarterly, 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 student is receiving special education services, the school must continue to provide services until the parents/guardians withdraw their permission or until the student is found to no longer be eligible for services through reevaluation.

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 and provision of transition services is required annually for all students with IEPs once they reach fourteen (14) years of age. This may include linking students to outside agencies and supporting students and families with the identification of post-secondary opportunities for students. When students graduate or complete the school year during which they have turned twenty-one (21), students and their families will receive a copy of the student's *Summary of Academic Achievement and Functional Performance, along with a Written Notice.* The purpose of this document is to provide students and families with information regarding their academic

achievement/functional performance and recommendations on how to assist students in achieving their post-secondary goals.

For more information on Mastery's available special education services, programs, processes, and policies, please visit masterycharter.org/camden-public-notices.

SPECIALIZED PROGRAMS OVERVIEW

504 Plan
If a student is found to have a disability that requires accommodations in the educational environment but is not found to require specially designed instruction, they may require a 504 plan for those accommodations. 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.

Multi-Tiered Systems of Support
Mastery provides a comprehensive system of support for students that proactively and preventatively responds to a student's academic data through the Response to Instruction and Intervention (RTII), and/or a student's social emotional, behavioral data through the Intervention & Referral Services (I&RS).

Intervention & Referral Services (I&RS)
Intervention & Referral Services (I&RS) is one of the mechanisms by which Mastery provides student support. I&RS is designed to assist school personnel in identifying issues which pose a barrier to a student's learning and school success, such as behavioral or social concerns; medical problems; psychological issues; and alcohol, tobacco, or other drug problems. 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 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.

Additional information about the Response to Instruction and Intervention (RtII) can be found above in the Mastery Academic Model section.

EXTRA-CURRICULAR PARTICIPATION & ATHLETIC ELIGIBILITY

Extra-Curricular & Athletic Club 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 Extra-Curricular Supervisor. In order to participate in club athletics, students and their parents/guardians must review and, if applicable, submit all forms that are outlined under "Interscholastic Athletic Competition 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 they have not met established academic requirements or behavioral expectations, as outlined in the

Mastery Disciplinary Code of Conduct. 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.

Interscholastic Athletic Competition Eligibility

Mastery students who participate in Interscholastic Athletic Competitions, and the campuses that sponsor them, must comply with the policies and bylaws set forth by the *New Jersey State Interscholastic Athletic Association* (NJSIAA). 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 (masterycharter.org/camden-public-notices). 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. **Age**: A student is ineligible for interscholastic athletic competition upon reaching nineteen (19) years of age prior to September 1. If the student reaches their nineteenth birthday on or after September 1, the student is eligible to compete throughout the year.

c. **Documentation:** Prior to participating in any practice or competition, students must submit the following forms:
   - Annual Athletic Pre-Participation Physical Examination Form,
   - Health History Update Questionnaire,
   - Afterschool Participation Waiver,
   - Sudden Cardiac Death in Young Athletes Brochure & Sign-Off Form,
   - Opioid Use and Misuse Fact Sheet & Sign-Off,
   - Concussion Fact Sheet & Acknowledgement Form,
   - Sports-Related Eye Injuries Fact Sheet, and the
   - NJSIAA Athletic Transfer Waiver Request Form (if applicable).

d. **Academic Standing:** Students who do not maintain a 65% or higher in two or more classes will be subject to participation restrictions, as outlined by the Mastery Athletic Eligibility Policy.

e. **Behavioral Standing:** Students who commit Level II/III infractions will be subject to participation restrictions, as outlined by the Mastery Athletic Eligibility Policy.

ATTENDANCE POLICY

Attendance and Promptness Matter!

Students are expected to be in school and on time every day. Mastery has a moral and legal 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 (6) and sixteen (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 unexcused 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 during school hours. If a phone call has not been received, Mastery will notify the parent/guardian via an automated robocall or personal call.

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

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 doctors' appointments, court subpoenas, or funeral notices. Please note that routine medical and dental appointments are to be made outside of school hours. Students will also be excused if they are required to leave school for the purpose of attending court hearings related to their involvement with the Camden County Department of Health and Human Services or the juvenile probation office.

Absent – "Excused – 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 "unexcused." No more than three (3) parent notes per quarter will be accepted for excused absences.

Absent – "Unexcused": All absences are treated as unexcused 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 "unexcused." No more than three (3) parent notes per quarter will be accepted for excused absences.

Excuse notes may be turned in to the campus on paper or sent electronically to the Attendance Coordinator.

Consequences for Chronic Absences and Late Arrivals
Please Note: After ten (10) consecutive "unexcused" absences, students will be dropped from Mastery's enrollment.

Occurrences Per Year	**Absences (Unexcused)**	**Late Arrivals(Internal interventions can occur)**
1	Automated Phone Call (Repeat for each additional absence)	● Parent contact via robocall
3	Truancy Notification Letter The Notice of Third Unexcused Absence is sent to the parent/guardian within 10 days of the third unexcused absence, and in the language preferred by the parent/guardian	
5	Send a letter to parents/guardians for mandatory Attendance Improvement meeting. Student Attendance Improvement Conference occurs Proceed in accordance with the provisions of N.J.S.A. 9:6-1 *et seq.* and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected (Repeat for each additional absence).	● Warning letter regarding possible consequence of grade reduction
10-16	Send a letter to parents/guardians. School completes NST Truancy Referral	● Second warning letter regarding possible

	NST Truancy Prevention Conference Refer to the court program, as required by the New Jersey Administrative Office of the Courts.	consequence of grade reduction
15-34	Implementation of court-mandated interventions	● Late arrivals will be noted in truancy documentation for students with 10+ absences.
25+	Truancy Court Follow Up Actions Campus Truancy Reduction Meeting	● Late arrivals will be noted in truancy documentation for students with 10+ absences.

Mandatory Summer Programming for Excessive Absenteeism

Students in grades K-8 who are absent 35 or more total days, excused and unexcused, will be required to complete Mandatory Summer Programming and/or attend a Retention Meeting. Students who do not successfully complete Mandatory Summer Programming may be retained.

Excessive Absenteeism and Course Failure (Grades 9-12)

Students in grades 9-12 only who are absent (excused or unexcused) more than 8 periods for a specific course within a report period will automatically receive a failing grade of 50 for that course for that report period.

Students who are absent (excused or unexcused) more than 35 periods for a specific course within the school year will automatically receive a failing grade of 50 for that course for the school year. High school students who have a failing end of year grade in a course required for graduation will be required to attend summer learning for credit recovery. For more information about the academic impact, see pages 13-15.

Early Dismissal

Requests by parents/guardians for the 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.

In order to be granted an early dismissal, the parent/guardian must come, in person, to the school's main office to process the request. Early dismissals will also be granted if the student provides a valid appointment slip from a physician or the court system. Students must hand in these appointment slips during morning entry. Mastery will call the parent to authenticate the early dismissal request. Telephone requests for early dismissals will not be honored except in cases of emergency.

Parents/guardians can pick up their child from school if they are listed as a parent/guardian or an emergency contact. To pick up a child, the parent/guardian must stop by the front desk. They will be asked to present a state ID or driver's license to ensure the safety of their child.

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/guardians must provide written evidence of a severe mental/physical condition or other urgent reason prior to the accumulation of absences.

DRESS CODE

We believe that school uniforms create a sense of school pride and community while helping to build students' personal skills around professionalism and presentation. It is expected that students will come to school wearing their school uniforms in a professional manner. This means that clothing should be neat, appropriately sized, and fully cover undergarments. Pants are to be worn at the waistline.

We require students to abide by the following uniform requirements throughout the school year:

Shirt	Collared Mastery shirt (short or long-sleeved) with their school's logo and color
Pants	Solid color pants, skirts, or knee-length shorts (for elementary students only) in the school's required color, belt (if necessary)
Outerwear	Students are permitted to wear sweaters and sweatshirts (**not** hooded versions) with the Mastery logo. Students are not allowed to wear hats or hoods in the building. They are only permitted to wear head coverings for religious purposes.
Undershirts	Students are permitted to wear solid shirts as a layer underneath their uniform shirts.
Shoes	Closed-toe, flat-soled shoes or sneakers
Religious Garments	Over garments should be solid navy, black, gray, or white and do not require a Mastery polo to be worn over them. Religious head garments can be of any solid color. Izars should be worn with a uniform shirt and must be solid navy, black, gray or white color.

Exceptions to the Uniform Policy

Competition Days: Students who participate in competitive extracurricular activities and athletics are permitted to dress in formal attire or wear their team uniform or other team apparel on game days at the discretion of the school's leadership team.

Dress Down Days: School campuses will periodically allow students a "dress down" day as an incentive for positive behavior and to celebrate positive achievements (e.g., academic achievement, school pride, and cultural diversity). Schools will provide families with campus-specific guidance around the dress code for scheduled "dress down" days. All "dress down" days should be specified on the school calendar that families, students, and staff receive at the beginning of the school year.

Formal Attire for the College Seminar Program: As a part of our mission to prepare students for postsecondary success, high school students will have designated days when they will be required to wear a more formal uniform consisting of an Oxford shirt, standard uniform bottoms, and belt as a part of our college seminar program. These "dress up" typically take place during college fairs, internships, mock interviews, and college recruitment visits. Schools' College and Career Counselors will send families a schedule of when College Seminar events will take place.

PERSONAL INTERNET-ENABLED DEVICE POLICY

Mastery Schools of Camden is committed to providing every student with a safe, focused, and engaging learning environment. Research consistently demonstrates that unregulated use of personal internet-enabled devices during the school day is associated with lower academic performance, increased distractions, and negative impacts on student well-being. In alignment with New Jersey law (P.L.2025, c.195) and the New Jersey Department of Education's Guidance for Schools on Student Use of Internet-Enabled Devices, Mastery has adopted a bell-to-bell policy prohibiting student use of personal internet-enabled devices during the school day.

Scope and Covered Devices

This policy applies to all Mastery students in kindergarten through grade 12 across all campuses during the entirety of the school day, from the opening bell through the dismissal bell, including, but not limited to time between classes, transitions, and lunch.

Personal internet-enabled devices subject to this policy include, but are not limited to:

- Smartphones and cell phones
- Tablets and e-readers
- Other wearable internet-enabled devices

This policy applies to students' personal, privately owned devices. It does not apply to Mastery-issued technology (such as Chromebooks) used for educational purposes under the direction of school staff, which are governed by the Student Technology Policies outlined in this handbook.

Bell-to-Bell Prohibition

Students are prohibited from using personal internet-enabled devices during the school day. Devices must be powered off or silenced and stored in accordance with campus guidelines, which may include, but is not limited to in class lockers, lockboxes, locked pouches, or locker as directed by campus leadership.

Each campus will communicate specific storage expectations to students and families at the start of the school year and reinforce them throughout the year. Students are responsible for following their campus's storage procedures consistently.

Mastery is not responsible for the loss, theft, or damage of personal devices brought to school. Students bring personal devices to campus at their own risk.

Exceptions

Mastery recognizes that some students have documented needs that require access to a personal internet-enabled device during the school day. Exceptions to this policy will be made in the following circumstances:

- To fulfill accommodations outlined in a student's Individualized Education Program (IEP)
- To support the implementation of a 504 Plan
- To implement a student health plan for monitoring or addressing a documented health condition, upon submission of documentation from a licensed healthcare professional
- For approved translation services
- For a student who serves as a caregiver and is routinely responsible for the care or well-being of a family member
- When no reasonable alternative to the use of the device for a specific purpose exists, upon authorization by the School Leader or designee
- When required by law or in the event of an emergency

Families who believe their student requires a device-related accommodation should contact the Assistant School Leader of Specialized Services or Assistant School Leader of School Culture to request one. All exceptions must be documented and approved by campus leadership, and will be reviewed on a regular basis. Staff will implement approved exceptions with sensitivity and confidentiality.

Emergency and Family Communication

In the event of a family emergency or need to reach a student during the school day, families should contact the school's main office directly. School staff will ensure that students receive important messages in a timely manner through established notification procedures.

In the event of an emergency on campus, students should follow the directions of school staff and emergency personnel regarding the use of personal devices. Campus emergency protocols, including any guidance on device use during emergencies, are incorporated into school safety plans and communicated to students and families.

Consequences for Policy Violations

Violations of this policy will be addressed in accordance with the Mastery Disciplinary Code of Conduct. Consequences are applied progressively, are developmentally appropriate, and are designed to reinforce behavioral expectations while keeping students engaged in learning. Repeated or willful violations may result in escalating consequences, including confiscation of the device and mandatory parent or guardian contact.

When a device is confiscated, campus staff will follow established procedures for secure handling, storage, and retrieval of the device, which may include return to the student at the end of the day or to the parent or guardian.

Communication and Acknowledgment

Campus-specific expectations under this policy, including storage procedures and any additional provisions for school buses or school-sponsored activities, will be communicated to students and families at the start of each school year through student orientation, back-to-school events, and school communications. Families and students are required to annually acknowledge receipt of and agreement to this policy.

Questions about this policy or a student's specific circumstances should be directed to the campus Assistant School Leader of School Culture.

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. Mastery will follow mandated due process procedures and determine whether the violent incident meets the definition of a code of conduct infraction. Students and families have a duty to report incidents or potentially violent incidents to the school's Assistant School Leader of School Culture.

School Wide Culture Systems

At Mastery, we believe that true learning comes from understanding one's responsibility to oneself and to the community. 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 they violated and repair relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of our program and our Code.

Early Elementary 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 impact 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	Blue	Purple	Yellow	Red
Wow! Great Day!	Good Day	Official Warning	Loss of Privilege	Phone Call Home

Positive Behavioral Interventions and Supports (PBIS) System

The PBIS System tracks exemplary behavior/actions. Mastery schools employ a merit and demerit system. Merits are given for actions that are consistent with Mastery's core values or campus specific values and norms.

1. Responsibility
2. Interpersonal Skills (Respect/Kindness)
3. Cooperation/Teamwork
4. Self-Control
5. Resilience/Hard Work
6. Leadership
7. Service

The merit/demerit system enables schools to have a consistent set of expectations across all classrooms and a consistent set of consequences. Students can use their merits to earn incentives such as participation in special events and trips, acknowledgment during a Community Meeting, and the purchase of Mastery swag. Students who reach a specific number of demerits can be issued a consequence such as a loss of privilege or a detention.

Mastery Disciplinary Code of Conduct

The Mastery Disciplinary Code of Conduct is designed to create a safe, respectful, and cooperative community. There are three types of infractions: Level I, Level II, and Level III. For each infraction type, we provide a range of possible consequences. In the charts below, these consequences are listed in order of severity.

Level I Infractions and Responses			
Level I Infraction Category	Consequences		
	Redirection Continuum	**Inquiry**	**Kickboard/Dojo Deduction, Detention or Other Assigned Teacher Consequence**
Late to Class			**X**
Major Late			**X**
Community Infraction (per instructional block)	**X**	**X**	**X**
Disruption (per instructional block)	**X**	**X**	**X**
Insubordination (per instructional block)	**X**	**X**	**X**
Insubordination- Inappropriate Use of Technology (per instructional block)			**X**
Insubordination- Classroom Walkout (per instructional block)			**X**

Infraction Code	**Definition**
Late to Class	Arriving to class after the start of the class period/bell without a pass or escort.
Major Late	Arriving to class without a pass or escort 10 minutes or more after the start of the class period.
Community Infraction	Community infractions include, but are not limited to, the following list: ● outerwear and book bags are not appropriately stored; ● phones, food/drink, and other distractions are visible; ● the student's posture does not convey buy-in to the lesson (as defined by having one's head on their desk); ● the student is out of their assigned seat without permission; ● the student fails to produce materials needed for class (e.g., pencils, notebooks, books); and ● The student uses profanity, sexually explicit language, or gestures (in classrooms as well as common spaces such as hallways and the cafeteria). ● Out of Uniform
Disruption	Behavior in classrooms and other school building spaces that disrupts the learning environment and prevents others from learning.
Insubordination	Examples of insubordination in classrooms and other school building spaces includes, but is not limited to, the following list: ● walking/running away from staff ● refusing to cooperate with staff member requests ● Refusal to surrender a cellphone
Insubordination- Inappropriate Use of Technology	Student who has visible or uses a personal cell phone, tablet, or other internet enabled device during the school day. Student is visiting unapproved website or application during instructional block on a school issued device

Insubordination- Classroom Walkout	Student who walks out of class without permission or pass based on the school policy to use the bathroom, nurse, front office, locker, etc. OR Student who walks out of class with a single use pass who is out of class for over 10 minutes

Level II Infractions and Responses										
Level II Infraction Category	Consequences									
(All Level IIs that are eligible for an out of class consequence should also have a restorative action.)	**Phone Call/ Detention**		**In-School Consequences (Loss of Privilege, or Community Service, or Detentions, and Phone Call Home)**		**Mandatory Parent Conference and/or R3 Room**		**Assignment of In-School OR Out of School Suspension (1-3 days), AND/OR Mandatory Parent Conference with Restorative Conference (OSS Grades 3+ Only)**		**Disciplinary Hearing** ***Alt Placement possible in grades 6+ PA, 7+NJ)**	
	K-5	6-12	K-5	6-12	K-5	6-12	K-5	6-12	K-5	6-12
Repeated Level 2 Infractions (per RP)									X	X
Academic Cheating, Plagiarism, and Forgery (per semester)	X		X	X	X	X				
Cut Class (per semester)	X		X	X	X	X				
Cut School (per semester)					X	X				
Persistent Disruption/Insubordination (per semester)	X	X	X	X	X	X				
Elopement (per semester)			X	X	X	X				
Inappropriate Behavior to Students (per semester)	X		X	X	X	X				
Minor Physical Aggression (per year)					X	X				
Major Physical Aggression (Per year)							X	X	X	X
Provocation (per Year)					X	X	X	X	X	X
Inappropriate Behavior to Staff (per year)			X		X	X				
Inciting Violence (per year)					X	X	X	X	X	X
Damaging and Stealing (Less than $500) (per year)					X	X	X	X	X	X
Presence in a Restricted Area (per year)			X	X	X	X	X	X	X	X
Disorderly Conduct (per year)					X		X	X	X	X
Inappropriate Sexual Behavior (per year)							X		X	X
Creation/Dissemination of Inappropriate/Obscene Material (per year)					X		X	X	X	X
Gambling (per year)			X	X	X		X	X	X	X

Possession of Incendiary Device or Material (per year)			X	X	X	X		X		X
Possession of Tobacco or Tobacco E-Smoking Device (per year)					X	X		X		X

Level II Infraction Definitions	
Repeated Level 2 Infractions	An accumulation of 6 Level 2 infractions in a report period. Student should not be recommended to alt placement without evidence of Tiered Support/Intervention.
Academic Cheating, Plagiarism, and Forgery	• 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).
Cut Class	Skipping scheduled classes or rostered activities for the entire class period
Cut School	Leaving the building or scheduled school activity after entry without permission
Persistent Disruption	Repeated behavior that continually disrupts the learning environment addressed by one or more staff members, which results in a removal from class.
Persistent Insubordination	This is repeated behavior that results in removal from class that has been addressed by multiple adults and may cause potential safety concern**.** Examples of persistent insubordination includes, but is not limited to, the following list: • continued and repeated ignoring of redirection, • walking/running away from staff • refusing to cooperate despite multiple requests
Elopement	Walking out of class or assigned area/activity without permission without a designated place and continued and repeated ignoring of redirection to return where a consideration of school safety is required.
Minor Physical Aggression	Horseplay, playfighting, pushing, shoving, bumping, tripping or blocking another student's path, throwing objects at another student in a non-harmful manner, grabbing or pulling another students belongings without permission involving one or more offenders, where no student is physically injured.
Major Physical Aggression	Intentional or escalated physical contact that is targeted, forceful, and has a high likelihood of causing harm, involving one or more offenders, where the behavior goes beyond horseplay or incidental contact and does not constitute a mutual fight. May include hitting, kicking, slapping, stepping on or striking another student with an object.
Provocation	Argumentative words, not actions, intended to provoke a violent reaction.
Inappropriate Behavior to Students	Taunting another student through the use of profanity, name calling, or any other disrespectful language or gestures, *without* the intent to provoke a violent reaction.
Inappropriate Behavior to Staff	This includes, but is not limited to, any non-threatening 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 or using obscene hand gestures).

Inciting Violence	Watching, recording, encouraging, planning or instigating a provocation, physical aggression, or physical assault before, during, or after school or through the use of any form of social media.
Damaging or Stealing (Less than $500)	The act of damaging, defacing, or taking of school or personal property without permission. The damage or stolen items are valued at $500.00 or less.
Disorderly Conduct	Engaging in threatening or tumultuous behavior; making unreasonable noise, using obscene language, making an obscene gesture; creating an unsafe or physically offensive condition by any act; or reckless damage to property
Presence in a Restricted Area	Knowingly entering a location of the building where the student is not allowed on the premises during school hours.
Inappropriate Sexual Behavior	Students who, on school property or at a school-sponsored event, expose or touch their own genitals, breasts, or buttocks, or those sexual parts of another person, engage in intercourse, oral sex, or simulated sex with the consent of witnesses and other participating students.
Creation/Dissemination of Inappropriate or Obscene Materials	Creation and/or distribution of material (photos, videos, etc.) that is inappropriate or obscene. Materials or behavioral displays which others would deem offensive or inappropriate in an educational setting. Includes, but is not limited to, the following list: ● Sexting or posting sexual images or videos ● videotaping or photographing someone in a place where they have an expectation of privacy, and ● posting videos or images of inappropriate student conduct to a social media site that affects the school community in a negative manner ● Impersonating school community members ● Sharing videos or images that is inappropriate or obscene via text message, “air-drop”, email, chat room, social media etc. involving one or more community members
Gambling	Betting or wagering for money, favors, or fun.
Possession of Incendiary Device or Material	Possession of any flammable paraphernalia without the intent to use (e.g., matches, lighters, poppers, etc.).
Possession of Tobacco or Tobacco E-Smoking Device	Possession of tobacco, tobacco paraphernalia, or electronic smoking device (vape, e-cigarette, etc).

Level III Infractions and Responses	
Level III Infraction Category	Disciplinary Hearing Outcomes
Destruction of Property ($500 or more)	<u>Grades K-5:</u> ● Additional Days of Suspension (3rd-5th) and Restorative Conference ● Culture Support Plan with Restrictions and Restorative Conference ● Referral to the Intervention and Referral Services Team <u>Grades 6-12:</u>
Theft ($500 or more)	
Robbery/ Extortion	
Unauthorized Entry into School Property	

Reckless Endangerment	• Culture Support Plan with Supports and Restorative Conference • Additional Days of Suspension and Restorative Conference • Alternative Placement (Philadelphia 6-12 Camden 7-12) • Long Term Suspension (Camden ONLY)
Threatening School Official/Student	
Use of Illegal Drugs, Alcohol, or other Prohibited or Controlled Substance, etc.	
Major Disruption to School Safety	All responses listed above apply and: • Expulsion is an option for these offenses for grades 6-12 in PA only
Sale/Distribution of a Prohibited or Controlled Substance (including Alcohol, Tobacco, Marijuana, Electronic Smoking Device/Vape, etc)	
Bullying PA/ HIB (NJ)	
Cyber Bullying (PA/NJ)	
Harassment (PA)	
Sexual Harassment and Intimidation	
Arson and/or Use of Incendiary Devices	
Instigation or Participation in a Group Assault	
Physical Assault*	
Aggravated Assault Student/Staff	
Non-Consensual Sexual Misconduct	
Possession of a Handgun, Knife, Cutting Instrument, BB Gun/Pellet Gun, Other Weapon, or Dangerous Instrument	
Causing Serious Bodily Injury	
Threatening Mass Violence	

Note: Suspension for K-2 is reserved for infractions resulting in serious bodily injury only.
**Expulsion is not an option for the first offense for these infractions.*
*** Alternate Placement is not an option for the first offense for these infractions*
Probationary Status: Students who have been assigned to an alternative placement will be placed on probation for two years upon return to the home campus. Any probationary student who commits a Level III violation may face expulsion.

Level III Infraction Definitions	
Theft (greater than $500)	Taking or attempting to take the property of another student or school community member or school property valuing over $500.
Bullying/ Cyber bullying (PA)	Repeated intentional conduct that is directed to another student or students, in or outside a school setting, that is severe, persistent, or pervasive, and that either: • substantially interferes with a student's education, or • creates a hostile learning environment, or • Substantially disrupts school operations.

	Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful). The conduct may be physical, psychological, verbal, nonverbal, written, or electronic. Cyber bullying occurs through electronic communication devices including, but not limited to, social networking, email, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dashboards, or websites.
Harassment	Unwelcome, written, graphic or physical conduct relating to an individual's gender, age, race, color, sexual orientation, gender identify expression, national origin, religion, disability, English language proficiency, socio economic status, and/or political beliefs. Must be related to known or perceived protected class, considered, severe, persistent or pervasive, does not have to include intent to harm, be directed at a specific target, or involve repeated incidents
Bullying/ Cyber bullying: Harassment, Intimidation, and Bullying (NJ)	Harassment, intimidation and bullying (HIB) as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as: • Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristic; and that • Takes place on school property, at any school-sponsored function, on a school bus, or • off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that • A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or • Has the effect of insulting or demeaning any student or group of students; or • 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
Sexual Harassment/ Intimidation	Unwelcome conduct of a sexual nature that can include unwelcome sexual advances; requests for sexual favors; and other verbal, nonverbal, or physical conduct of a sexual nature.
Possession of Illegal Drugs, and/or Alcohol and/or other Prohibited Substance	Illegal/inappropriate small use drug/alcohol possession on school grounds or at school-sponsored event not including tobacco. School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities.
Use of Illegal Drugs, and/or Alcohol and/or other Prohibited Substance	Illegal/inappropriate substance use on school grounds or at school-sponsored event. School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities.

Sale/Distribution of a Prohibited or Controlled Substance (including Alcohol, Tobacco, Marijuana, Electronic Smoking Device/Vape etc).	Illegal/inappropriate drug/alcohol possession with the intent to sell/distribution, or other illicit activity (selling, storing, producing, or purchasing illegal substances or paraphernalia) on school grounds or at school-sponsored event. School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities.
Arson and/or Use of Incendiary Devices	Using or activating incendiary devices including accidental or intentional fire starting. The intentional burning of one's own, another's, or school property. Incendiary devices include, but are not limited to, matches, lighters, fireworks, firecrackers, poppers, etc. Students may not possess or use fireworks or the paraphernalia needed to explode them on school grounds or during school activity.
Destruction of Property (over $500)	Intentional or reckless destruction to, or attempt to destroy, the property of another and/or school building or the causing of destruction while committing an act contrary to this code or the law
Reckless Endangerment	Reckless behavior that could cause injury, including, but not to limited to, the throwing of objects (e.g., furniture, heavy and/or sharp objects) across a room/out of a window, the pulling of fire alarms, blocking staff or student egress in a conflict or emergency, blocking staff from intervening in incidents, creating "prank" scenarios that could reasonably be interpreted as dangerous. Depending on the nature of the incident, law enforcement officials may be informed.
Major Disruption to School Safety	Behavior that creates substantial risk of serious harm to a school community including but not limited to failure to follow staff/law enforcement directives during a crisis incident, communication/act to commit violence, terrorize, evacuate building, modify regular schedule, or otherwise cause serious public inconvenience or safety risk. Depending on the nature of the incident, law enforcement officials may be informed.
Threatening Mass Violence	Threating to engage in an act that causes serious physical harm or creates a substantial risk of serious physical harm to a school community. Depending on the nature of the incident, law enforcement officials may be informed.
Threatening School Official(s) or Student	Physical, verbal, written, or electronic threat and/or intimidation used to unlawfully place another person in fear of bodily harm through verbal threats, without displaying a weapon or subjecting the person to actual physical attack. This behavior can include, but is not limited to, 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).
Instigation and/or Participation in Group Assault	Initiation and/or participation, by verbal, written, or physical act, of a simple or aggravated assault by multiple persons on one or more other persons.

Physical Assault	Intentional assault involving one or more members of the school community that escalates into punching, wrestling, stomping, spitting, unprovoked attacks that may cause harm or injury.
Aggravated Assault Student/Staff	An unlawful physical attack by one member of the school community upon another that results in serious injury.
Causing Serious Bodily Injury	Causing a member of the school community serious bodily injury that warrants medical treatment beyond school first aid procedures.
Unauthorized Entry into School Property	Entering a school building at an unauthorized time including attending/visiting school during suspension, or allowing themselves or other students/ non-students into a school.
Non-Consensual Sexual Misconduct	Attempting or carrying out a non-consensual sexual assault with another person. Engaging in masturbation or simulated sex without the consent of witnesses and other participating students. Depending on the nature of the incident, law enforcement officials may be informed.
Possession of a Handgun, Knife, Cutting Instrument, BB Gun/Pellet Gun, other weapon or dangerous implement.	Possession of any object, device, instrument or replica of, which, in its inherent and functional purpose is intended to be a weapon on school property or at a school-sponsored event. Firearms, weapons, and dangerous instruments include, but are not limited to any firearms (whether loaded or not), cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchucks, mace or household items intended to be or used to cause harm. School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities in accordance to our MOUs.
Robbery / Extortion	Students who obtain money, property, or services from another student and/or school community member by express or implied threat of force or putting the victim in fear
Possession of Pornographic Material	The possession, sharing, or production of any known sexually explicit material in the school environment. Depending on the nature of the incident, law enforcement officials may be informed.

Student Supports and Interventions:
Students who demonstrate a pattern of disruptive behaviors (three or more Level IIs within a marking period) are provided with Tier II Student Support Plans. Intervention options are listed below.

Prevent	Teach	Reinforce
Seat or Class Change: Re-assignment of a student's seat, class or cohort so that he/she is removed from distraction and in closer proximity to the teacher or positive peer role models. **Proactive Check-ins with Positive Reinforcement**: Scheduled visits to check on students during identified times of concern. Student is offered positive narration and reinforcement when he/she is meeting expectations during a proactive check-in. **Break Pass**: Scheduled, proactive break in accordance with set criteria. (within classroom or out of class)	**Incentivized Behavior Tracker with Replacement Behavior:** Identify a new pro-social behavior the student should adopt. Allow for opportunities to role play the use of the new behavior. Identify student-led incentive the student can earn for adopting the replacement behavior. **Use of Calming Corner or Calming Back Pack**: Quiet area of the classroom equipped with soft furnishings and soothing materials to help a student de-escalate when upset. A timer should be used and should not exceed a five-minute break for the student. **Zones Class with Dean Check-In:** Weekly small group instruction course (30-45 minutes per class) facilitated by the Dean of Students, over a 6-week period. Students in the Zones classes also receive weekly check-ins with the dean. **Restorative Conference:** Conference between impacted parties to discuss the harm that was caused and ways to repair it and move forward. **CICO with Replacement Behavior Mini-Lessons**: Dean will meet with student to role play challenging scenarios and explicitly teach the student a regulation strategy to use within those moments.	**Positive Phone Calls Home**: Proactive phone call in response to a student meeting expectations **Behavior Tracker:** Document that tracks frequency with which a student exhibits desired replacement behavior and spells out the increased access to incentives student will earn as a result. **Campus Job/Leadership Opportunity:** Student is assigned a campus role that would allow student to give back to the school community and to exercise a sense of leadership and empowerment

Description of Mandatory Parent Meetings (MPCs)
During a Mandatory Parent Conference (MPC), the Dean of Students and relevant staff members meet with the student's parent or guardian to review infractions and to develop support plans. The Dean of Students serves as the point of contact for connecting students with challenging behaviors to the appropriate supports. Students with repeated Level I, Level II, and Level III infractions are provided with additional resources and supports. For students in grades K-2, MPCs are used in place of out-of-school suspensions.

Parents/guardians receive both written and verbal communication of the date and time of the scheduled Mandatory Parent Conference, as well as an explanation of the student infraction. If a parent fails to report for the MPC, the student cannot be denied access to school and will be assigned an appropriate consequence based on the infraction type.

Student Interventions
During a Mandatory Parent Conference, the Dean of Students recommends intervention supports. Intervention supports include, but are not limited to, the following list.

- community service,
- creation of a behavior contract,
- creation of safety plans,
- loss of privilege,
- lunch and/or after-school detention,
- parent conferences,
- preferential seating,
- proactive check-ins,
- reflective essay,
- referral to the school-based Intervention and Referral Services team,
- referral to School Therapeutic Services (STS),
- referral to the Student Assistance Program,
- restorative conferencing,
- student behavior trackers, and

- use of classroom-based “Calming Corner.”

Reset and Reconnect Room (R3)

The Reset & Reconnect Room (R3) is an in-school support space designed to help students reflect, reset, and successfully return to learning after a behavioral incident.

R3 provides students with an opportunity to:

- Continue academic work during the school day
- Reflect on their choices and the impact of their behavior
- Develop skills to manage emotions, resolve conflicts, and make positive decisions
- Reconnect with their classroom community in a productive way

The goal of R3 is to support student growth while minimizing the loss of instructional time whenever possible. Students assigned to R3 will receive structured support and supervision from trained staff members throughout the day.

R3 may be used as a response to certain behavioral incidents in alignment with the school’s Code of Conduct. Families may be contacted when a student is assigned to R3, depending on the nature of the incident and the support needed for successful re-entry to class.

Mastery believes students learn best when they remain connected to school, receive appropriate support, and are given opportunities to repair harm, reflect, and grow from mistakes.

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.

Students in grades kindergarten through grade two:

- shall not be expelled from school, except as provided pursuant to the “Zero Tolerance for Guns Act,” and
- shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature and endangers others.

In accordance with New Jersey state law, certain due process rights and procedures must be afforded to a student when imposing a suspension or expulsion.

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.

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 or 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 their designee and will be provided:

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

The School Leader or their designee shall provide oral or written notification to the student's parents/guardians of the student's removal from their educational program prior to the end of the school day on which the School Leader or their 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 with Homebound Instruction

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 their 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 or placement begins, except that the Board may, on the recommendation of the School Leader, assign the student to an alternative educational program to meet their particular needs.

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.

Students with Disabilities or Section 504 Services

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

Prior to a Disciplinary Change of Placement for a student with a disability, the IEP team must conduct a Manifestation Determination Meeting. The general purpose of the manifestation determination review is for the IEP team to determine whether the behavior for which the child is being disciplined is directly related to their disability or if the school failed to implement the student's IEP. If it is related or if they did fail to implement the IEP, then the school cannot proceed with the proposed disciplinary change of placement.

A disciplinary change of placement occurs if:

- the school removes the student from their educational placement for more than ten (10) consecutive school days, or
- the school removes the student from their educational placement on several occasions that add up to more than fifteen (15) school days, or

- the school moves the student to homebound instruction, or
- the school moves the student to an alternative placement, or
- the school expels the student.

Except in the case of students with Intellectual Disabilities, the school can remove the student from their educational placement for up to ten (10) days without having to hold a manifestation determination review. During these first ten (10) days, the school does not have to provide the student with regular education or special education and related services unless it would provide those services to a non-disabled student in the same situation.

Additionally, under very specific conditions (weapons, illicit substances, or serious bodily harm), the school may unilaterally remove a student for up to forty-five (45) days.

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 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 their person or damage to their property; or
d. have the effect of insulting or demeaning any student or group of students; or
e. 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 their 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
g. 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 Mastery Disciplinary Code of 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, as per the Mastery Disciplinary 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.

The written report shall be on a numbered form developed by the Department of Education. A copy of the form shall be submitted promptly by the principal to the superintendent of schools. The form shall be completed even if a preliminary

determination is made under the school district's policy that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to section 2 of P.L.2002, c.83 (C.18A:37-14), and shall be kept on file at the school but shall not be included in any student record, unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or federal law. A redacted copy of the form that removes all student identification information shall be confidentially shared with the board of education after the conclusion of the investigation, if a hearing is requested by a parent or guardian pursuant to subparagraph (d) of paragraph (6) of this subsection. The school district shall provide a means for a parent or guardian to complete an online numbered form developed by the Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

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 the Mastery Disciplinary 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 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, the following information:

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 their designee shall ensure that parents/guardians of the students who are parties to the investigation 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 a HIB Incident

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 Disciplinary 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 their person or damage to their 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 their 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 consequences 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.

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, they 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, they must receive an immediate examination by either a physician of their 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 their 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 their drug use no longer interferes with their 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 the Mastery Disciplinary Code of Conduct.

While a student is at home because of a medical examination or a disciplinary action or after their return to school, Mastery is required to perform an assessment of the student's drug and/or alcohol use to ascertain whether they need

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 the student from being readmitted to school.

All of the information, records, and data related to the student's possible alcohol and drug use will be kept confidential; such information will not be included in the student'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;
- not share lockers, switch lockers, or use 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 weapons detection system or metal detector and pass all personal belongings and bags through a scanner.

STUDENT TECHNOLOGY POLICIES

Technology and Business Equipment
All Mastery technology devices and business equipment ("Mastery Equipment") must be used in a manner that protects the information and data on the equipment and the equipment itself. Mastery students are fully responsible for the issued Mastery 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 it is stolen, damaged, or misplaced, students are responsible for reporting the loss to their school immediately. In the event of damage to Mastery Equipment, students are 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 Mastery Equipment, including but not limited to computers, phones, and tablets. 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 Equipment must conform to all use and etiquette policies. Use is restricted to authorized Mastery students. Use of Mastery Equipment 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 Equipment is the student's responsibility, including taking appropriate precautions to prevent loss, theft, or damage. Loss of, theft of, or damage to a laptop or desktop must be reported to the school as soon as it is discovered.

Limited Rights of Use

Use of Mastery 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.

Security

Mastery technology used by students may contain tracking and monitoring software that may provide Mastery with information concerning the student's use of the technology including Internet activity, documents and files, and emails or other communications.

Mastery retains the right to enable the location tracking and image taking function at any time, including if the technology equipment is lost, stolen, or not returned.

Mastery will provide content filtering to help protect students from inappropriate content at all times while using Mastery Equipment. Mastery uses third party services to filter or block inappropriate content. As a result, Mastery is not responsible for any inappropriate content that may inadvertently or mistakenly pass through the third party content filter.

No Expectation of Privacy

Any issued Mastery Equipment is not for personal use. Students have no expectation of confidentiality or privacy with respect to any communication or access made though Mastery 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. Any monitoring or tracking of student activity will comply with the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student education records and ensures that student information is handled with the highest level of confidentiality.

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 Equipment, including the Internet and e-mail.

Mastery denies any liability or responsibility for communications made by any student using Mastery equipment, 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.

Internet and E-mail Etiquette

Mastery Schools provides its users the privilege of access to the Internet, including websites, resources, content, and online tools. Access to the Internet will be restricted to comply with Children's Internet Protection Act (CIPA) regulations and school policies.

- Mastery students shall ensure that all communication through Mastery technology is conducted in a professional and courteous manner. The use of suggestive, vulgar, or obscene language or imaging 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 (long videos, etc.)
- 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 and retained, 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.

Cyber Bullying

Cyber bullying including, but not limited to, harassing, denigrating, impersonating, outing, tricking, excluding, and cyber stalking will not be tolerated. Users should not be mean or send emails or post comments with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student a hostile school environment. All use of technology and Mastery Equipment must confirm with prohibitions against harassment, intimidating and bullying.

Engaging in these behaviors or in any online activities intended to harm (physically or emotionally) another person, will result in disciplinary action in accordance with the Mastery Schools Code of Conduct, Harassment, Intimidation Harassment policy and immediate loss of privileges. In some cases, cyber bullying can be a crime. Users should remember that online activities may be monitored.

STUDENT CHROMEBOOK POLICIES

Ownership

Selected students at Mastery Schools will be issued Google Chromebooks for use in school and at home.

Mastery retains sole ownership and right of possession of the Chromebook. Chromebooks are lent to students for educational purposes and only for a specific class, project, or program. Mastery administrative staff and faculty retain

the right to collect and/or inspect Chromebooks at any time including via electronic remote access as well as view/edit/delete any documents, files, or communications created on the Chromebook.

Students and their parents/guardians are reminded that use of Mastery technology is a privilege and not a right. Everything done on any Mastery computer, network, or electronic communication device may be monitored by school administrators and faculty.

Students and their parents/guardians are responsible for reviewing the Mastery STUDENT TECHNOLOGY POLICIES included in the STUDENT-PARENT HANDBOOK.

Students are solely responsible for the Chromebooks issued to them and must adhere to the following:

- Comply with Mastery Student Technology Policies
- Bring your device to school every day fully charged
- Charge your Chromebook at home every night. Do not bring your charger to school.
- Treat your device with care and never leave it in an unsecured location
- Keep your device in a protective case or backpack when traveling
- Promptly report any problems with your device to your school
- Do not remove, damage, or modify the device serial number or any identification tags
- Do not apply stickers to, write on, or alter the physical structure or appearance of the device
- Do not eat or drink near your device
- Do not attempt to install or modify the operating system or software on the device
- Keep your device clean using only approved computer and screen cleaners
- Do not lend your device to anyone including other students or members of your family

Security

Mastery Equipment used by students may contain tracking and monitoring software that may provide Mastery with information concerning the student's use of the technology including Internet activity, documents and files, and emails or other communications.

Mastery retains the right to enable the location tracking and image taking function at any time, including if the technology equipment is lost, stolen, or not returned.

Mastery will provide content filtering to help protect students from inappropriate content at all times while using Mastery technology equipment. Inappropriate content will be filtered while students are in-school as well as outside of school.

Mastery uses third party services to filter or block inappropriate content. As a result, Mastery is not responsible for any inappropriate content that may inadvertently or mistakenly pass through the third party content filter.

Issue and Return

Student Chromebooks will be issued to students with one charger. Students are expected to leave the charger at home and bring the Chromebooks to school fully charged every day.

All Chromebooks will be collected at the end of the school year or when a student transfers out of Mastery. If a Chromebook/device and accessories are not returned, the parent/guardian will be held responsible for the full cost of the property not returned.

Students withdrawing from a school must return all Mastery Equipment to the school or pay the full replacement fee prior to the school releasing any official records (report cards, transcripts, etc.)

Graduating seniors must return all Mastery Equipment to the school or pay the full replacement fee in order to receive their diploma or participate in commencement service.

Repair and Damage
If the student Chromebook is damaged, lost, or stolen, the student or parent/guardian should immediately notify the school and pay the damaged, lost, or stolen Chromebook fee.

In the event that the power adapter and/or cable are lost, stolen, or damaged, the student or parent/guardian should immediately notify the school and pay the damaged, lost, or stolen charger fee.

Repair and Damage Fees

Fee	Amount	Notes
Initial technology fee	$0.00	Chromebook will be loaned to students with no initial charge to the family
Damaged, lost, or stolen Chromebook	$100.00	Fee must be received by school prior to the issuance of a replacement device
Damaged, lost, or stolen charger	$20.00	Fee must be received by school prior to the issuance of a replacement device

Repossession
If the student does not fully comply with all terms of the Student Technology Policies and the Student Chromebook Policies, school administrators shall be entitled to repossess the Mastery Chromebook.

E-MAIL ACCEPTABLE USE POLICY

All student Electronic Mail (email) accounts are property of Mastery Schools ("Mastery"). Email activities must comply with the acceptable use policies defined in the Mastery Student Technology Handbook ("Technology Handbook") and outlined in the Mastery Student and Parent Handbook ("Student Handbook"). The student and parent/guardian accepts all responsibility to understand these policies.

The primary purpose of the student electronic mail system is for students to communicate with school staff, outside resources related to school assignments, and fellow students to collaborate on school activities. Account user names and passwords will be provided to parents so they can monitor the account and communicate with teachers. The use of the Mastery email system is a privilege.

Use of the email system will align with the Student Policy in the Student Handbook. Communication through the email system will exhibit common sense and civility. It will abide by the community's mode of acceptable behavior. Students are responsible for messages sent from their accounts. The student's email account will remain active after graduation. Students should not share their passwords.

Messages posted on the email system cannot cause disruption to the school environment or normal and acceptable school operations. Occasional and reasonable personal use of Mastery's email is permitted, provided that this does not interfere with the performance of the electronic mail system or disrupt the operation of the schools. Electronic mail from the Mastery system can be checked from home or from school computers, as long as it does not disrupt the operation of the classroom or school.

The email system cannot be used to operate a personal business. The account may not be sold or otherwise reassigned without written consent of the Chief Information Officer. The account may be revoked if used inappropriately.

Student email accounts will be terminated or suspended if the student is dismissed from Mastery, or commits infractions outlined below:

1. Use the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities
2. Use the computer networks/computers to violate copyrights, institutional or third-party copyrights, license

agreements or other contracts

3. Use the computer networks in a manner that:
    a. Intentionally disrupts network traffic or crashes the network
    b. Degrades or disrupts system performance
    c. Uses the computing resources of the school district for commercial purposes, financial gain or fraud
    d. Steals data or other intellectual property
    e. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person
    f. Gains or seeks unauthorized access to resources or entities
    g. Forges electronic mail messages or uses an account owned by others
    h. Invades privacy of others
    i. Posts anonymous messages
    j. Possesses any data which is a violation of this Policy and/or
    k. Engages in other activities that do not advance the educational purposes for which computer networks/computers are provided

Students must report any unusual activities such as "spam" communications, obscene email, attempts by adults to lure them into dangerous behaviors, and the like to the school's technology contact for action. Students are prohibited from forwarding chain letters, jokes, or graphics files.

Students will not identify their home telephone numbers, or home addresses in any email correspondence.

Electronic mail sent or received by the system is not confidential. The administration reserves the right to retrieve the contents of user mailboxes, such as to find lost messages, to conduct internal investigations, to comply with investigations of wrongful acts or to recover from system failure.

System administrators may create filters to scan for and eliminate viruses and large graphic files that are unrelated to Mastery's operation.

When issues arise, Mastery will deal directly with the student, school administration and/or parents/guardians. Improper use of the system will result in discipline and possible revocation of the student email account. Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.

As it deems necessary, Mastery may contract with outside agencies to operate the student electronic mail system. If this arrangement is made, all parts of this statement remain in force.

The Mastery Technology Department is responsible for ensuring the efficient use of the electronic mail system. The interpretation of appropriate use and future revisions of this guideline are the responsibility of the Chief Information Officer.

If necessary, Mastery, at its discretion, may close the accounts at any time. Any updates or changes to this electronic mail agreement by the Board or administration will be in effect.

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, gender identity, 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.

To report concerns about possible violations of this policy, please contact Michael Patron (Compliance and Regulatory Officer), 5700 Wayne Ave, Philadelphia PA, 19144, (267) 671-2888, Compliance@masterycharter.org.

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 they 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: Parents/guardians may contact their 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 the student if the student **(1)** does not have a permanent home and is staying with friends or family because they lost housing; **(2)** is living in a shelter, including transitional programs; **(3)** is staying in motels because they cannot get their own home; and **(4)** is living on streets, in a car, van, tent or other nonpermanent structure. Under this law, we are required to promote school stability and continuity by working to ensure that students remain in the school in which they were enrolled at the time of placement when it is in their best interest.

If a dispute arises over school selection or enrollment,

a. the student shall be immediately enrolled at the Mastery school, pending resolution of the dispute;
b. the parent/guardian of the student shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent/guardian or student to appeal the decision;
c. the student or parent/guardian shall be referred to the homeless liaison (School Social Worker) who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
d. in the case of an unaccompanied youth, the homeless liaison (School Social Worker) shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

Parents/guardians may contact their student'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.

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 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.

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 student 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 accessed at masterycharter.org/camden-public-notices. This overview contains details on the following topics:

- how to request Mastery's special education services and programs;
- Mastery's systematic screening activities (required under the federal Child Find mandate) that we use to identify, locate, and evaluate children with disabilities;
- the *Procedural Safeguard Notice*, which informs parents/guardians of their rights related to their student with a disability and is provided during annual meetings with the Assistant School Leader of Specialized Services; and
- Section 504, which ensures that eligible students receive services regardless of their disability.

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/guardians certain rights regarding their participation in surveys, the collection and use of student information for marketing purposes, and participation in certain physical exams. Please visit masterycharter.org/camden-public-notices 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 eighteen (18). This includes access to a student's records by others, as well as the right to deny parental access to their 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 masterycharter.org/camden-public-notices for a full list of parties.

Additionally, Mastery can release the following directory information, ***without*** consent: the ***student's name, address, telephone number, honors and awards, and dates of attendance***.

If parents/guardians want to request that Mastery NOT disclose their child's directory information, they should write and sign a letter to the school containing 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.*

Photography & Video Permission Policy

Information: From time to time, photographs or videos may be taken of students for Mastery public relations publications, professional development of staff, or other school-related purposes. Additionally, students' 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 the child's educational program will not be revealed. Parents/guardians provide consent in the enrollment and re-enrollment packets. Parents/guardians who had provided consent in this packet and currently object to the use of their child's photograph, the videotaping of their child for our professional development program, the posting of their child's name or image on our district website, and/or the display of their child's work by the district in any manner should contact the School Leader of their child's school.

Contact: School Leader

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 masterycharter.org/camden-public-notices.

Teacher Qualifications

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

- whether the teacher meets the state qualifications and licensing criteria for the grades and subject they teach;

- 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 for the certification or degree; and
- whether paraprofessionals provide services to their child and, if so, their qualifications.

Contact: Michael Patron (Compliance and Regulatory Officer), 5700 Wayne Ave, Philadelphia PA, 19144, (267) 671-2888, Compliance@masterycharter.org

Information: Mastery's full Teacher Qualification Policy can be accessed at masterycharter.org/camden-public-notices.

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: Michael Patron (Compliance and Regulatory Officer), 5700 Wayne Ave, Philadelphia PA, 19144, (267) 671-2888, Compliance@masterycharter.org

Information: Examples of parental involvement activities include, but are not limited to, the following list.

- 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 – The 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 – Up to three times a year, parents/guardians meet with their children's teachers to review report cards and discuss their children's academic progress.
- 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 masterycharter.org/camden-public-notices.

Title IX Notice and Complaint Procedure

Summary: Mastery complies with Title IX regulations and does not discriminate on the basis of sex in its education programs and activities. All questions regarding Title IX and its implementation within Mastery Schools may be referred to Mastery's Title IX Coordinator, Michael Patron (Compliance and Regulatory Officer).

Contact: Michael Patron (Compliance and Regulatory Officer), 5700 Wayne Ave, Philadelphia PA, 19144, (267) 671-2888, Compliance@masterycharter.org

Information: Mastery's full Title IX Notice and Complaint Procedures can be accessed here: masterycharter.org/camden-public-notices.

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: School Leader

Information: Mastery's full Transgender Policy can be accessed here.

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 they 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 Mastery Disciplinary 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 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 they can succeed at the highest levels.
- I will ensure that my child completes their 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.

Mastery Schools of Camden

Mastery Schools Central Office | 5700 Wayne Avenue | Philadelphia, PA 19144 | 215.866.9000

masterycharter.org