

2025 SCHOLAR & PARENT HANDBOOK

KIND

BOLD

LOVED

BRAVE

CURIOUS

RESPECTFUL

RESPONSIBLE

READY

TO

LEARN

THELMA ELLIS DICKERSON



JUMOKÉ ACADEMY
CHARTER SCHOOL

EST. 1997



JUMOKE ACADEMY CHARTER SCHOOL

999 Asylum Avenue, Suite 200 • Hartford, CT 06105

• Phone: (860) 527-0575 • Fax Number: (860) 244-9618

Office of CEO/Superintendent

August 1, 2025

Dear Jumoke Academy Family:

Jumoke Academy was founded in 1997 by Thelma Ellis Dickerson as a choice school that would provide a place for urban children to receive a first-rate education in a safe, caring and family-oriented setting. It was Mrs. Dickerson's fondest wish that the academy, as a family of educators, parents, scholars, and community would practice the concept of Jumoke in our every action. "Jumoke" is a word from the Yoruba language meaning "the child is loved."

It has been 28 years since we opened our doors to 125 scholars, K through 3rd grade, and a total of fifteen professional staff. We have overcome many challenges as a district including a pandemic that forced us to reimagine learning. We came together as a village to weather many storms. As we embark on the start of a new school year, our commitment to your scholar is even more driven, every child must achieve, every child must learn, and every child must feel loved.

Our elementary school has an exceptional Pre-K program that is NAEYC accredited. Our middle schools are themed based focusing on Arts and STEM curriculums. Our educational program is supported by approximately 100 outstanding professionals committed to the growth of every scholar. The Academy has been cited in a Brown University Article as one of the top five Connecticut Schools with the highest proficiency in Math for Black students in 2023. Historically the Connecticut General Assembly and the Connecticut Board of Education have publicly complimented and cited the wonderful work and the superior academic achievements of our staff and scholars.

We are proud of these accomplishments, but there is so much more work that needs to be done to ensure that our scholars receive the best public education. We must continue our growth of excellence until we eliminate the achievement gap that is so pervasive between children in urban schools and the more affluent suburban communities in Connecticut. At Jumoke Academy, our scholars are **Respectful, Responsible** and **Ready** to Learn at all times.

We challenge the Jumoke family to start and finish this year committed as we continue our work with the theme of "Loving Scholars, Nurturing Minds and Empowering Futures." In doing so, we will continue to maintain standards of high expectations and excellence in all things. I am confident that this can be accomplished when we work together toward building a positive school culture that celebrates hard work, kindness, and excellence. We cannot accomplish this work alone and we implore you, the parents, to come prepared to work with us to make the 2025-2026 school year the best yet. We will achieve this through open communication, responsible and honest feedback and parents' involvement. We ask every parent to be willing to be part of each child's learning, behavior and attire. Our curriculum serves to allow every scholar to excel and compete in the global marketplace, but this will only be possible with the support of committed parents who value education and the success of the Academy.

Welcome to the school year 2025-2026. Thank you for being part of this wonderful family where "everyone loves the child."

Best wishes,

Dr. Troy A. Monroe

Troy A. Monroe, Ed.D.

CEO/Superintendent

Jumoke Academy Charter School

Jumoke Academy Board of Directors

Jumoke Academy's Board of Directors (Board of Education) consists of 8 members: parents, teachers/staff, the community, peer institutions, corporations, and small businesses. The diverse perspectives of these directors provide valuable insight that has helped Jumoke Academy Charter Schools become the successful organization it is today. The Board meets on the second Tuesday of every month during the school year, with the ability to call meetings as necessary between those officially scheduled. Meetings are open to the public and published on the school calendar, Parent Square, and the website: jumokeacademy.org.

Board Chair: Sam Gray
Treasurer/Community Representative: Myron Stewart
Finance Sub-Committee/Community Representative: Janelle Lester
Teacher Representative: Leticia Acosta
Community Representative: George Sutherland
Fundraising/Community Representative: Vera Smith-Winfrey
Community Representative: Suzette DeBeatham-Brown
Community Representative: Dr. Kerwin Low
Community Representative: Sonserae Cicero

DISTRICT LEADERSHIP

Dr. Troy Monroe Ed. D., **Superintendent of Schools/Chief Executive Officer**
Dr. Marie Gordon-Hall, **Chief Academic Officer**
Sheryl Deloso, **Chief Financial Officer**
Ana Marcil, **Director of Human Resources**
Sharron Solomon-McCarthy, **Director of Student Support Services**
Kadian Allen, **Instructional Coach**
Amber Brown, **Reading Interventionist**

JUMOKE ACADEMY CAMPUSES

Phone: (860) 527-0575

District Office:

999 Asylum Ave, Hartford, CT 06105

Thelma Ellis Dickerson Elementary School (TED):

250 Blue Hills Ave, Hartford, CT 06112

Jumoke Academy Honors – Science, Math, and Research Technology (SMaRT):

339 Blue Hills Ave, Hartford, CT 06112

Jumoke Academy Honors – Hartford Conservatory (HC):

875 Asylum Ave, Hartford, CT 06105

TED ADMINISTRATION AND SUPPORT STAFF

Danielle Ramiz, **Principal**
Summer Myles, **Dean of Students and Enrichment**
Anthony DiGennaro, **Dean of Academics**
Woodlen Pierre-Fils, **Office Manager/Assistant to Principal**
Brittany Brown, **Office Manager**
Evelyn Nassif, **Social Worker**
Miranda Williams-Coleman, **Nurse**

SMaRT ADMINISTRATION AND SUPPORT STAFF

Kashay Green, **Principal**
Pamela Barry, **Dean of Students and Enrichment**
Deneeka Hyman, **Office Manager**
Dionna Lockett, **Social Worker**
Marsha Kerr, **Nurse**

HC ADMINISTRATION AND SUPPORT STAFF

Bobby Gibson Jr., **Principal**
Shantae Campbell-Rousseau, **Instructional Support**
Sheryl Osborn, **Office Manager**
Dr. Tera Harris, **Social Worker**
Ashanti Smith, **Nurse**

Connect with Us!

Website: jumokeacademy.org

Follow Jumoke Academy on **Instagram** for all relevant information, pictures, and more!
<https://www.instagram.com/jumokeacademy>

Follow Jumoke Academy on **Facebook** for all relevant information, pictures, and more!
<https://www.facebook.com/jumokeacademy>

Follow Jumoke Academy on **Twitter**, and you will get the best of all of the Academy information and photos in your feed: <https://twitter.com/jumokeinc>

Title IX-Non-Discrimination Notice

Non-Discrimination Notice

Each scholar is encouraged to develop and achieve individual educational goals. The district will provide every scholar with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No scholar will be excluded on such basis from participating in or having access to any course offerings, scholar athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

Ana Marcil is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Jumoke Academy Charter Schools prohibits all forms of harassments, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The civil rights of all members are guaranteed by law. This document is written in compliance with regulations of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights of 1964 and 1987, Title II of the Americans with Disabilities Act of 1991.

Jumoke Academy Charter Schools is aware and enforces that violation of Title IX may be a criminal matter and require police intervention. In addition, violations of Title IX may be considered a violation of child abuse legislation and warrant Department of Children and Families (DCF) intervention.

Commission on Human Rights & Opportunities

21 Grand Street

Hartford, CT 06106

Phone: (860) 541 – 3400

Toll Free (CT): (800) 477 – 5737

District Compliance Officer: Ana Marcil

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, & Vermont Office of Civil Rights – Boston Office

*US Department of Education – 8th Floor
5 Post Office Square*

Boston, MA 02109-3921

Phone: (617) 289 – 0111

Fax: (617) 289 – 0150

Email: OCR.Boston@ed.gov

For further information on Jumoke Academy's Title IX policy, grievance process and updates, please click on or reference to this link <https://jumokeacademy.org/about/title-ix-statement/>.

Jumoke Academy will not discriminate or permit discrimination against any person or group of persons on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, sexual orientation, intellectual disability, mental disability or physical disability including, but not limited to, blindness, (unless such disability, even with reasonable accommodation, prevents the applicant from being able to perform the work involved), or in any manner prohibited by the laws of the United States or of the State of Connecticut. Further, Jumoke Academy will not retaliate against or condone retaliation against any person or group of persons who oppose actions, treatment or conduct that they believe to be discriminatory.

Jumoke Academy Charter School
Parent-Scholar Handbook 2025-2026

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Jumoke Academy Charter School | 2025-2026 Academic Calendar

JULY '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

04 Independence Day

JANUARY '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 19

1/1 - 1/2 Winter Recess – Schools & District Offices Closed
13 Board of Directors Meeting
14 Early Dismissal/Staff PD
15 Progress Reports Released
19 Dr. Martin Luther King, Jr. Day/Schools & District Offices Closed
28 Early Dismissal/Staff PD

AUGUST '25						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 4

18 & 19 New Staff Orientation
20 & 21 Professional Development
22 Convocation
25 Professional Development
26 First Day of School

FEBRUARY '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Instructional Days: 18

10 Board of Directors Meeting
11 Early Dismissal/Staff PD
16 Presidents' Day/ Schools & District Offices Closed
17 Presidents' Day Break/No School
25 Early Dismissal/Staff PD

SEPTEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days: 21

01 Labor Day – Schools & District Offices Closed
10 Early Dismissal/Staff PD
13 Board Retreat
24 Early Dismissal/Staff PD

MARCH '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 21

02 End of Trimester 2 Marking Period
10 Board of Directors Meeting
11 Early Dismissal/Staff PD
25 Early Dismissal/Report Card Conferences
26 Report Card Evening Conferences
27 Full Day Staff PD/No School

OCTOBER '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 22

06 Progress Reports Released
08 Early Dismissal/Staff PD
13 Full Day Staff PD/No School
14 Board of Directors Meeting
22 Early Dismissal/Staff PD

APRIL '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Instructional Days: 16

03 Good Friday/ Schools & District Offices Closed
08 Early Dismissal/Staff PD
13 - 17 Spring Recess – Schools Closed
21 Board of Directors Meeting
22 Progress Reports Released
29 Early Dismissal/Staff PD

NOVEMBER '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Instructional Days: 16

05 Early Dismissal/Staff PD
10 Veterans Day – Schools & District Offices Closed
11 Board of Directors Meeting
18 End of Trimester 1 Marking Period
19 Early Dismissal/Staff PD
24 - 28 Thanksgiving Break – Schools & District Offices Closed

MAY '26						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 20

12 Board of Directors Meeting
13 Early Dismissal/Staff PD
25 Memorial Day – Schools & District Offices Closed
27 Early Dismissal/Staff PD

DECEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Days: 17

03 Early Dismissal/Staff PD
09 Board of Directors Meeting
10 Early Dismissal/Report Card Conferences
11 Report Card Evening Conferences
24 - 1/2 Winter Recess – Schools & District Offices Closed

JUNE '26						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days: 7

03 End of Trimester 3 Marking Period
09 Board of Directors Meeting
09 Last Day of School/Early Dismissal/Staff PD
19 Juneteenth – District Offices Closed

Drafted: May 3, 2024 (181 Days)

Approved - April 8, 2025

District Specific Information

Jumoke Academy's Mission Statement

The mission of Jumoke Academy Charter Schools is to prepare children to successfully compete in the global marketplace despite the social and economic challenges they may presently face. The academy is dedicated to rigorous academic and social standards achieved by holding high expectations for all scholars during challenging instruction.

Jumoke Academy, located in Hartford's historic Blue Hills' community, was one of the first charter schools constitutionally approved under Connecticut's Charter School Legislation on February 27, 1997. The Academy is a public school of choice, open to interested families residing in Greater Hartford and beyond. Jumoke Academy Charter Schools maintain an enrollment of over 600 scholars, grades PreK-8, housed as one school within three campuses.

Thelma Ellis Dickerson's Jumoke Academy (PreK-4th)
Jumoke Academy Honors for Science, Math and Research Technology (JAH-SMaRT) (5th-8th)
Jumoke Academy Honors at Hartford Conservatory (5th-8th)

Jumoke Academy is a family-oriented school with a strong academic emphasis. Parent and family participation in the academic, social, and operational components of our school is essential to our success.

The concept of "Jumoke" (a word from the Yoruba language meaning "the child is loved") is central to the Academy's mission to provide a safe and nurturing environment for its children, while providing high quality instruction.

Accreditation

Jumoke Academy Charter School is authorized by the Connecticut State Department of Education (CSDE). The Academy's certification status is reviewed to ensure that our scholars receive an excellent education in compliance with all federal and state laws and results in ongoing renewal if the school is found in compliance. Renewals range from one to five years depending on site visit outcomes and CSDE renewal terms.

Jumoke Academy Board of Directors

The Board of Directors is responsible for ensuring that the school operates in compliance with state and federal laws, and Board regulations. The Board of Directors is comprised of community members, teachers, parents and members from the corporate community. The teacher representatives to the board are elected by school staff, and the parent representatives to the Board of Directors are elected by members of the Parent's Association. Teacher and parent representatives are responsible for providing information to their respective constituent groups. For more information contact the office of the Superintendent/ Chief Executive Officer at 860-527-0575 option 6.

Phone Calls

Parents should be aware that phone calls cannot be transferred during the school day. If you wish to get a message to your child, please leave it with the main office, and he or she will receive it before the end of the school day. This is to ensure that classroom instruction is not interrupted. When communicating with a teacher, please allow for a 24-hour response time.

Parent Services – Jumoke Academy Parent Association

The school has an active parent-teacher organization known as Jumoke Academy Parent Association (JAPA) that meets regularly. Every scholar's parents/guardians are automatically members of the organization and are encouraged to participate. JAPA Officers are elected each spring at a JAPA meeting. JAPA meeting dates and activities are distributed at the beginning of each month.

JAPA Meetings and Parent Workshops

The Jumoke Academy Parents Association (JAPA) meetings are held every month (exact dates are listed in the School calendar). In order to have a specific topic addressed at a meeting, contact a JAPA board member. A series of JAPA and School sponsored parent workshops are held throughout the year. Notices are sent home in the children's backpacks. Please check your child's backpacks every day after school.

JAPA Positions

There are the positions of JAPA President, Vice President, Board Representative, Secretary, Treasurer, Fundraiser Committee Chair, Communication Committee Head, Parent Workshop Committee, and Events Committee Chairs.

Volunteers

We need you! The role of parent volunteers is essential to the success of our school. Please be on the lookout for volunteer opportunities throughout the year. You may also find out about volunteer opportunities by contacting your child's classroom teacher, enrichment or the school's enrichment coordinator.

Family Engagement

CT State Department of Education states Family Engagement is full equal and equitable partnerships with families. Jumoke Academy utilizes this framework for family and community engagement. The data shows when families, community and schools are partnered together for a child's success; our scholars excel in academics. As we build relationships, meet parents where they are, and provide community resources. One method we use is home visits to decrease high chronic attendance, as well educational engagements. Working together can fulfill the framework for family engagement.

Fundraising

All fundraising proposals in the school must be submitted to the Principal and then reviewed by the Protocol Committee. Final approval of proposals is reserved for the Principal and the executive office. Standing annual fundraisers are conducted by the JAPA and the Field Day Committee. The JAPA holds one major fundraiser in the fall and one in the spring. All families are encouraged to participate. These

Jumoke Academy Charter School *Parent-Scholar Handbook 2025-2026*

funds are used at the school for a variety of activities and materials. A fundraising committee is organized each year. Contact the JAPA if you would like to volunteer.

School Fees/ Check Policy

Jumoke Academy accepts payments for any school fees by cash, check, or money order. This includes Pre-K fees, summer program fees, after-school activity fees, and field trip fees. Jumoke Academy does not accept payments payable to O.P.M.A.D.

If a check is returned for insufficient funds, we send out a letter notifying the account holder and request a replacement check for the bank service charge, as well as the amount of the original check. The second time a check is returned for insufficient funds, we send out a letter notifying the account holder that we will no longer accept personal checks from him/her for the remainder of the school year, and that payments should be made via cash or money order. We would at that time also request a replacement check in the amount of the original check plus the bank charge to cover the returned deposit fee.

Parent/ Guardian Contact Information

It is imperative that the school maintains an up-to-date copy of all parent and guardian contact information. In the event an address, phone number, or email changes during the course of the school year, please call the main office to have a form sent home or to receive information on how to fill out a new emergency card in PowerSchool. This information will be updated in our system upon completion of the form and allow the school to maintain contact as necessary.

Confidentiality Practices within Schools

Under FERPA, school officials may disclose personally identifiable information from an education record to other school personnel who have a “legitimate educational interest.” FERPA includes many requirements for safeguarding scholars’ information. Non-directory information about scholars may only be disclosed to other school personnel with a legitimate educational interest unless otherwise prohibited by law. School officials may only disclose or re-disclose information necessary to provide appropriate services to a scholar. Information about one scholar may not be disclosed to another scholar or another scholar’s parent unless such disclosure is necessary to protect the health and safety of others. Finally, the school district must provide its policy regarding the confidentiality of scholar information to scholars and parents each school year. Although not explicit in FERPA, school personnel should employ the following practices regarding confidential scholar information:

1. Discussions concerning confidential information should occur in secure locations.
2. Confidential written documentation or notes of oral confidential communications should be marked “confidential” and stored in secure locations. When in use, such documentation should be shielded from the view of others and should not be left unattended.
3. Confidential information should not be left as a message with a secretary, on a voicemail, or on an electronic mail system.
4. Confidential information that must be mailed or carried should be placed in an envelope marked “Confidential.”
5. Confidential information to be discarded should be shredded or otherwise disposed of securely.

Confidentiality and Code of Ethics

Jumoke Academy adheres to a strict code of ethics as they interact with scholars and families. All scholar and family information shall be protected with strict confidence and never shared with another scholar or family.

Scholar Records

Academic records containing personal information, except for contact information, are confidential. Only employees working with scholars on educational issues can access scholars' records. Parents/Guardians may access, request amendments to, and copy their child's records during regular office hours.

Requesting Scholar Records, Forms, and Other Documents

Requests for scholar records, forms, and other documents must be made at least 24 hours in advance. If a scholar attends a new school, the new school may request documents via fax or US Mail to the office manager. A medical professional may also request copies by faxing a release of information to the office manager.

Custodial/Non-Custodial Parents

Communication and safety are a priority for our schools and with that is ensuring we are communicating with the proper parents/guardians for our scholars. During registration, all parents/guardians are to provide a copy of the scholar's birth certificate showing the scholar's natural parents or other legal document to show guardianship of the scholar. This information will be reflected in PowerSchool (our school information system) which dictates whom the schools will communicate with. Changes or removal or parents/guardians from our PowerSchool system will not occur without legal documentation. If/when parental/guardian's rights or custody of a scholar have changed (either restricting or adding to) certified legal documents must be provided to the school, including any modifications to original documents. The school will follow the most up to date legal documentation from the courts.

PowerSchool- Parent Portal

PowerSchool is a comprehensive software program that allows parents, teachers, and our scholars themselves to track their grades, assignments, attendance, and more. Parents can log in to track their scholars' progress at, <https://jumokeacademy.powerschool.com/public/home.html>.

Parent usernames, passwords, and login information are sent home at the beginning of the school year. If you need this information again, please call the Office of Admissions at 860-527-0575.

Photographs and Media Release

Throughout the school year, photographs and videos of scholars are taken to highlight events and activities. Jumoke Academy Charter School may use photographs for the school website, billboards, and other Jumoke platforms. Parents or guardians need to update this information annually in PowerSchool or must sign and return a hard copy photo release.

By signing this release form, parents/guardians consent/give permission to Jumoke Academy and/or its designated agents to use their child's photograph and likeness in school related publications and promotional campaigns including all print and visual media and school related websites. With the understanding that there is no expectation of confidentiality for their scholar and themselves. Jumoke Academy will not sell any images and/or video and audio recordings to anyone for commercial use.

Concerns and Complaints

Most issues should be handled through efficient and effective communication between the staff member concerned and families. If an issue cannot be resolved at this level, it is appropriate to contact the principal.

ParentSquare: School Communication

ParentSquare is a tool Jumoke uses for school communication, primarily with email, text and app notifications. ParentSquare automatically generates an account for each parent/guardian, using the preferred email address and phone number from their PowerSchool account. We encourage parents to access their accounts so they can update their preferences on when and how they are notified. Throughout the school year, our school will send messages and updates via ParentSquare for families and scholars. In addition, parents/guardians can message staff members for easier communication. If you are not receiving these messages, please contact our main office. Create an account with Parent Square for parent/teacher communications. <https://www.parentsquare.com/signin>.

Notices to Parents/Guardians

Please be sure to read all notices that come home carefully. It is a good idea to check your child's school bags as well as ParentSquare daily, so you can review this important information.

Extended Day

Jumoke Academy has partnered with Organized Parents Make a Difference (OPMAD) for before or after school care. Parents of scholars at TED and JAH-SMaRT can contact your scholar's school campus main office for more information. OPMAD will be located at the elementary campus 250 Blue Hills Avenue for all Jumoke Academy scholars. There will be no before or after school care located at the JAH-SMaRT campus. These middle school scholars attend the before and aftercare program at the elementary school. If registered with the OPMAD program, aftercare is provided on early dismissal days through their programing.

Parents of scholars at JAH-HC can enroll their scholar in before-care for a small fee. The school provides before care for prepaid scholars from 7:30 A.M.-8:25 A.M. JAH-HC has no after care, however we strongly encourage enrolling your child in the Asylum Hill Boys/Girls Club for after school. A JAH-HC staff member escorts the scholars to the Boys/Girls Club after school. If interested, contact the main office for the Boys/Girls Club enrollment forms.

Enrollment/Admissions

Jumoke Academy uses a lottery process for admitting scholars to the academy. We receive numerous applications each year for grades pre-K4 through grade 8. All eligible applications must be completed online at <https://jumokeacademy.org/enroll>. As a part of the admissions and enrollment process, Jumoke Academy maintains certain deadlines. They are as follows:

Enrollment Window: October 1, 2025-October 1, 2026

Tours: Scheduled upon request on our website (Thursdays)

Lottery: April of every year(virtual)

Letter of Acceptance: Last week of April (online)

Intent to Return: Friday after Lottery (online via email) (parent/guardian is given 2 weeks to complete)

Registration Packet: completed once the Letter of Acceptance has been received (on-line)

Orientation: Pre-K/K: Will be held on a Saturday in May and K-8: September (School-based)

Please note: *Pre-k applications* are accepted for scholars turning four by December 31 of the school year they are starting. *Kindergarten applications* are accepted for scholars turning five by September 1 of the school year they are starting according to the State of CT guidelines.

Sibling Applications

Currently, any siblings are offered a space at Jumoke Academy on “as space is available” basis. An on-line application must be completed before the lottery. Siblings can be defined as two or more children living in the same household.

Lottery Process

Upon submission of a complete application, applicants are given an application number. The application number is assigned in the order that applications are received. Before the lottery, Jumoke Academy notifies registrants of their application numbers by email. The lottery drawing for all campuses will take place in April. Each grade level is drawn separately.

Application numbers are randomly selected to determine the admissions list for each grade. Scholars are enrolled in the order in which the enrollment office selects their application number, as space allows.

Once all available seats have been filled, the remaining applicants will be placed on a waiting list in the order in which they were drawn.

Jumoke Academy notifies all applicants of their position on the admissions or waitlist following the lottery drawing. Parents/Guardians and scholars need not be present for the lottery drawing. Applications submitted after the lottery are placed at the end of the existing waitlist.

If there are any questions regarding the application and enrollment process you can contact the Admission Specialist, Ms. Sheila Osborn, at 860-904-7834.

Tours

Discover the Jumoke Academy Difference! Tours of Jumoke Academy Schools are conducted by appointment (on Thursdays) to monitor the number of visitors to our schools. We warmly invite prospective families and scholars to schedule a tour of our campuses and witness firsthand the vibrant, nurturing environment that makes Jumoke Academy a unique place for learning and growth. Tours can be scheduled on our website, <https://jumokeacademy.org/enroll/> under the enrollment tab or via the provided QR code.

WHY SCHEDULE A TOUR?

Personalized Experience: Walk through our classrooms, meet our dedicated teachers, and see our scholars in action. It’s the best way to feel the warmth and energy of our school community.

In-depth Insights: Gain valuable insights into our curriculum, special programs, and the holistic approach we take towards education from PreK-4 through Grade 8.

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Ask Questions: Have your specific questions answered directly by our knowledgeable staff. Whether about academics, extracurricular activities, or student life, we're here to provide the information you need.

See Our Facilities: Explore our state-of-the-art facilities, including themed middle school campuses focusing on STEM and the arts, to understand how we cater to every student's interest and talent.

Schedule your tour today:



Scholars from Greater Hartford Towns

Jumoke currently has scholars enrolled from Bloomfield, Windsor, East Windsor, East Hartford, Vernon, Hartford, Manchester, Middletown, New Britain, Newington, Rocky Hill, West Hartford, and Wethersfield. Scholars are accepted from all towns located in the Greater Hartford County and beyond. Participation in the charter school program is voluntary. Parents/guardians may access applications by visiting the school website <https://jumokeacademy.org/>.

Transportation

School bus transportation is provided only for scholars who reside in Hartford. Families living outside of Hartford are responsible for their own child's transportation. Adults picking up scholars must be listed on the emergency card or a note from the parent/guardian must be sent to the main office at your scholar's school. Appropriate behavior is expected by scholars on the bus. If scholars fail to comply with bus rules, they may be suspended from bus services.

Uniform

Jumoke Academy's dress code is established to provide an atmosphere that enhances learning, teaches hygiene, instills discipline, prevents disruption, and avoids safety hazards. Scholars shall come to school looking neat and clean, wearing appropriate clothing, and exhibiting grooming that will promote good health.

Uniforms are a strict requirement at Jumoke Academy. There are no exceptions. At the time of admission, all families are informed of this policy and agree to abide by it. Please note that at the middle level, blazers are required, and sweaters cannot be purchased and worn as a substitute for the blazer.

During inclement weather, scholars may wear their boots to school but must change into sneakers once the school day begins. Scholars play each day outdoors unless it is raining, snowing, or unseasonably hot/cold. Parents should assume that their children will play outdoors when getting them ready for school. Check the weather daily. Parents/Guardians must provide or apply sunscreen and insect repellent themselves before sending their child to school.

The cost of our uniforms, on average, is less than what you would pay for non-uniform clothing. However, should you find yourself in a position where you are unable to afford the purchase of uniforms, please notify the main office at 860-527-0575.

Vendor: [Ibilley.com](https://www.ibilley.com)

Boys & Girls Formal Dress Standard:

- Formal button-down white dress shirt (long or short sleeves), tucked in (white undershirts only)
- Full length khaki pants or khaki skirt *color based on grade level as seen in school examples (shorts, Cargo pants or Capri-style pants are **not** in accordance with uniform requirements)
- Burgundy blazer with the Jumoke Academy logo Grades 5-8
- Solid Burgundy tie (boys), Solid Burgundy cross-tie (girls)
- Solid black, white, burgundy or brown socks (**Please note: girls must wear black or white stockings or regular short socks with their skirts – no leggings**)
- Solid black or dark brown closed-toe dress shoes with a flat heel. Soles and laces must also be black or dark brown. (NO SNEAKERS, NO STRIPES, NO DECALS OR DECORATIONS, NO MOCCASINS, OR SHOES WITH WHITE SOLES.)
- Black or Brown dress belt
- Moderate jewelry allowed, as quantified by one watch, one bracelet, etc. Necklaces worn inside shirt

Boys & Girls Gym Uniforms:

- Grades K-4: Grey sweatpants with white polo shirt with Jumoke logo on it (polo shirt must be tucked in when not in gym class).
- Grades 5-8: Burgundy sweatpants with white polo shirt with Jumoke logo on it (polo shirt must be tucked in when not in gym class).
- Appropriate colored sweatshirts (Grey Grades K-4 and Burgundy Grades 5-8) with Jumoke logo (optional on warm days) ** **Sweatshirts can only be worn on gym days.** **

If a scholar forgets an item of their uniform the main office has a limited supply that is available to borrow. They are on a first come, first served basis, however a scholar will only be able to borrow one item a month. It is the scholar's responsibility to come to school in uniform. If there is a legitimate problem with a uniform piece (at the cleaners, being replaced), a scholar will be excused provided they bring in a note from home.

Elementary School Uniform Policy: Grades K-4

All scholars at T.E.D. adhere to the following specific dress code. Parents/guardians must purchase uniforms through Jumoke Academy's specified vendors. Label all items for your scholar, including, but not limited to, gym uniforms, sweaters, cardigans, lunch bags, backpacks, etc.. Kindergarten scholars must have an extra set of clothes at school in case of an emergency. If extenuating circumstances prevent your scholar from being in uniform at any point, reach out to the main office for guidance. All scholars are to be in uniform at all times.

Elementary School Uniform Policy: Grades K-4



SWEATSHIRTS
(Mandatory for Physical Education)



**SHORT SLEEVE
OXFORD**



**GIRLS PETER PAN
SHORT SLEEVE**



**LONG SLEEVE
OXFORD**



**GIRLS PETER PAN
LONG SLEEVE**



SWEATPANTS
(Mandatory for Physical Education)



SWEATER VEST



CARDIGAN



BOYS GRAY PANTS



**GIRLS
BURGUNDY
PANTS**



POLO SHIRTS
(Mandatory for
Physical Education)



**BURGUNDY
JUMPER**



**BURGUNDY
SKORT**



TIES

PLEASE NOTE: Shoes may be black or brown (Black preferred)
Sneakers should be all black, with black soles, laces, logos, etc.

****VENDOR PRICES MAY VARY****



Middle School (HC & SMaRT) Uniform Policy: Grades 5 through 8



POLO SHIRTS
(Mandatory for
Physical Education &
Dance)



**SHORT SLEEVE
OXFORD**



**GIRLS PETER PAN
SHORT SLEEVE**



**BURGUNDY
SWEATSHIRTS**
(Mandatory for
Physical Education &
Dance)



**LONG SLEEVE
OXFORD**



**GIRLS PETER PAN
LONG SLEEVE**



**BURGUNDY
SWEATPANTS**
(Mandatory for
Physical Education &
Dance)



BLAZER
(Mandatory)



CARDIGAN



**BOYS & GIRLS
KHAKI PANTS**



**GIRLS KHAKI
SKORT**



TIES

PLEASE NOTE: Shoes may be black or brown (Black preferred)
Sneakers should be all black, with black soles, laces, logos, etc

School Safety

Security

Safety and security of our scholars, families, and staff remain of the utmost importance at Jumoke Academy. All building entrance doors are locked during the school day. Visitors can communicate with the main office through the current buzzer system at the front entrances. All visitors must report directly to the main office, where they will receive a visitor's badge. Video camera systems monitor all entrances, parking lots, and hallways of our schools. In addition to video surveillance, buildings at times utilize a part-time security officer. Staff will direct any visitors not wearing a badge to the main office.

School Visitation

All school visitors must make an appointment, present a valid form of identification, and sign in at the main office to receive a visitor's badge. Walk-in observations are not permitted.

If parents/guardians wish to meet with a teacher or administrator, they must schedule an appointment at least 24 hours in advance. Teachers will notify the administration of any scheduled meetings. Parent meetings cannot be held during instructional time.

If it is necessary to deliver articles of clothing, lunches, instruments, etc., to a scholar, the items must be labeled (name and class) and left in the main office. Classroom instruction will not be interrupted at any time to have scholars retrieve items. Individuals without specific school businesses are prohibited from being on school grounds.

Emergency Preparedness

Connecticut law requires that each school hold at least one drill per month. These drills ensure that we safely and quickly vacate or lock down the school in an emergency. The school will not give prior notice of drills as drills simulate real-life emergencies.

Fire Drills

Fire drills are held at regular intervals as required by state law. Scholars must follow the exit directions posted in each classroom. A crisis response drill may be substituted for one of the required monthly school fire drills once every three months.

Lockdown Drill

Per state law, a crisis response (lockdown) drill shall be substituted for a fire drill every three months. These drills intend to keep scholars safe if there is a threat of imminent danger that may potentially put scholars, staff, and/or visitors at risk.

Mandated Reporters

Teachers, principals, coaches of intramural or interscholastic athletics, paraprofessionals, and other professional school staff, including but not limited to guidance counselors, social workers, psychologists, and licensed nurses, are obligated by law (C.G.S. 17a-101) to report to the Connecticut State Department of Children and Families Services suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment, such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment, or neglect, is also considered child abuse.

Specific procedures governing reporting abuse and neglect are in effect, and Jumoke Academy's staff receive yearly training. Reporting child abuse and neglect is a responsibility taken seriously. Jumoke Academy will make a report if there is any doubt about suspected abuse or neglect. The school will work with the parents and appropriate social agencies in all cases.

Items Not Permitted In School

To ensure the safety and protection of personal property of staff, scholars, and visitors, the following items are strictly prohibited on school grounds:

- Weapons including, but not limited to, martial arts artifacts (real or fake)
- Dangerous Instruments, i.e. Pocket knives, razor blades, or sharp objects
- Toys/Games, including but not limited to; Skateboards, roller skates, roller blades, sneakers with wheels, scooters, fidget spinners, trading/collection cards, etc.
- Personal Electronic devices (ie. Tablets, cell phone, etc.)
- Alcohol, Tobacco, or drugs, including but not limited to e-cigarettes, etc.

No Smoking Policy

Smoking and/or vaping at any time on school property is prohibited. Any person who refuses to refrain from smoking or vaping must leave the premises.

Policy on Electronics, Cell Phones, Games and Toys

The district has a strict policy that prohibits scholars from using electronic games, cell phones, and toys in school. Jumoke Academy does not condone children bringing games, toys, or other non-academic items to school, and therefore will not assume any responsibility for replacing or paying for lost or damaged items. Please ensure that your child only brings items to school that are necessary for their academic learning. Additionally, scholars cannot carry a cell phone during the school day. If they bring one to school, it must be off and in their backpack or locker. Please see your scholar's school policy for additional information on cell phones and other electronics.

Policy on Weapons and Dangerous Instruments

The district has a strict policy that prohibits scholars from possession, use, and /or sell of any Dangerous Weapons and Instruments. This includes but is not limited any weapon or objects capable of threatening, causing injury, or death on school grounds. Any object used to cause injury will be considered a weapon. This includes facsimiles of any weapon or dangerous instrument as well as self-defense mechanisms (ie. Pepper spray, taser, stun gun, etc.). Violators will be subject to arrest, prosecution, and appropriate disciplinary action. Any scholar found to possess, use and/or sell a weapon or dangerous instrument on school grounds or during a school activity will be subject to an expulsion hearing.

Policy on Alcohol, Tobacco or Drug Possession, Use, and/or Distribution

The district has a strict policy that prohibits scholars from possession, use, and/or distribution of any alcohol, drugs, or tobacco of any kind on school grounds. This includes but is not limited to possession, use, and/or distribution of alcohol, drugs, or tobacco of any kind on school grounds or buildings, school

buses, or any school-related or school-sponsored activity away from school facilities. Violators will be subject to arrest, prosecution, and appropriate disciplinary action. Any scholar found to possess, use, and/or distribute alcohol, drugs, or tobacco of any kind on school grounds or during a school activity will be subject to an expulsion hearing.

Scholar Attendance

State Attendance Policy

Connecticut Gen. Statute: 10-198(a)(b) requires schools to monitor the attendance of their scholars living in their school district and ensure that they regularly attend public school or show that they are receiving equivalent instruction in the same areas of study taught in the public schools elsewhere.

The Board of Education affirms that regular school attendance is essential to the academic, behavioral and social emotional success of its scholars. Therefore, it is the policy of the Board to monitor school attendance to identify scholars who are chronically absent and truant to enlist the cooperation of their parents/guardians

Scholar attendance is recorded by homeroom teachers by 8:50 a.m. If your scholar is not present at this time, he or she will be marked absent. Once homeroom teachers submit their attendance to the office it is recorded daily by Office Managers using PowerSchool. Scholars arriving after 8:50 a.m. must sign in at the main office and receive a tardy pass before going to class. The Office Managers will change your scholar's attendance in PowerSchool. Attendance is considered a legal document and should only be recorded by authorized personnel.

Make-Up Work

Scholars are required to make up missed work. The scholar will be given the number of days equal to their absence to complete the make-up work. For example, if a child is absent for three days, he or she will have three days to hand in completed work upon returning to school. Parents should call the school to notify teachers of how and when the work will be retrieved. We ask parents to make these arrangements ahead of time so the teachers can have the work ready for the parent or guardian. Middle school scholars are responsible for approaching their teachers to gather missed work.

Planned Extended Absences

If a scholar is out of school for reasons that have been excused (per state guidelines) and the teacher is notified before the scholar leaves, that teacher should make every attempt to provide the scholar with work that is similar to what the scholar will miss.

Teachers may choose to use a choice learning board for scholars who may have extended absences.

Certain circumstances may need further discussion with the CEO/Superintendent, Chief Academic Officer and building administrator. The teacher should also notify the scholar and parents/guardians that the scholar may also have additional work to complete upon their return to school based on how far the class has progressed during the scholar's absence. The teacher should also inform the parents/guardians that their scholar will miss the important class instructional time that cannot be replicated. The school should always stress the importance of attending school daily, that "School is Better" when their scholar is present.

Unplanned Extended Absences

If a scholar is out of school for an extended amount of time due to illness, the teacher should take into account the situation and assign work that is mandatory only. The teacher should also work with the

scholar's family to transition the scholar back into school with as little stress as possible. This may mean a lighter workload and/or an extended period of time to complete. These situations should be handled on an individual basis, however, for extreme cases, the teacher should contact the Principal and the Director of Student Support Services to determine if a 504 Plan is needed.

Absences

When a scholar is absent, the parent/guardian must contact the school to report the reason for these absences via the Attendance Hotline: (TED 860-692-5021/ SMART 860-692-5020/ HC 860-527-2000). Then the parent/guardian should leave their scholar's full name, grade, along with the reason for absence. In compliance with the CT Statutes for attendance, all absences will remain unexcused until a written letter or note is received by the school. The parent/guardian will have 10 school days to get the note to the Office Manager. For those scholars who were sent home by the nurse, the nurse can submit the written documentation to the office on scholar's behalf.

Parents/Guardians are allowed 9 excused absences, for their scholar, excluding the reasons from the list below, the only absences that will be excused are as follows:

1. Scholar illness – must be verified by a medical provider/school nurse
2. Scholar's observance of a religious holiday
3. Death in the scholar's family or other emergencies beyond the control of the scholar's family
4. Mandated court appearances – documentation required
5. Lack of transportation that is normally provided by their district
6. Extraordinary educational opportunities, pre-approved by Chief Academic Officer/or Designee
7. Absences related to disciplinary action

Mental Health /Wellness Days:

According to CT State Guidelines:

1. Scholars are limited to two Mental Health Wellness days per school year.
2. Mental Health/Wellness days cannot be taken on consecutive school days (i.e. Tuesday and Wednesday).
3. When the scholar utilizes these two days, the parent/guardian should always write documentation for an excused absence.
4. These two absences should not be included in reporting or referrals related to truancy but will count in chronic absences.

Truancy

If a scholar is considered truant, the following policies shall be followed: School level meetings will be coordinated by school Attendance Teams.

"Truant" is defined as a scholar between the ages of five to eighteen, who has four (4) unexcused absences in any one month, or ten (10) unexcused absences in one school year.

1. A meeting between the parent/guardian and school Attendance Team will be scheduled to review and evaluate the reasons for the scholar being truant. The school will develop a Scholar Support Plan based on the Tier of scholar (i.e. which could include the coordination of services and a referral to community agencies).
2. Teachers must provide all parent/guardian notes to the school Office Manager in the main office. If a parent/guardian calls the homeroom teacher and verbally explains an absence, said teacher shall email the Office Manager, nurse, and Building Principal/Dean, summarizing the reason for

the scholar's absence. Secondly, recommend the parent/guardian use the Attendance Hotline and send in a note upon the return of the scholar to school.

3. The Office Manager shall submit a weekly attendance report to the Dean of Scholars and Principal, summarizing attendance for the week and showing totals from year to date.
4. The principal shall designate a member from the Attendance Team to call home when the reason for the absence is unknown. The Principal/Attendance Team shall also arrange and conduct meetings with the parents/guardians of truant scholars.
5. The Principal and Attendance Team should also discuss with the parent/guardian if a scholar is frequently absent and is falling behind academically as a result. The parent/guardian should be called in to try to resolve the issue and the administration will provide the family with varying support.

Makeup Work/ Homework Due to Excused Absences

Although homework assignments may vary within grade levels, homework assignments primarily provide opportunities for scholars to read and practice academic and other skills. Parents/guardians are advised to call the office prior to picking up assignments due to absences. The assignments and materials will be ready within 24-48 hours of initial request.

Curriculum and Instruction

At Jumoke Academy, we are dedicated to providing an enriching and dynamic curriculum that prepares our scholars for success in the 21st century. Our approach to education is rooted in the belief that all students can achieve at high levels when given the support, encouragement, and resources they need. Through a blend of innovative teaching methods, thematic learning experiences, and a focus on both academic excellence and personal growth, we aim to foster a love for learning that lasts a lifetime. Join us as we explore the diverse educational pathways and instructional strategies that make Jumoke Academy a beacon of educational excellence in our community. Jumoke Academy has district-created curriculum, pacing and implementation guides that were developed in alignment with Common Core and the Next Generation State Standards.

The resources we used for each core subject areas are as follows:

ENGLISH LANGUAGE ARTS

- Grades K – 6: Houghton Mifflin Harcourt Into Reading
- Grades 7 – 8: Houghton Mifflin Harcourt Into Literature

SCIENCE

- Grades K – 8: Discovery Education Science

SOCIAL STUDIES

- Grades K – 5: Studies Weekly
- Grades 6 – 8 Discovery Education Social Studies Techbook

MATH

- Grades K – 8: Illustrative Math
- Grades 6 – 8: Supplementary Resource - Maneuvering the Middle
- Pre- Algebra and Algebra I - Maneuvering the Middle



In addition, to our core and theme-based courses, all scholars participate in Social Emotional Learning. To meet our scholars' individual Social Emotional needs, we used the Second Step program and DESSA

for screening. Use the QR code below to access our [Parent Information HUB](#) for more information about curriculum and other resources.

Assessment of Scholar Progress

At Jumoke Academy we use scales, rubrics and checklists to assess scholar progress in individual classes. Scholars take formative assessments such as exit tickets and quizzes as well as summative assessments such as benchmark assessments and unit assessments. Scholars also take NWEA-Measures of Academic Progress (MAP) and Interim Assessment Blocks (IABs)/Interim Comprehensive Assessments (ICAs) throughout the year as common core aligned indicators of progress toward common core and NGSS standards mastery. In the spring, scholars take the state achievement tests, Smarter Balanced Assessment in Math and ELA. In addition, scholars in grades 5 & 8 take the Next Generation State Standards (NGSS) assessment.

Jumoke also uses Scientific Research-Based Intervention (SRBI), tiered intervention and progress monitoring for academics and behavior to ensure that we are providing scholars with interventions based on their individual needs.

Scientific Research-Based Intervention (SRBI)

The purpose of the Scientific Research-Based Intervention (SRBI) Team is to provide consistent school-wide support. A scholar may be referred to the SRBI team if they are not meeting certain benchmarks on academic assessments or behavioral expectations. Before being referred to this team, the scholar's teacher will have created and implemented support for the scholar in the classroom.

At an SRBI team meeting, the scholar's teacher will meet with the school-based support staff. At this time, the team may decide that a scholar needs additional support to supplement classroom instruction. The school-based staff and interventionists will implement and monitor a focused instructional plan. Parents/Guardians will be updated on their scholar's progress regularly. We hope our combined efforts will assist teachers and parents/guardians in helping scholars achieve positive, healthy, and productive outcomes.

Parent/Teacher Conferences

Good home-school communication entails reports and conferences that are essential in understanding the needs and progress of each scholar. Jumoke Academy follows a trimester system. The trimester system divides the academic school year into three terms. It averages about 12 weeks per semester. At Jumoke Academy, three progress reports are issued in October, January, and April. Progress report conferences are scheduled for all middle schools.

A minimum of two conferences (pre-k to 2 are parent/teacher conferences and grades 3 to 8 are student-led conferences) are held throughout the school year. The teacher will share the trimester report card during these conferences with families. During report card conferences, scholars in grades 3-8 lead their parents through their goal-setting process and reflect on their learning. Scholar-led conferences are held during the first and second trimester. During the final trimester report cards are sent home on the last day of school.

While sharing the progress with families, the teacher will also provide information about your child's performance in language/literacy, mathematics, social studies, science, social/emotional development, health and physical development, creative expression, approaches to play and learning, and cognitive

processes. Other conferences between parents/guardians and teachers may be scheduled as needed. A parent/guardian may request a meeting at any time.

Homework Policy

Homework is an extension of classroom instruction and appropriate to the age, ability, and independence level of scholars. Homework is planned to be purposeful, appropriate, and consistent across grade levels.

Teachers assign homework that:

- can be completed independently by scholars within a reasonable time frame
- aligns with curriculum objectives
- is communicated to scholars
- is composed of previously taught content, or builds the foundation for future success

Homework Responsibilities of Parents - While scholars assume responsibility for completing assignments, parents are encouraged to take an active interest in scholars' homework by

1. Promoting a positive attitude toward homework.
2. Providing a consistent time and suitable place for homework to be completed.
3. Refraining from doing the work or editing the finished project.
4. Encouraging scholars to self-advocate and communicate to the teacher any special circumstances that may affect the scholars' ability to complete the homework assignment.
5. Communicate with the teacher if the scholar spends limited time on the homework assignment.

Middle School (Grades 5 through 8): Scholars can expect to be assigned up to thirty minutes of homework per academic subject area each night. The consequence of coming to class without homework or a homework agenda is a possible zero on the assignment. Scholars may be required to make up missing homework assignment(s) during silent lunch detention on the same day.

Responsibilities of the Scholar

- Complete the assigned homework on time.
- Eliminate distractions while doing homework.
- Upon return from an unplanned absence, approach teachers to identify missing assignments.

Responsibilities of the Parent/Guardian

- Parent involvement with scholar's homework.
- Make homework a priority and motivate your child to do their homework.
- Provide a proper study environment that is equipped with all necessary tools and resources.
- Eliminate distractions such as the television, radio, etc.
- Provide support for your child, but please do not do their homework for them.
- Contact your child's teacher if you feel that adjustments should be made to the homework your child is receiving.

Policy on Academic Integrity

Scholars at Jumoke Academy engage in academic work of the highest standards. To assure the validity of the learning experience, Jumoke Academy has clear standards for student work. In any presentation—

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creative, artistic, or research— it is the ethical responsibility of each student to identify the sources of the work submitted. Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student. No form of plagiarism is tolerated at Jumoke Academy. Disciplinary consequences for plagiarizing are appropriate to the action, age, and circumstance.

Grading Scale

Grading Scale:

Elementary School

TED-JA has transitioned to standards-based report cards and the following scale should be used when assigning grades on report cards.

1 Not meeting the standard at this time	2 Beginning to meet the standard	3 Meeting the standard	4 Meeting and at times exceeding the standard
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Middle School

The following grading scale is used for all core classes at Jumoke Academy. Some specials classes are based on a Pass/Fail scale reflecting the same percentages.

ACADEMIC GRADES			
A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D	66-69
B	84-86	P/F	PASS/FAIL
B-	80-83		

Honors and High Honors:

Scholars must have an average of 80% or higher in all academic classes and a cumulative average of 80% or higher in specials classes to receive honors and all threes and fours for learning habits. To receive High Honors, a scholar must have an average of 90% or higher in all academic classes and a cumulative average of 90% or higher in specials classes as well as all threes or fours for learning habits.

Learning Habits:

4	Respects the learning environment, meets behavior expectations, and stays on task <u>ALL</u> of the time
3	Respects the learning environment, meets behavior expectations, and stays on task <u>MOST</u> of the time
2	Respects the learning environment, meets behavior expectations, and stays on task <u>SOME</u> of the time
1	<u>RARELY</u> respects the learning environment, meets behavior expectations, or stays on task

All assignments and grades will be entered into the district grading system PowerSchool. Please contact the main office if you do not have access to your parent and/or scholar PowerSchool account.

Student Support Services

Jumoke Academy Charter School employs a tiered support model to ensure that all scholars perform to their full potential by closely monitoring academic and social-emotional development. Universal assessments are used systematically throughout the school year to assist in identifying scholars at risk for meeting grade-level expectations. Once identified, areas of concern are targeted using a tiered support model that begins with our district's core curriculum differentiated to meet scholar needs and advances as needed through tiers of intervention.

For scholars needing Special Education programs, a Planning and Placement Team (PPT) is designed to provide communication and decision-making at the school level concerning the effective use of available resources. The team is also responsible for follow-up and periodic reviews of all scholars in Special Education and special services programs. Any child that may need special education or related services must be referred to a special education Planning and Placement Team for evaluation (PPT).

The PPT will determine whether special education services are required. Parents/Guardians must consent before the Special Education Department can evaluate the scholar. Based on the diagnostic findings of the evaluation study, if a scholar qualifies for services an Individualized Education Plan (IEP) will be developed by the PPT, with parental/guardian involvement.

Planning and Placement Team

Scholars diagnosed by the Planning and Placement Team and approved for the program may work with the special education teacher, the special education academic assistant, or any related service provider as stated according to his/her IEP. Depending on the scholar's needs, remedial work will focus on specific skill deficits, disability compensations, or social, emotional, and behavioral concerns. Parents/Guardians of new scholars to Jumoke Academy with special educational needs should inform Enrollment Coordinator, Director of Student Support Services, Building Principal, Dean of Academics or classroom teacher.

Response To Tiered Intervention/Inclusion

Our program provides support for all scholars with disabilities and unique learning needs. Modifications and accommodations are made to lessons, the environment, and staffing patterns to ensure that scholars show competency in social/emotional, physical, cognitive, and language development skills, become enthusiastic and curious learners, and are safe and healthy.

Responding To Challenging Behavior

Teachers promote positive behavior by:

- Interacting with the scholar respectfully
- Redirecting the scholar to another preferred activity to get the scholar back in a positive mode
- Modeling the behavior they expect to see
- Helping scholars to negotiate their interactions with peers
- Engaging scholars in the upkeep of their classroom and ensuring that each scholar participates
- Time out from preferred activities
- Creating a behavior or safety plan
- Creating a visual schedule
- Communicating with all stakeholders frequently
- Social isolation is never used.

Seclusion and Restraint Policy

The goal of all policies listed is to limit or eliminate the use of suspension, expulsion, and other exclusionary measures. When necessary, Jumoke Academy enforces exclusionary measures in compliance with the Connecticut State Laws. Using restraint as an identified “planned intervention” in the individualized education program (IEP) is prohibited.

Restraint

No school employee shall use physical restraint on a scholar except as an emergency intervention to prevent immediate or imminent injury to the scholar or others. The restraint is not used for discipline or convenience or as a substitute for a less restrictive alternative. No school employee shall use a life-threatening physical restraint on a scholar. The use of prone restraint is prohibited. This section shall not be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under Sections 53a-18 to 53a-22, including the general statutes. No school employee shall use physical restraint on a scholar unless such school employee has received PMT training on the proper means for performing such physical restraint under subsection (o) of Section 1 of Section 10-236b of the CGS. PMT training is provided to staff based on recommendations from the building administrator or the Human Resource Department.

Documentation Monitoring and Reporting

Applies to special education scholars and scholars “at risk,” deemed by the Special Education Department.

Documentation

Any physical restraint on a scholar shall be documented in the scholar’s educational record through CT-SEDS. The documentation shall include the following:

1. the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
2. a detailed description of the nature of the restraint, the duration of such restraint and the effect of such restraint on the scholar’s established educational plan.

**NOTE: A standard model form for reporting an incident of restraint (Incident Report of Physical Restraint) and a standard model form for reporting an incident of seclusion (Incident Report of Seclusion) are available on the Connecticut State Department of Education (CSDE) website. Jumoke Academy also has district-level forms to be completed in each building after staff has conducted a restraint.*

Monitoring

The school employee performing the evaluation shall enter each evaluation in the scholar's educational record. For purposes of this subsection, "monitor" means (1) direct observation or (2) observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.

- A school employee shall continually monitor any physically restrained scholar.
- Each scholar so restrained shall be regularly evaluated by a school employee for indications of physical distress.

Frequency of Monitoring

If any instance of physical restraint of a scholar otherwise permissible under Public Act 18-51 exceeds 15 minutes, the following individuals, who have received training in the use of physical restraint and seclusion, will determine whether continued physical restraint is necessary to prevent injury to self or others:

1. an administrator, as defined in Section 10-144e of the general statutes, or such administrator's designee;
2. school health or mental health personnel, as defined in subsection (a) of Section 10-212b of the general statutes; or
3. a board-certified behavioral analyst.

This individual shall make a new determination every 30 minutes after that regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or others.

Recording and Reporting

Recording requirements for all special education scholars and those identified as "at risk." Each local or regional board of education and each institution or facility operating under contract with a local or regional board of education must:

- record each instance of the use of physical restraint or exclusionary timeout on a scholar;
- specify the nature of the emergency that necessitated the use of such physical restraint; and
- include such information in an annual compilation on its use of such restraint on scholars.

Section 10-236b of the CGS requires the CSDE to collect data from each local or regional board of education and each institution or facility operating under contract with a local or regional board of education. The required data includes:

- all instances of the emergency use of restraint and exclusionary timeout;
- the status of the scholar (special education eligible or in the referral process);
- the nature of the emergency that necessitated its use; and
- all instances of physical injury as a result of restraint or exclusionary timeout including non-serious injuries and serious injuries (defined as requiring attention beyond basic first aid).

Reporting Injuries

Definition of an Injury:

- A non-serious injury includes red marks, bruises, or scrapes that require a Band-Aid or application of basic first aid; and
- A serious injury includes any injury requiring medical attention beyond basic first aid.

If the use of such restraint or exclusionary timeout results in physical injury to the scholar, the local or regional board of education and each institution or facility operating under contract with a local or regional board of education under subsection (d) of Section 10-76d of the general statutes that provides special education for children, shall report the incident to the State Board of Education (SBE), which shall include

the incident in the report. The SBE shall report any incidence of serious injury or death to the Office of Disability Rights Inc. and, if appropriate, to the Office of the Child Advocate.

Other District Requirements

Not later than January 1, 2019, each local or regional board of education shall establish a policy regarding the use of an exclusionary time out. Such policy shall include, but need not be limited to, a requirement that:

1. Exclusionary time-outs are not to be used as a form of discipline.
2. At least one school employee remains with the scholar or is immediately available to the scholar so that the scholar and school employee can communicate verbally throughout the exclusionary time-out.
3. The space used for an exclusionary time-out is clean, safe, sanitary, and appropriate for calming and de-escalating behavior.
4. The exclusionary time-out period terminates as soon as possible.
5. If such a scholar is a child requiring special education, as defined in Section 10-76a, or a child being evaluated for special education, according to Section 10-76d, and awaiting a determination. Suppose interventions or strategies are unsuccessful in addressing such a scholar's problematic behavior. In that case, such a scholar's planning and placement team (PPT) shall convene as soon as practicable to determine alternative interventions or strategies.

Required Meetings

General Education (All Scholars K -12)

If physical restraint or an exclusionary timeout is used on a scholar four or more times within twenty school days, a team composed of an administrator, one or more of such student's teachers, a parent/guardian of such scholar and, if any, a mental health professional, as defined in section 10-76t of the general statutes, shall convene for:

- A. conducting or revising a behavioral assessment of the scholar;
- B. creating or revising any applicable behavioral intervention plan, and
- C. determining whether such scholar may require special education according to Section 10-76ff of the general statutes.

Scholars requiring special education or an evaluation to determine eligibility for special education services according to Section 10-76d of the CGS, as amended by this act, and awaiting a determination.

If physical restraint or exclusionary time-out is used on an above-defined scholar four or more times within 20 school days, such scholar's PPT shall convene for:

- A. conducting or revising a functional behavioral assessment of the scholar;
- B. creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's IEP, and;
- C. reviewing or revising accommodations of the IEP.

The school-level data team or the PPT should review the number of occurrences of the use of restraint or an exclusionary timeout monthly to ensure that the appropriate meeting(s) has been convened following the 4th occurrence of restraint or seclusion in 20 days.

Parental Notification

Each local or regional board of education must notify a parent or guardian of a scholar who is placed in physical restraint or an exclusionary timeout no later than 24 hours after the placement. The school should make a reasonable effort to provide such notification immediately after such physical restraint or the exclusionary timeout is initiated. Such notification must be made by phone, e-mail, or other method, which

may include but is not limited to, sending a note home with the scholar. The parent/guardian of such scholar, regardless of whether he or she received such notification, must be sent a copy of the incident report no later than two business days after the emergency use of physical restraint or an exclusionary timeout.

Pesticide Application

Only certified pesticide applicators are used in schools for non-emergency pesticide use in School buildings or on School grounds. Pesticide applications are applied by licensed technicians, and such applications are never done while school is in session. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry, and such notice will be provided as required by law. Parents/guardians who want to be notified before pesticide applications inside their child's school assignment area may contact Director of Facilities at 860-527-0575.

Asbestos Management Plan Notice

"In compliance with the United States Environmental Protection (EPA) Asbestos Hazard Emergency Response Act (AHERA) and the State of Connecticut Department of Public Health (CT DPH) we are required to inspect our school buildings for asbestos every three years and develop a management plan to responsibly control what material may remain in the school buildings.

A plan has been prepared for each school building and a copy is available at the school office as well as the main office, to all parties that may be concerned. Persons wishing to review this document may do so during regular school hours."

Physical Education, Outdoor Activities, Outdoor Air Quality and Adverse Temperature

All scholars will be expected to participate in physical education classes unless a physician's note is on file in the Health Room.

Scholars will not go outside under the following circumstances:

- The outdoor temperature is below 34 degrees or over 95 degrees;
- The pollen count is high; or the air quality (for any reason) is poor.

Wet Clothing

Scholars who get their clothing wet from the weather may call home to ask a parent to bring in dry clothes. Scholars may call from the main office but must return to the classroom to await dry clothing, so they do not miss out on instruction.

Excused Recess or Physical Education Class

The school's position is that scholars who can attend school are well enough to take part in physical education classes and outdoor recess. An excuse request will be honored if made by the scholar's physician in writing and filed in the Health Office.

Health Services

Health Room

A Registered Nurse is on staff at Jumoke Academy. The nurse helps provide the fullest possible educational opportunity for each scholar by minimizing absences due to illness and creating a climate of health and well-being in school. Cooperation between home and school is essential to the wellness of all scholars. From time to time during the school year, the school nurse will be sending notices home with scholars. These notices contain very important information regarding health issues.

The health of our scholars is of vital concern. Parent/Guardian support on the following guidelines will help keep a healthy school environment:

- Scholars should not be sent to school when ill.
- Please note that if a scholar is well enough to be in school, he/she is expected to participate in all classes and recess.

The school nurse at your campus assesses individual scholar illness, provides first aid, plans for scholars with disabilities and health conditions, coordinates prevention and control of communicable disease, participates in health education programs, and provides health screenings. In addition, staff who are trained in CPR/First Aid and medication administration assist when necessary. Any health matters or questions you may have should be directed to the school nurse.

Physical Exams and Immunizations

Connecticut law requires immunizations against Diphtheria, Tetanus, Pertussis (DtaP); Polio; Measles, Mumps, German measles (Rubella) (MMR); Hemophilus Influenza Type B (Hib); and Varicella (Chicken Pox). Connecticut state law also requires a physical examination prior to school entrance. Updated physical examinations are required for pre-kindergarten, kindergarten, third, sixth, and tenth grade. Scholars may be restricted from entering the school without official proof (signed original medical form) of immunizations. Please see <https://portal.ct.gov/immunization/-/media/immunization/provider-page/pdfs/school-nurses/school-requirements/immunization-requirements-for-enrolled-students-in-connecticut-schools.pdf?rev=de94e5b275f64ff9aad48aeae3b4af6f>

Communicable Disease Regulations Regarding Readmittance to School

Chicken Pox – 7 days from onset of rash or until all lesions have crusted over

Measles – 5 days from onset of rash

Rubella – 4 days from onset of rash

Mumps – after all swelling has subsided

Other children in the family who do not have the disease may attend school. The nurse will watch for symptoms.

Medication Policy

Medications should be given at home whenever possible, and a doctor's note must accompany any prescribed medication to be administered at school. If a scholar is required to take prescription or nonprescription medication during the school day, the following guidelines, in accordance with state law, must be met to ensure the scholar's safety:

- A signed written order (Medication Authorization Form) from the physician/dentist that includes: the scholar's name, the name of the medication, the dose prescribed, the frequency of the dose, the reason for prescribing, the start date, the finish date, side effects to look for, and any special instructions must be

- presented with the medication. Forms may be obtained from school nurse.
- Signed permission from parent/guardian to allow school personnel to administer medication. This is part of the Medication Authorization Form.
- Transport the medication to school yourself or with another responsible adult. Exception: Secondary scholars with the order and permission to self-medicate using asthma inhalers.
- Give the medication directly to the school nurse.
- Medication must be in its original container with a pharmacy label.

There will be no over-the-counter medication (for example, Advil/Motrin/Tylenol) dispensed without a completed medication administration form. A new form must be completed each school year. No medication can remain in the school over the summer. Any medication not picked up will be destroyed and disposed of according to the CT State Department of Health.

Scholars in the Middle School will be allowed to carry their own metered-dose asthma inhalers and Epi-pens with the above guidelines. **The school nurse is not available to administer medication on field trips.** Other plans must be made before field trips

Vision and Hearing Screening

Vision and hearing screenings are done in accordance with State requirements. Parents/Guardians will be notified of all results.

Illness at Home

While it is important for your scholar to be in school to learn, it is equally important that when your scholar is ill, she/he should stay home. Please review the following guidelines for when to keep your scholar home.

Please keep your child home if within the last 24 hours your child:

- has a temperature of 100 degrees or higher
- needs a fever reducing medication to keep the temperature below 100 degrees
- has vomiting and/or diarrhea
- has a rash of unknown origin that is spreading
- has a red eye and/or eye drainage that is not clear

Scholars should remain home for at least 24 hours after symptoms have cleared without the need for medication, and they are eating their normal diet. You should plan to contact your health care provider if:

- your child develops a high fever (101 degrees or more)
- your child was getting better, but now is getting worse (develops high fever, cough)
- your child has a cough that is not controlled by medication, has a cough that is becoming more frequent or changes in tone from a dry cough to a barking or tight cough
- your child has a rash of unknown origin that is spreading

Illness or Injury During School Hours

If a scholar is injured or becomes ill during School hours, the nurse will make every attempt to contact parents/guardians and if a scholar requires more than basic first aid, 911 will be called.

Scholars must be picked up from school for the following reasons: (Parents/Guardians or Emergency Contact must pick up scholar within a 1 hour window).

Fever >100.5
Vomiting
Rash of unknown origin (ringworm)

Pink Eye
COVID

If parent/guardian cannot be reached, the person designated on the emergency information sheet is called to care for the scholar until a parent/guardian can take over. It is **IMPORTANT** to notify the school of any changes that need to be made on the emergency information sheet.

Casts or Crutches

A doctor's note is required if a scholar must use crutches at school, has had a cast applied, or otherwise needs special medical attention. The note must be given to the nurse before the scholar begins the school day. If scholar is going to have a cast or crutches over an extended period of time then the parent/guardian should request a 504 meeting so that accommodations could be put in place.

Snacks – Lunches – Food Allergies

Every year we have scholars attending Jumoke Academy who have a life-threatening allergy to nuts, peanuts, or peanut products. These scholars may not eat, touch, or even inhale the aroma of peanuts without endangering themselves. While we are instituting proper procedures at school (for example nut free zones, staff training for Epi-Pen administration), we need everyone's help to prevent a possible tragedy. We ask that parents/guardians help by taking the following precautions:

- All allergies must be reported to the school nurse.
- Parents/Guardians receive monthly menus and should send food for scholars on days when a scholar may not eat a particular food.
- The cafeteria and certain classrooms are "Nut Free Zones."
- Please do not send your scholar to school with peanut butter or any nuts (i.e. Nutella)
- A **"NO FOOD TRADING"** and **"NO UTENSIL SHARING"** policy is enforced.
- All scholars requiring Epi-pens (2) should have them at school at all times.
- Classroom snacks are nut free.
- All classroom treats (birthdays) must contain original ingredient labels and must be nut free.
- All scholars and staff will be encouraged to wash their hands after eating and/or handling food.

Occasionally a scholar may forget their lunch at home and a parent/guardian can drop off their meal at the front desk in the main office. This practice should only occur infrequently, however. Scholars are not permitted to have lunch delivered or dropped off to them regularly; this is very disruptive to the office staff.

Microwave Policy

- For safety reasons, the microwave is not to be used by scholars or by staff members for a scholar. If scholars bring a lunch, they must bring a lunch that does not need to be heated.

Chromebook Care Policies

TAKING CARE OF YOUR CHROMEBOOK

Scholars are responsible for the general care of the Chromebook they have been issued by the Jumoke Academy. Chromebooks that are broken or fail to work properly must be returned to the scholar's school for an evaluation of the device by the IT Department.

General Precautions:

- The Chromebook is Jumoke Academy property, and all users will follow this policy and the Acceptable Use Policy for technology
- Only use a clean, soft cloth to clean the screen. Do Not use cleansers of any type.
- Cords, Cables, and Thumb Drives must be inserted carefully into the Chromebook to prevent damage.
- Chromebook must remain free of any writing, drawing, stickers, labels, etc. that are not the property of the Jumoke Academy.
- Never leave the device unattended or unsupervised.

Carrying the Chromebooks:

- While carrying the device to, from, and within the school close the Chromebook lid.
- Do not stack items on top of the Chromebook while carrying to limit the amount of pressure applied to the device.
- Avoid bumping, tossing, or throwing the device against any surface.
- Always use the provided case when transporting the Chromebook.

Screen Care:

- Do not place anything on your Chromebook that could put pressure on the screen
- Do not lean on the screen at any time.
- Do not flex the screen.
- Do not close the screen with any items between the screen and the keyboard

USING YOUR CHROMEBOOK AT HOME:

It is the expectation that 1:1 Chromebook usage will be on school campus, however, in the event that a scholar is using a Chromebook at home, please adhere to the following expectations:

Chromebooks are intended for use in the classroom or home in the event Jumoke Academy must close. In addition to teacher expectations for use, school messages, announcements, calendars, handbooks, and schedules may be accessed using the device. School staff and administration have the right to check any material stored on a scholar's Chromebook at any time, even remotely.

Charging your Device's Battery:

- Battery should be fully charged each day upon entering the school building.
- Get into a charging routine at home using only the provided and correct charger for the device.
- Additional device chargers may be available at school but cannot be used during class time.

PERSONALIZING YOUR CHROMEBOOK

Please do not draw, write, or put stickers, paint, or tape on your Chromebook. Keep it clean for the next person who will receive it.

Screensavers and Backgrounds:

- Scholars are not allowed to change Chromebook screensavers and backgrounds
- Inappropriate media may not be used as a screensaver or background photo.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, tobacco, or any other material deemed inappropriate by school administration will result in disciplinary action.

Games or Programs:

- Internet gaming is not allowed. If non-instructional game apps are installed, they must be approved by administration or technology staff.

Home Internet Access:

- Scholars are allowed to connect their Chromebooks to their home Internet access.
- All home internet use will be monitored and filtered using the same filters used at Jumoke.
- Scholars will be expected to follow the same “Acceptable Use Policy” at home as at school.

Inspection

Scholars may be selected at random to remotely have their Chromebook inspected. The purpose of inspection will be to check for proper care and maintenance as well as inappropriate material being used with the Jumoke authorized Chromebook issued for home use. All Chromebooks will be inspected once returned to school to identify damage and arrange for repair under Jumoke’s Damage/Loss Protection Plan.

Ongoing Monitoring Use

Scholars should be aware that there should be no expectation of privacy when using Jumoke Academy networks, issued hotspots or equipment. When scholars access the Jumoke network at school and use Jumoke issued Chromebooks at home, Jumoke will actively filter access and use third-party solutions to monitor content for threats, violence, illegal activity, etc. Notifications are sent to the Jumoke Tech Support, IT Coordinator and Academic Director regarding suspicious activity. If concerns are identified, disciplinary action and parent contact will occur.

Software on Chromebooks:

- All software/apps/bookmarks installed by Jumoke Academy IT Department staff must remain on Chromebook in usable condition and accessible at all times. From time to time, the school may add software applications for use in a particular course.
- Devices are controlled and monitored by a Google Management System. This prevents most viruses from infecting the devices.
- If technical difficulties occur, illegal software is downloaded, or non-Jumoke Academy installed/approved apps are discovered, the Chromebook will be wiped clean and put back to its

original settings. The academy does not accept responsibility for the loss of any software or documents deleted due to a reformat and/or reimaging.

- Upgraded versions of licensed software/apps are available from time to time. Scholars may be required to check in their Chromebooks for periodic updates and syncing.

Password Protection:

- Never give your unique passwords to anyone other than your parents/guardians. This practice will help keep scholar information more secure.
- Violations may result in loss of device privileges.

Use of the internet and Jumoke Academy School District Network is a privilege. The following regulations are in place to ensure our scholars and the school's safety.

Personal Safety and Personal Privacy – you will not post personal contact information about yourself. Personal contact information includes your address, telephone, school address, work address, etc. This information may not be provided to an individual, organization, or company, including websites that solicit personal information. You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable.

Illegal Activities – you will not attempt to gain unauthorized access to Jumoke Academy School's network or internet connection or to any other computer system through Jumoke Academy School's network or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. You will not use Jumoke Academy School's network or internet connection to engage in any other illegal act, such as threatening the safety of person.

Inappropriate Language - restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. You will not post information that could cause damage or a danger of disruption. You will not engage in personal attacks, including prejudicial or discriminatory attacks. You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending messages, you must stop. You will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy - you will not repost a message that was sent to you privately without permission of the person who sent you the message. You will not post private information, including personal contact information, about another person.

Respecting Resource Limits - you will use the system only for educational development. You will not download large files unless given authorization by school staff.

Inappropriate Access to Material - you will not use Jumoke Academy School's network or the internet to access material that is designated for adults only or is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). If you mistakenly access inappropriate information, you should immediately tell your teacher. This will protect you against a claim that you have intentionally violated this policy.

Use of Electronic Communication - scholars will not use electronic mail, chat rooms, and other forms of direct electronic communications. The exception for this is for instructional purposes and only if properly supervised.

Bullying and Cyber Bullying

Public Act No. 11-232 defines bullying as: (A) the repeated use by one or more scholars of a written, oral, or electronic communication, such as cyber bullying, directed at or referring to another scholar attending school in the same school district, or (B) a physical act or gesture by one or more scholars repeatedly directed at another scholar attending school in the same school district, that: (i) Causes physical or emotional harm to such scholar or damage to such scholar's property, (ii) places such scholar in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such scholar, (iv) infringes on the rights of such scholar at school, or (v) substantially disrupts the education process or the orderly operation of a school.

Public Act No. 11 – 232 clearly indicates that bullying may occur: on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, as well as outside of the school setting. Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics are to be considered under the classification of bullying. Scholar and/or their parent may file a written report of conduct they consider bullying. Scholars and parents are permitted to make anonymous reports of bullying. Parent written reports and scholar anonymous reports will be investigated by the school, but no disciplinary action shall be taken solely on the basis of an anonymous report. The school Dean is responsible for taking a bullying report and investigating the complaint. Parents of scholars involved in a verified act of bullying will be invited to attend at least one meeting at school.

School Equipment and Facilities

Equipment and Facilities

Responsible and proper care of equipment and facilities is expected from each scholar. Equipment that is checked out to a scholar is the sole responsibility of that scholar. S/he is responsible for returning it at the end of the activity in the same condition in which it was received. Lost equipment or careless damage to the facilities will be paid for by the individual responsible.

Scholars sometimes use the hallways as an extension of their classes. Therefore, scholars should maintain reasonable quiet and order in the halls when passing between classes and respect all items on display throughout the building.

Lockers

Use of lockers is a privilege, not a right, therefore scholars are expected to take utmost care to ensure that the locker is closed and locked. Material on the inside of the locker should be easily removed when the scholar vacates the locker at the end of the year. Lockers are the property of the Academy and are subject

to search without cause and scholars should have no expectations of privacy. Scholars are encouraged to bring in a dial lock to secure their items in their assigned lockers.

Elevator Use

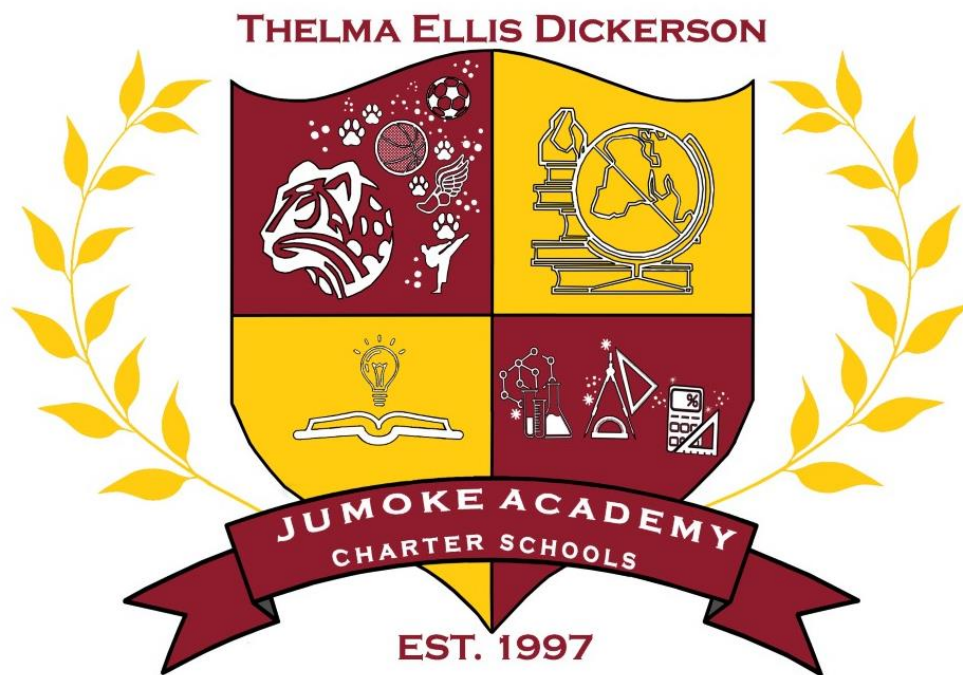
Scholar use of the elevators is **prohibited**. Only scholars who have special needs and who have permission from the office may use the elevators.

COVID Policies

As of August 2024, Jumoke Academy implements the following COVID protocols per the most recent Center for Disease Control (CDC). If/when new updates occur we will immediately update parents/guardians of the new protocols.

1. **Scholars must remain home until they are fever-free for 24 hours without medication.** This is to ensure that scholars are not symptomatic and are not at risk of spreading the virus to others.
2. **If no fever is present, scholars can return to school.** Once a scholar has been fever-free for 24 hrs. without the use of medication, they are cleared to return to school and resume their normal activities.
3. **Masks are optional.** The CDC has stated that masks are no longer mandatory. However, scholars and staff who feel comfortable wearing masks are encouraged to do so.

Thelma Ellis Dickerson Elementary School Specific Information



MISSION STATEMENT

The mission of Jumoke Academy Charter Schools is to prepare children to compete in the global marketplace despite the social and economic challenges they may face. The academy dedicates to rigorous academic and social standards achieved by holding high expectations for all scholars during challenging instruction. The concept of Jumoke – “where the child is loved” – is central to the academy’s mission to provide a safe and nurturing environment for its children while delivering high-quality instruction. Scholars in pre-kindergarten through the 8th grade will be offered a developmentally appropriate curriculum and an enriched program of extended day activities which address the unique talents and backgrounds of each child in the areas of science, mathematics, language arts, social studies, technology, physical education, and music and art enrichment.

At TED Elementary School, our classrooms are effective; our staff members are compassionate; our scholars are multi-skilled and both culturally and socially competent.

EFFECTIVE	COMPASSIONATE	MULTI-SKILLED	CULTURALLY COMPETENT	SOCIALLY COMPETENT
<ul style="list-style-type: none"> Scholar-focused lessons Lessons taught using varying modalities Differentiated instruction Increased time for scholar construction of knowledge Challenging lessons Relevant information Use of researched-based strategies Lessons align with common core standards 	<ul style="list-style-type: none"> “Everyone loves the child.” Respectful of different perspectives and learning styles Culturally sensitive Welcoming to all families and community members 	<ul style="list-style-type: none"> Critical thinkers and problem solvers in <ul style="list-style-type: none"> Reading Writing Math Listening Speaking Reasoning Diversified in <ul style="list-style-type: none"> Arts Sciences Technology 	<ul style="list-style-type: none"> Aware of varying cultural and global views Able to communicate and effectively interact with people of various cultures 	<ul style="list-style-type: none"> The Jumoke Way: Respectful, Responsible, and Ready to Learn at all times Knowledgeable of social cues with the ability to conduct oneself appropriately in different environments Demonstrate empathy and understanding of another’s perspective

Jumoke Academy Charter School *Parent-Scholar Handbook 2025-2026*

School Hours

TED's main office is open from 8:30 a.m. to 4:30 p.m. School begins at 8:45 a.m. for scholars and ends at 3:45 p.m. on regular dismissal days and 1:00 p.m. on early release days. Doors open at 8:15 a.m. for all scholars to enter the building. The elementary school will provide before school care and has partnered with OPMAD for after school care. Before care opens at 7:00 a.m. and after care closes at 6:00 p.m. Parents can contact our main office for more information. OPMAD will operate exclusively for elementary school students at the elementary campus, 250 Blue Hills Avenue. If registered with the OPMAD program, aftercare is provided on early dismissal days. It is imperative that families remain current on all program fees to avoid their scholar(s)'s removal from either or both programs. Parents who are regularly late picking up their children may lose the privilege of using after-care services and the school reserves the right to contact the school resource officer as necessary.

Delayed openings are announced on Parent Square, the Jumoke Academy Hotline (860-740-2115), as well as on WFSB and WTNH and NBC. Doors are not opened until 9:45 a.m. during a 90-minute delay and 10:15 a.m. during a two-hour delay and there is **no before care available**. Please always check for delays or closings during inclement weather prior to dropping scholars off at school.

Lost and Found

Articles found on school grounds are to be turned in at the main office. Unclaimed articles will be disposed of three times a year; at the end of December, March and June. "Lost and Found" is located at the entryway landing closest to the office. Scholars may check the lost and found before and after school, or during lunch.

Home/School Communication

Notices to parents and guardians are sent home frequently by the scholars' teachers. Check your scholar's home/school folder daily. Other communications are shared via District Newsletters, our T.E.D. T.A.L.X. Newsletter, and Parent Square. The purpose of these communications is to keep parents and guardians informed of school events, classroom activities, and procedural information. Parents/Guardians receive our communications via their email addresses in the PowerSchool database.

School Mascot

A school mascot unites everyone under one name, makes everyone feel included, and connects students to the school. Our school mascot is a jaguar named Jazzy. Jazzy is known to make special public appearances and visits with the scholars, staff, and families of T.E.D. When will he make his next public appearance? Nobody knows the answer, but Jazzy has promised to be around when the time is right.

School-Wide Morning Meeting

Scholars are welcomed to school each day through a school-wide Morning Meeting. This is typically facilitated by our school Principal and/or our Dean of Students and Enrichment. It gives scholars a chance to reconnect, sets a positive tone for the day ahead, and allows students to "ease into" the learning

environment. The morning meeting framework addresses social-emotional skills, character education, and strengthening the classroom community.

Breakfast, Lunch, and Snack

Hartford Food Services provides breakfast and lunch, free of charge, for all Jumoke scholars. Hartford Food Services thoroughly washes all fruits and vegetables before being distributed for consumption. Parents also have the option to send in a **nut-free** packed lunch with their scholars. Scholars are not allowed to use the microwave or refrigerator, nor are staff allowed to use it on their behalf. Parents should use a cold pack or thermos for items that require refrigeration or must be kept warm. Parents who wish to send their scholars a packed lunch must do so at the beginning of the school day.

Parents must pack a snack daily for their child(ren). **Due to food allergies, refrain from sending nut products to school.** Ensure you send food in small portions in a container that your child can open and provide utensils if needed. Please put your child's name on their lunch bag.

For snacks, we suggest items such as

- Sliced fruits
- Crackers
- Raisins
- Sliced vegetables
- Granola
- Muffins
- Bagels
- Rice cakes

If a scholar has dietary restrictions, notify their teacher in writing. Verify that food sent to school with your scholar is fresh; staff will discard any spoiled or expired foods.

Special Feeding Needs

Parents are to communicate dietary restrictions or special feeding needs in writing to the school nurse. This communication includes, as necessary, documentation of food consumption. Based on the information provided, staff will document the type and quantity of the food a child consumes, then provide this information to the child's family. Special feeding needs include: food intolerance, allergy, health concerns (e.g., diabetes, overweight/ underweight), or medical concerns that require the use of specialized equipment (e.g., feeding tubes).

Scholar Arrival

The Jumoke school day begins at 8:30 a.m., doors open at 8:15 a.m. Scholars may not be dropped off without being escorted to the main entrance by an adult. Parents may use the morning car drop-off zone or the scholar's designated entrance when dropping off a scholar. The vehicle drop-off zone is located on the south side of the building, past the staff parking lot. For this entrance, scholars **must exit the car from the passenger side** (the side closest to the school building). Upon the scholar entering the building, they are greeted by school staff. The backside door closest to the playground is not considered an entrance/exit for scholar pick-up or dismissal. It will remain locked at all times.

Scholars will report to the gym for the Schoolwide Morning Meeting beginning at **8:35 a.m.** If they arrive at school past 8:50 a.m., scholars need to be accompanied by an adult to the main office to receive a tardy slip from the attendance monitor.

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Main Entrance 8:15 a.m. - 8:45 a.m.	Pre-K – 4th
South Side Door 8:15 a.m. - 8:45 a.m.	Car Drop Off

Dismissal Times and Safety Protocol

Parents and families must enter through the main entrances at the front of the school building when doors open at 3:45 p.m. or 12:45 p.m. on early dismissal days. At this time, scholars are dismissed by teachers from their classrooms. Scholars are issued a color-coded name card at the beginning of the year. You must have this name card or a picture of the card to present to staff at pick-up time. If you wish for your scholar to be picked up by an adult not listed on the Emergency Contact List, a written note must accompany the scholar in the morning to notify the teacher and the main office. This adult must have a government-issued id or a pickup card to present to staff at dismissal time.

- ❖ All scholars wait for dismissal with their assigned teacher/academic assistant.
- ❖ The authorized adult signing the scholar out must have the scholar's pick-up card or a government-issued picture ID and/or be on the scholar's emergency pick-up list.
- ❖ The authorized adult must park their vehicle in a designated parking area. They cannot block traffic or the designated bus zones.
- ❖ Vehicles are not permitted to idle while on the school premises. Parkers must turn off their vehicle when parked unless the outside temperature is 20 degrees Fahrenheit or below.

Early Release of Scholars

If a scholar must be dismissed early, a parent or guardian **must send a written request to the office a day in advance or by 11:00 a.m. that day.** The note must include the time and reason for the requested early dismissal. Telephone requests for early dismissal of a scholar shall be honored if the caller can be identified as the scholar's parent or guardian. Children of single-parent families will be released only upon the request of the parent/guardian whom the court holds directly responsible for the child and identified as such in the school records. ****NOTE: Early pick-up ends at 3:15 p.m.**

Bus Transportation Guidelines

Hartford resident Scholars in Kindergarten – 4th grade may ride an assigned bus to and from school. Kindergarten, 1st, and 2nd-grade scholars must be met by their designated adult at the bus stop, or the scholar will be returned to the school by the transportation department. Bus drivers are responsible for enforcing all bus regulations and ensuring scholar safety. Scholars who do not comply may lose bus privileges.

All scholars practice the Jumoke Way - Respectful, Responsible, and Ready to learn, at all times.

- Scholars are to be seated as soon as they board the bus and remain seated while the bus is in motion.
- Inappropriate or profane language, fighting, horse-playing, bullying, or vandalism are prohibited.

- Spitting or throwing objects on/out of the bus is prohibited.
- Opening the bus windows without permission from the driver is prohibited.
- Sticking head, arms, or objects out of the bus window is prohibited.
- Scholars enter and leave the bus by the front door except in case of an emergency.

Attendance

State Attendance Policy

Connecticut state law requires that children living in the school district regularly attend public school or show that they are elsewhere receiving equivalent instruction in the studies taught in the public schools. The Board of Education believes that regular school attendance is essential to the academic success of its scholars.

It is the policy of the Board to monitor school attendance to identify truant scholars. The cooperation of parents will be enlisted and, when necessary, the juvenile justice system to address the problem of truancy as it arises.

Superior Court Complaint: School Attendance Law

Connecticut law requires that schools provide the parent/legal guardian with this written notice of their obligations regarding school attendance under the Connecticut General Statutes §10-184.

This law provides that “each parent or other person having control of a child between the ages of 5 through 18, shall cause such child to attend a public school regularly during the hours and terms of the public school in this district in which such child resides. Unless the child is a high school graduate or the parent or person controlling such child can show that the child is elsewhere receiving equivalent instruction.” Connecticut General Statutes §10-185 provides that each day’s failure to comply with the requirements is a separate offense, punishable by a \$25 fine.

Truancy Law

The truancy law includes all scholars ages 5 through 18. The law defines Truancy as four (4) unexcused absences in one school month or (10) unexcused absences in one school year. The law defines Habitual Truancy as twenty (20) unexcused absences in one school year.

A scholar’s absence from school shall be considered excused if written documentation of the reason for the absence is submitted within ten (10) school days of the scholar’s return. Written documentation includes a signed note from the scholar’s parent/legal guardian, a signed note from a school official that spoke in person with the parent/legal guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.

Truancy Definitions

Chronic Absence - is defined as missing 10 percent or more of school days for any reason, including excused, unexcused and disciplinary absences. For example, children enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days for any reason.

Truant Scholar - any enrolled scholar five to eighteen years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

Unexcused Absence - the non-appearance of an enrolled scholar on a regularly scheduled school day that the building principal (or designee) has determined is not excused.

Excused absence - is defined as the non-appearance of an enrolled scholar on a regularly scheduled school day for the following reasons:

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1. Scholar's health, including medical appointments (the school administration may require medical certification for frequent health-related absences)
2. Religious holidays
3. Funeral, death, or serious illness in the family
4. Court appearance
5. Documented college visit
6. Approved school activities, including field trips and sporting events
7. Suspension or expulsion
8. Failure of the school district to provide required transportation
9. An extraordinary circumstance with the approval of the building principal

Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Absences one through nine are excused when the scholar's parent/legal guardian approves such absence and submits appropriate documentation. Parents/legal guardians must send a note to the school to explain the absence when a child returns. The school keeps notes until the close of the school year. When an excused absence results from family-initiated travel, teachers will provide advance assignments or review work missed during the period of absence.

For the tenth (10) absence and all absences thereafter, a scholar's absence from school is considered excused for the following reasons:

- Scholar illness (Note: all scholar illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
- Scholar's observance of a religious holiday;
- Death in the scholar's family or other emergencies beyond the control of the scholar's family;
- Mandated court appearances (additional documentation is required);
- Lack of transportation that is normally provided by a district other than the one the scholar attends; or
- Extraordinary educational opportunities pre-approved by district administrators and following Connecticut State Department of Education guidance

A scholar's absence from school shall be considered unexcused unless the absence meets the definition for an excused absence (including documentation requirements); or the absence meets the definition of a disciplinary absence. When a scholar is absent for a legitimate reason, appropriate provisions will be made by school staff regarding assistance to scholars for missed assignments, homework, and tests. If your child is truant or habitual, a referral will be made to the District Scholar Support Coordinator. In addition, your child will be referred to the School Attendance Review Board (SARB).

Level	Total Days Absent	Acceptable Reasons for Excused Absence	Documentation Required (in 10 days)
1	1-9	Any reason that the parent or guardian approves *Parent notes to excuse a scholar MUST include date(s) of absence, the reason for absence, and signature.	A parent or Guardian

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2	10 +	<ul style="list-style-type: none"> • scholar illness as documented by a licensed medical professional (even for one day) • the nurse can provide a note • scholar's observance of a religious holiday • death in scholar's family or another emergency beyond the family's control • mandate court appearance (documentation required) • lack of transportation provided by the district • extraordinary educational opportunities – pre-approved by the school principal 	Parent or Guardian note and additional documentation for certain reasons
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Prevention and Intervention

We seek cooperation from parents and guardians to prevent truancy as highlighted below:

1. Notify parents/guardians annually of their obligations under the attendance policy.
2. Maintain a system to monitor scholar attendance.
3. Notify parents/guardians when a scholar has not arrived at school and there has been no prior approval or indication that a parent/guardian is aware of the absence.
4. Identify a scholar as a "truant" when the scholar accumulates four unexcused absences in any month or ten in a school year
5. Have appropriate school staff meet with the parents/guardians of a scholar identified as truant within ten days to review and evaluate the situation.
6. Coordinate resources and refer "truant" scholars to community agencies for family services. These agencies provide child and family services as appropriate. Staff will document all efforts to contact and include families in truancy and intervention matters.
7. The District Office files a written complaint with the superior court alleging that the acts or omissions of a child identified as "truant" are such that the scholar's family is a "family with service needs."

Legal Reference: Connecticut General Statutes

10--184 Duties of parents. (as amended by PA 98--243 and PA 00--157)

10--198a Policies and procedures concerning truants (as amended by PA 00--157)

10--199 through 10--202 Attendance, truancy in general. (Revised, 1995, PA 95 304)

10--202e--f Policy on dropout prevention and grant program.

10--221 (b) Board of Trustees to prescribe rules.

Campbell v New Milford, 193 Conn 93 (1984)

Absences

Scholars must attend school with minimal absences to gain the best educational experience possible. If a scholar is absent from school, a parent/legal guardian must contact the school office between 8:30 a.m. - 9:30 a.m. to report the absence and the reason for the absence. For example: illness, appointment, family emergency, etc. Failure to call the school or send a note within ten (10) days will result in an unexcused

absence. Written documentation submitted after the tenth (10th) day must be approved and excused by the principal.

The Office Manager will check the list of absences called in by phone against the teacher's absentee list. Absences reported by the teacher but not by the parent/legal guardian will alert the attendance manager to a potential problem and necessitate a call to the parent/legal guardian either at home or work. This procedure is necessary to ensure the safety of children. To review the state policy on attendance, refer to "Attendance Policy/School Attendance" and "Truancy Laws" on pages 3-4.

Tardiness

Scholar attendance is recorded by teachers between 8:50 a.m. - 9:00 a.m. A scholar arriving after 8:50 a.m. is considered tardy and must be signed in at the main office by a designated adult before going to the classroom. When a child has been tardy six (6) times, they no longer qualify for perfect attendance. Excessive tardiness is defined as twenty (20) or more tardies in a school year. Reaching twenty (20) tardies may cause a child to be considered truant.

Jumoke Academy expects all scholars to arrive on time. The attendance committee will address chronic tardiness as it negatively impacts scholars' learning. A scholar must be present for at least half of the regular school day to be considered in attendance (i.e., a scholar arriving after 11:45: a.m. without a written excuse will be considered tardy absent).

Class Placement

With assistance from a guidance team, each grade level team takes much time, effort, and care to develop class rosters that offer all children a quality educational experience. The final decision for placement rests with the building Principal. If you have concerns regarding your scholar's placement, please schedule an appointment to meet with the Principal.

Jaguar Spirit Days (Dress Down Days)

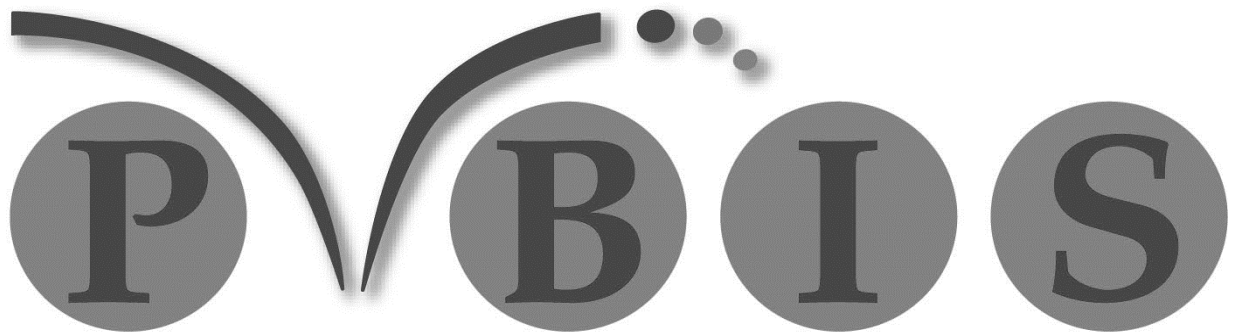
At the end of each month, scholars are encouraged to participate in "Jaguar Spirit Day." On Spirit Days, scholars may wear monthly-themed attire in lieu of the mandatory uniform. Scholars participating in Jaguar Spirit Day events must adhere to the following dress code rules:

- T-shirts are permitted; however, no offensive or suggestive material on any piece of clothing is allowed.
- Ripped jeans, cutoffs, frays, or clothes with holes/slits are not permitted.
- Overly short apparel is not permitted; skirts, skorts, and shorts must be at least fingertip length, even with leggings underneath.
- Tennis and athletic shoes are allowed; slippers, crocs, flip-flops, mules, open-back shoes, high-heeled shoes, and sandals are not permitted.
- Low necklines, crop tops, or tight-fitting pants/shorts are not permitted.

Monthly Dress-Down Themes

Sept - College Day	Dec - Holiday Sweater	Mar - Formal Attire
Oct - Pink Day	Jan - Color Wars	Apr - Career Attire
Nov - Schoolwide Vote	Feb - Culture Day	May - Patriotic Day

The Jumoke Way



POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT

Jumoke “TED” Academy: Beliefs around Expectations and Discipline

Jumoke Academy believes in taking a proactive approach to behaviors. All staff members model expected behaviors for scholars in their speech and actions. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework. It is designed to improve and integrate all data, systems, and practices affecting daily academic outcomes. PBIS creates an environment where all scholars succeed using a tiered approach. Under the umbrella of PBIS, we use the Responsive Classroom model. The Responsive Classroom model teaches and reinforces expected behaviors for staff and scholars. It outlines how staff and scholars are to communicate using language that is respectful. We use the Second Step curriculum as part of Social and Emotional Learning. Second Step teaches and reinforces how to manage feelings and challenging situations, leading to positive behaviors. Classroom expectations are visible to scholars, directives are clear, simple and friendly. Tier-one behavior strategies reinforce these expectations. We believe scholars will rise to our expectations, so we set them high.

- We believe that scholars do what they are allowed to do. We are strategic in determining the guidelines we set for scholars and consistent when implementing these guidelines.
- We believe that when scholars are not held to high expectations, we hinder them from being productive citizens.
- We believe teachers should be the first line of defense in establishing and managing discipline. Teachers are required to model expectations and to hold scholars accountable.
- We believe that every action made by scholars, good or bad, is motivated by something; it is our job to uncover the motivation and use that information to help scholars succeed.
- We believe that scholars can and do improve.

***These beliefs are embedded into our Motto: “Jumoke, Where the Child is Loved,”
and are based on the expectations of “The Jumoke Way: 3R’s”.***

1. Being LOVED at Jumoke “TED” means:
 1. Scholars are **Listened** to.
 2. Scholars are provided with **Opportunities** for excellence.
 3. Scholars are **Valued** for what they do well.
 4. Scholars are **Engaged** in learning that develops their minds: We teach like we would want someone to teach someone we love.
 5. Scholars receive **Differentiated** learning experiences to meet their needs.
2. “The Jumoke Way”

We expect scholars to *be Respectful, Responsible, and Ready to Learn at all times.*
We hold them accountable and offer support when they need help turning things around.

Positive Behavioral Interventions and Supports (PBIS)

T.E.D. highlights positive scholarly behaviors through Positive Behavior Interventions and Supports (PBIS) which positively impacts the school's culture. We set high expectations for scholars and motivate them to achieve academic and social success. Our goal is to encourage positive interactions and develop productive citizens for a stronger community. In addition, this behavior plan's goal is to limit or eliminate the use of suspension, expulsion, and other exclusionary measures.

Code of Behavior

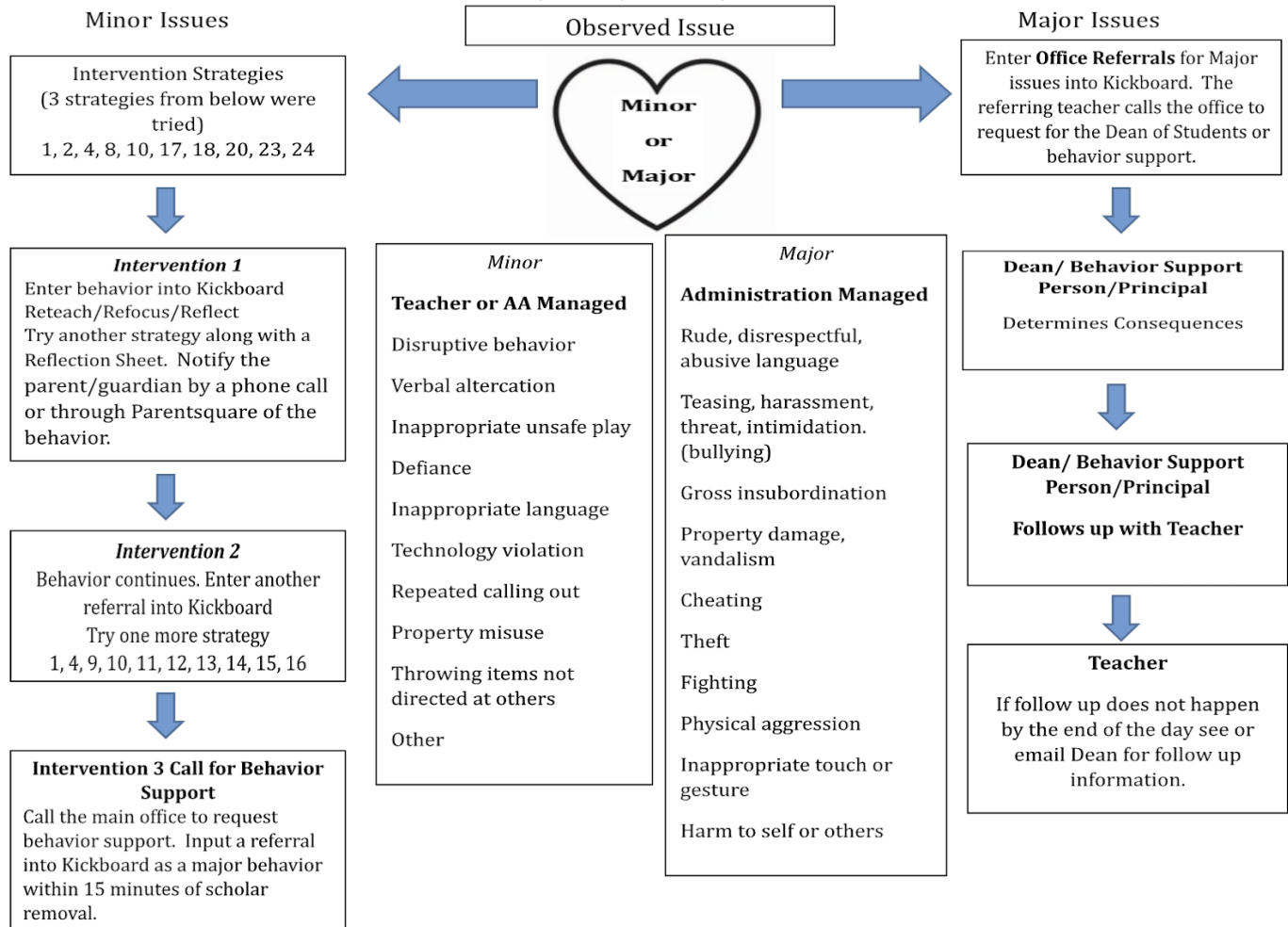
Jumoke Academy Charter School expects all scholars to display appropriate scholarly behavior. Jumoke's aim is to provide a safe learning environment and help scholars develop a sense of self-discipline. Scholars must comply with requests or reminders of appropriate behavior made by any staff or personnel working in the school; this includes all administrators, teachers, academic assistants, custodians, cafeteria workers, office staff, and parent volunteers.

The Jumoke Way PBIS: Teach, Model, Practice, Reteach

The Jumoke Way

PBIS

Teach, Model, Practice, Reteach



Classroom Interventions for Minor Classroom Issues

1. Non-verbal correction	8. Acknowledge positive behavior	16. Redirection
2. Gentle verbal reprimand	9. Reset at student's desk	17. Individual workspace
3. Proximity correction	10. Reset at a designated area	18. Ignore purposefully
4. Humor	11. Rest in a Buddy Room	19. Move to a new location in class
5. Frequency count	12. Practice at another time	20. Help scholars with their work
6. Family contact	13. Restitution	21. Eye Contact
7. Student conference	14. Lose minutes of free time	22. Give Choices to fix the issue
	15. Praise when back on track	

Behavior Process

Staff members handle minor behaviors in the classroom using tier-one behavior strategies. They will notify parents through ParentSquare or a parent phone call when a scholar is disruptive to the classroom environment (Minor Issues).

1. Positive redirection or strategies from our classroom interventions.
2. A verbal warning for specific unacceptable behavior.
3. Separation from the group with a warning of future consequences for repeated behavior.
4. Separation from the group with a warning and write-up for repeated behavior.

If a scholar's behavior cannot be handled after several attempts using tier-one strategies, the staff member will call the behavior support team to assist (Major or Chronic Issues).

1. The teacher will write a referral.
2. The scholar will be separated from the group, a parent or guardian will be called and the scholar will receive a write up.
3. The notifying staff member will receive communication by email of actions taken.
4. The scholar will receive a consequence.
5. A member of the behavior support team will follow up with the scholar.
6. Parent/Guardian conference will take place to discuss corrective action and consequences for future incidents.
7. Repeated aggressive/inappropriate behavior will result in more aggressive consequences that could lead to parent support within the classroom being required.

Discipline

MINOR ISSUES DEFINED

Minor Issues (Teacher Handled)	Definitions	Examples
Defiance/Insubordination/Non-compliance/ Disrespect	Choosing not to follow directions given by teachers or staff after being given <u>up to 3</u> prompts to do so.	They are talking back, not following expectations of the *3Rs, not following directions, ignoring adult requests, attitude, and rolling their eyes.
Disruption	Disruptions are any behavior that interferes with the learning of others.	Talking out of turn, leaving the seat without permission, disrupting others, yelling, and making loud noises.
Physical Contact/ Physical Aggression	Scholars are unsafe with their body.	Horse playing, playful grabbing, minor pushing and shoving, not keeping hands and feet to self, an incident not severe enough to constitute a fight.
Inappropriate Language	Using offensive words, remarks, or gestures.	Name-calling and verbal put-downs.
Property Misuse	Inappropriate use or damage to school or personal property that does not render the object permanently unstable.	Writing on classroom walls/furniture; Breaking pencils/crayons; Mishandling books.
Technology Violation	Purposely using technology to access unauthorized content.	Going on a website is forbidden by school staff or accessing technology at the wrong time. Using technology to bully, accept, or send inappropriate information.

MAJOR ISSUES DEFINED

Major Offenses (Office Handled)	Definitions	Examples
Defiance/ Insubordination/ Non-Compliance/ Disrespect	Refusal to respond to a reasonable request or other situation in which a scholar is disobedient.	Refusing to follow instructions.
Fighting/ Physical Aggression	Participation in an incident involving physical confrontation in which one or all participants receive some minor or major injury or an incident where there is intent to injure someone else through insubordination.	Hitting, tripping, spitting, pulling hair, pinching.

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Major Disruption	Disruption of class; or disrupting the hallway, cafeteria, or other areas.	Shouting out, making noises, wandering around, and leaving the classroom.
Abusive Language/ Inappropriate Language/ Profanity/ Obscene Gestures	Language or actions, written, oral, physical, or electronic; a gesture that is offensive or socially unacceptable.	Cursing, hurtful slang, gyrating, rude/crude language, or body gestures.
Harassment/ Bullying	Annoying or attacking a student, group of students, or staff creates an intimidating or hostile educational environment.	Name-calling, teasing, rolling eyes, getting into someone's personal space, intimidating.
Inappropriate Location/Out of Bounds Area	Being in an unauthorized area, leaving class without permission.	Not telling the teacher before leaving the room.
Forgery/Theft/Plagiarism/Cheating/Lying	As related to parent notes, calling in for absent students, etc. The unlawful taking of property belonging to another person Presenting someone else's work as your own. Dishonesty.	Signing a parent's name on a permission slip or report card, taking something out of another scholar's desk without permission, copying something from a book as if you wrote it, copying another scholar's homework, and not telling the truth.
Technology Violation	Unauthorized use of computers, Chromebooks, any school-appointed technology, or technology brought in from home misused within the school building.	They are on YouTube or another website without permission.
Property Damage/ Vandalism	Willful destruction of personal or school property.	Flipping over a chair, writing on structures or furniture in common areas.
Inappropriate Display of Affection	Touching or gesturing in a sexual or flirtatious nature.	Kissing, touching, or showing private parts.

Minor Offenses: The teacher handles minor offenses. On the 4th minor offense, the scholar completes a think sheet, and the teacher will assign an appropriate consequence.

Major Offenses: An administrator will handle major offenses, give consequences, and notify parents. The administration will also inform the teacher of the consequences provided.

INTERVENTIONS/CONSEQUENCES MATRIX

INTERVENTIONS/CONSEQUENCES MATRIX FOR MINOR OFFENSES

3 minor offenses in the same category for the school year = 1 major resulting in an office referral. All minor offenses should be followed up with parent contact (note in ParentSquare, a copy of the think sheet, phone call home, or an email).

Minor Offences (Teacher Handled)	1st Offense	2nd Offense	3rd Offense
Disruptive Behavior	-Apology -Re-teaching -1 st Think Sheet	-Apology -Re-teaching -Change of Seat -2 nd Think Sheet -Parent Contact	-Apology -Re-teaching -Change of Seat -Buddy Room -One on One Conference -3 rd Think Sheet -Office Referral -Parent Contact
Inappropriate Language / Disrespectful unkind words and actions	-Apology -Re-teaching -1 st Think Sheet	-Apology -Re-teaching -One on One - Conference -2 nd Think Sheet -Parent Contact	-Apology -Re-teaching -One on One Conference -Buddy Room -3 rd Think Sheet -Office Referral -Parent Contact
Inappropriate/ unsafe playful behaviors/ physical contact	-Apology -Re-teaching -1 st Think Sheet	-Apology -Re-teaching -One on One - Conference -2 nd Think Sheet -Parent Contact	-Apology -Re-teaching -One on One Conference -Buddy Room -3 rd Think Sheet -Office Referral -Parent Contact
Violation of Dress Code	-Re-Teaching -One on One - Conference	-Re-Teaching -One on One - Conference -Parent Contact	-Re-Teaching -One on One Conference -Parent Contact -Office/ Social Worker Referral
Unprepared for class	-Re-teaching -1 st Think Sheet	-Re-teaching -One on One - Conference -2 nd Think Sheet -Parent Contact	-Re-teaching -One on One Conference -Contract -3 rd Think Sheet -Office/ Social Worker Referral -Parent Contact

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Tardy	-Parent Contact	-Parent Contact -One on One - Conference	-Parent Contact -One on One Conference -Referral to Attendance Committee
Property Misuse	-Apology -Re-teaching -1 st Think Sheet	-Apology -Re-teaching -One on One - Conference -2 nd Think Sheet -Parent Contact	-Apology -Re-teaching -One on One - Conference -3 rd Think Sheet -Parent Contact -Office Referral

INTERVENTIONS/CONSEQUENCES MATRIX FOR MAJOR OFFENSE

Major Offenses (Office Handled)	1st Offense	2nd Offense	3rd Offense
Rude, Disrespectful, Abusive Language	-Re-teaching -Possible Timeout (30 min)	-Re-teaching -Consult Social Worker -Possible Timeout (up to 45 min)	-Re-teaching -Consult Social Worker -Possible Time out (up to 45 min) -Possible Administrative Detention or Out of School Suspension
Teasing/ Harassment/ Threat/ Intimidation/ Bullying	-Re-teaching -Possible Timeout (30 min)	-Re-teaching -Consult with Social Worker -Possible Timeout (up to 45 min) - Possible Out of School Suspension	-Re-teaching -Change of Seat -Buddy Room -Consult with Social Worker -Possible Timeout (up to 45 min) -Possible Administrative Detention or Out of School Suspension
Gross Insubordination	-Re-teaching -Possible Timeout (30 min)	-Re-teaching -Possible Timeout (up to 45 min)	-Re-teaching -Possible Timeout (up to 45 min) -Possible Administrative Detention or Out of School Suspension
Chronic Disruption	-Re-teaching -Possible Timeout (30 min)	-Re-teaching -Possible Timeout (up to 45 min)	-Re-teaching -Possible Timeout (up to 45 min) -Possible Administrative Detention or Out of School Suspension
Excessive Property Damage / Vandalism	-Re-teaching -Possible Timeout (30 min)	-Re-teaching -Possible Timeout (up to 45 min)	-Re-teaching -Possible Timeout (up to 45 min) -Consult with Social Worker -Possible Administrative Detention or Out of School Suspension

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Fighting/ Physical Aggression/	-Re-teaching -Possible Timeout (30 min) *Out of School suspension depending on severity	-Re-teaching -Possible Timeout (up to 45 min) *Out of School suspension depending on severity	-Re-teaching -Administrative Conference with scholar and parent/guardian -Consult with Social Worker -Possible Out of School Suspension (up to 1–3 days) -Possible Administrative Detention -Referral to Tiered Intervention
Theft	-Re-teaching -Possible Timeout (30 min)	-Re-teaching -Possible In-School Suspension (up to 45 min)	-Re-teaching -Possible Timeout (up to 45 min) -Possible Administrative Detention or Out of School Suspension
Cheating	-Re-teaching -Possible Timeout (30 min)	-Re-teaching -Possible Timeout (up to 45 min) -Written Contract	-Re-teaching -Possible Timeout (up to 45 min) -Administrative Conference with scholar and parent/guardian -Possible Administrative Detention
Inappropriate Touch/ Gesture	-Re-teaching -Conference with Social Worker -Possible In-School Suspension (45 min) -Possible Out of School Suspension	-Re-teaching -Conference with Social Worker -Possible Timeout (up to 45 min) -Possible Out of School Suspension 1-2 days	-Re-teaching -Conference with Social Worker -Possible Timeout (up to 45 min) -Possible Out of School Suspension 1-3 days -Possible Administrative Detention -Administrative Conference with scholar and parent/guardian

BUS CITATIONS: Scholars who choose not to obey the rules set forth by the transportation department will receive the following consequences:

First Citation – -Parent Contact -Administrative Conference with scholar and parent/guardian -Possible Suspension Off Bus (1 day)	Second Citation – - Parent Contact -Administrative Conference with scholar and parent/guardian -Possible Suspension Off Bus (2 days)	Third + Citation(s) – -Parent Contact -Administrative Conference with scholar and parent/guardian -Possible Suspension Off Bus (3 or more days) -Bus Contract
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Severe Citation –Below is a list of examples of inappropriate behavior that will result in immediate suspension of transportation privileges:



- Physical harm or threat to another person
- Fighting
- Weapons
- Smoking or the use of drugs
- Constant refusal to obey the bus driver
- Total disruption of the bus
- Harassing and/or bullying

* Parent Contact and Administrative Conference with scholars will occur with all major offenses.

**Duration of time spent in the reflection room or days of suspension depend on severity of the incident.

***All offenses are reviewed and handled on an individual basis.

TED-JA BEHAVIORAL EXPECTATIONS

<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> TED-JA Behavioral Expectations Respectful, Responsible, Ready to Learn at All Times The following behavior expectations represent the Jumoke 3 R's </div>  </div>							
At Jumoke We Are..	Cafeteria	Hallway/ Stairwell	Playground/ Field	Bathroom	Classroom	Bus/ Dismissal Lines	Assembly
Be silent when an adult or peer is speaking.							
Respectful	Remain seated at all times.	Stay with your group/class.	Play safely and follow the playground / field rules.	Keep feet on the floor.	Use resources and materials correctly.	Use appropriate and kind language.	Keep hands, feet, and objects to yourself.
	Eat only your own food.	Hands by your sides.	Use appropriate and kind language.	Respect others' privacy.	Raise your hands to share and ask questions.	Use your walking feet to and from the bus.	Applaud at appropriate times.
	Talk only with scholars at your table.	Smile & quietly wave to friends and teachers.	Share equipment and space with others.	Keep the bathroom clean.	Raise your hands to share and ask questions.	Level 1 or Level 2 voices while on the bus.	Use Level 0 voice unless singing or presenting.
	Raise your hand for assistance. Level 1 or 2 speaking voice.	Level 0 speaking voice.	Level 3 or Level 4 speaking voice.	Wait your turn. Level 0 speaking voice.			Level 3 voice when singing or presenting.
Show integrity and take responsibility for your actions.							

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Responsible	Clean up after yourself by disposing of trash properly. Wait for you turn	Walk in a single file line and keep to the right. Pick up trash.	Clean up after yourself. Put away games and recess equipment.	Use resources responsibly. Flush, wash, and go.	Sit on the chair correctly with your feet flat on the floor. Come to class prepared with required materials.	Keep your belongings inside your seat. Remain seated while the bus is in motion.	Respect boundaries and personal space of peers. Listen actively to the speaker.
	Keep food on your tray. Say Please, excuse me, and thank you.	Report problems to a staff member.		Stay in own stall. Report graffiti, damage, or disturbances to a staff member. Clean up after yourself. Clean up after yourself.	Try your best at all times.	Go straight to your line and wait quietly. Keep your space clean.	
Listen and follow adult directions.							
Ready to Learn at all times	Listen to and follow adult directions. Line up quickly and quietly.	Go directly to your destination. Listen to and follow adult directions.	Listen to and follow adult directions. Line up quickly and quietly.	Listen to and follow adult directions. Use bathroom quickly and quietly.	Listen to and follow adult directions. Eyes and ears on the speaker.	Listen to and follow adult directions. Exit the bus safely.	Listen to and follow adult directions. Eyes and ears on the speaker.
	Use lunchtime as an opportunity to socialize and recharge.	Keep eyes looking forward.	Level 0 voice while in line and entering the building.	Return to class promptly.	Pay attention and participate.		Pay attention and participate.

Level 0 – Voices off Level 1 – Whisper voice Level 2 – Partner voice Level 3 – Public speaking voice/ Singing during morning meeting
 Level 4 – Playground/recess voice/outside voice

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POSITIVE BEHAVIOR INCENTIVES

TYPES OF ACKNOWLEDGMENT	WHAT	BY WHOM	HOW OFTEN
Trimester Awards Ceremony	Teachers identify scholars who meet or exceed grade level expectations based on predetermined criteria.	Dean of Students/Principal	At the end of each marking period.
Kickboard Points	Scholars earn points through Kickboard by demonstrating expected behaviors of being Respectful, Responsible, and Ready to Learn at all times (3Rs).	TED Staff	Daily
Shout-Outs	Teachers identify scholars who have followed the 3Rs throughout the week and then notify the Dean of Students.	Teachers/Dean of Students	Every Friday
Cash-Out Day	Scholars following the 3Rs throughout the week can cash out their points for in class incentives.	Teachers	Weekly
PBIS Store	Scholars following the 3Rs throughout the week can cash out their points at the PBIS store. .	Dean of Students/Teachers	Every two weeks
Scholar of the Month Recognition and Surprise	Teachers will identify one scholar from each classroom who has followed the 3Rs consistently and is considered a role model.	Teachers	Monthly
PBIS Celebration	Scholars can participate in the monthly PBIS celebration events if if they have followed the 3Rs throughout the	Dean of Students/PBIS Committee	Monthly
Roaring Readers Celebration	Scholars can participate in raffles and end of trimester celebrations when they read each night, complete the reading log, and turn it into their classroom teacher.	Teachers, Roaring Readers Committee	At the end of each marking period.

Technology

Scholars must not share passwords or other personal information. Allowing others to access their Chromebook or accounts is prohibited. When sharing documents, collaborating on assignments, or communicating using school devices, scholars will be good digital citizens by:

- using only their own identity
- submitting original work or citing references appropriately
- enhancing the online community with respectful posts
- visiting assigned or appropriate sites only

Homework

Homework is an extension of classroom instruction and appropriate to the age, ability, and independence level of scholars. Homework is planned to be purposeful, appropriate, and consistent across grade levels.

Teachers assign homework that:

- can be completed independently by scholars within a reasonable time frame.
- aligns with curriculum objectives.
- is communicated to scholars.
- is composed of previously taught content, or builds the foundation for future success.

Homework Responsibilities of Parents - While scholars assume responsibility for completing assignments, parents are encouraged to take an active interest in scholars' homework by

1. Promoting a positive attitude toward homework.
2. Providing a consistent time and suitable place for homework to be completed.
3. Refraining from doing the work or editing the finished project.
4. Encouraging scholars to self-advocate and communicate to the teacher any special circumstances that may affect the scholars' ability to complete the homework assignment.
5. Communicate with the teacher if the scholar spends limited time on the homework assignment.

Birthday Celebration

If you would like a short class birthday acknowledgment for your child, please notify your scholar's teacher ahead of time. Birthday celebrations are most commonly held during snack time to avoid disrupting instructional time. Birthday recognitions are brief and limited to the classroom community. Parents are asked not to celebrate birthdays unless every scholar in the class can participate. Remember that any treats brought to school cannot be homemade and must be individually wrapped in the same sealed container that you purchased from the store. Additionally, items must be nut free.

Promotion Ceremonies

The teachers and parents celebrate significant milestones at the end of the school year. There will be a promotion ceremony for pre-kindergarten, kindergarten, and fourth-grade scholars. Parents and guardians are invited to attend a small celebration to commemorate this milestone.

Holiday Observance

The school recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among scholars. The district reminds students, faculty, and administration of various religious beliefs and urges them to be conscious and respect the sensitivities of others. Scholar absences due to the observance of religious holidays are considered excused absences for attendance. Teachers will make accommodations to assist students in making up classwork.

K – 4 Curriculum

- All academic lessons align with the Common Core State Standards (CCSS).
- We use the Houghton Mifflin Harcourt: Into Reading for Literacy.
- We utilize Illustrative Math for our math curriculum and pacing.
- Discovery Education is used for science aligned to the Next Generation Science Standards (NGSS).
- Studies Weekly is used for social studies, aligned with all social studies frameworks.
- Progress Learning provides individualized lessons based on scholars' needs within the CCSS.
- Kindergarten uses the Heggerty Phonemic Awareness Curriculum for holistic reading instruction.

Grading Scale

Academic Scale

4	Exceeding the standard
3	Meeting the standard
2	Beginning to meet the standards
1	Not meeting the standard at this time
NA	A standard that has not yet been covered/assessed.
P	Pass

Characteristics of a Successful Learner Scale

4	Consistently Demonstrated
3	Usually Demonstrated
2	Inconsistently Demonstrated
1	Seldom Demonstrated

Assessments

Teacher observations, classroom work sampling, projects, oral and written presentations, quizzes, and tests (both standardized and teacher made) are some of the ways teachers evaluate and assess scholar progress throughout the school year. Teachers also meet regularly to analyze the data gathered from these assessments to drive instruction and assess the usefulness of the assessment.

- **Testing Program-** The school utilizes standardized and teacher-developed tests to assess students' knowledge of content.
- **Smarter Balanced Assessments (SBA)-** are administered towards the end of the school year to scholars in grades 3 and 4. Results are shared with parents/guardians upon release from the CT State Department of Education.
- **Interim Assessment Blocks (IABs)-** are brief SBA-style high-level questions that support scholars in gaining exposure to the high-level questions on the SBA and allow for constant feedback throughout the year.

- **Reading, Writing, and Mathematics Assessments-** are embedded within unit assessments throughout the year in all grades.
- **Dibels-** is a universal screening tool for reading in grades K-3rd. It is given to scholars in the fall, winter, and spring; and also tracks progress throughout the term.
- **NWEA-** is a universal screening tool for mathematics and reading in grades K – 4th-grade. It is given to scholars in the fall, winter, and spring.

Parent/Teacher Conferences

Good home-school communication entails reports and conferences that are essential in understanding the needs and progress of each scholar. At Jumoke Academy, three progress reports are issued in October, January, and April. A minimum of two conferences (pre-k to 2 are parent/teacher conferences and grades 3 to 4 are student-led conferences) are held throughout the school year. The teacher will share the trimester report card during these conferences with families.

While sharing the progress with families, the teacher will also provide information about your child's performance in language/literacy, mathematics, social studies, science, social/emotional development, health and physical development, creative expression, approaches to play and learning, and cognitive processes. Other conferences between parents/guardians and teachers may be scheduled as needed. A parent/guardian may request a meeting at any time.

Scientific Research-Based Intervention (SRBI)

The purpose of the Scientific Research-Based Intervention (SRBI) Team is to provide consistent school-wide support. A scholar may be referred to the SRBI team if they are not meeting certain benchmarks on academic assessments or behavioral expectations. Before being referred to this team, the scholar's teacher will have created and implemented support for the scholar in the classroom.

At an SRBI team meeting, the scholar's teacher will meet with the school-based support staff. At this time, the team may decide that a scholar needs additional support to supplement classroom instruction. The school-based staff and interventionists will implement and monitor a focused instructional plan. Parents/Guardians will be updated on their scholar's progress regularly. We hope our combined efforts will assist teachers and parents/guardians in helping scholars achieve positive, healthy, and productive outcomes.

JAH-SMaRT School Specific Information



School Specific Information

Nicknamed “JAH-SMaRT”, this middle school academy is thematically centered on STEM education and promotes classroom and enrichment activities that facilitate scientific exploration. Our mission is to develop our scholars into mature, young adults who will make valuable contributions to the global society. Eighth graders will leave JAH-SMaRT with a desire to question the world around them and the 21st century skills necessary to change it for the better. Scholars at JAH-SMaRT participate in a rigorous academic program in language arts, math, science and social studies. In addition to these subjects, scholars receive character development classes about how to navigate the transition to middle school life. Scholars also receive exposure to different career options in math and the science through guest lectures and a host of science themed enrichment classes.

Along with varied enrichment offerings and top-notch academic instruction, scholars are trained how to set long-term career and educational goals for themselves. By the time our scholars leave in eighth grade, we make sure they all are going to high schools that they have researched and have determined make the most sense given their personal goals.

The Mission of JAH-SMaRT is to develop our scholars into mature, young adults who will make valuable contributions to the global society. Eighth graders will leave JAH-SMaRT with a desire to question the world around them and the 21st century skills necessary to change it for the better! Scholars at JAH-SMaRT participate in a rigorous academic program in language arts, math, science and social studies. In addition to these subjects, scholars receive character development classes about how to navigate the transition to middle school life. Scholars also receive exposure to different career options in math and science through guest lectures and a host of science themed enrichment classes.

JAH-SMaRT Philosophy

JAH-SMaRT subscribes to a philosophy that the unique needs of scholars in grades 5 through 8 can be met in a middle school setting that provides a scholar-centered program and recognizes that the scholars of this age are undergoing greater physiological, psychological, and social reorientation than at any other period in their lives. The overall purpose of JAH-SMaRT is to meet the educational, developmental, and social needs that emerge in this transitional period. The Jumoke Academy Honors program provides a supportive and flexible environment so scholars will have opportunities to develop skills and explore a variety of learning experiences while making the transition from elementary to high school. While there will be an extra emphasis on Science, Math, and Research Technology, we continuously emphasize programs and activities that enhance our children's sense of responsibility, social skills, respect of self and others. Please refer to the following purpose statement.

School Purpose Statement

JAH-SMaRT exists to foster the development of inquiring minds, 21st century skills, and strength of character necessary for all of our scholars to change the world for the better.

Strength of Character

Scholars build positive, **respectful** relationships with peers and adults.

Scholars are accountable for their actions and work to improve their areas of needed growth.

Scholars are **ready to learn** and consistently execute their academic **responsibilities**.

Act **responsibly** with the interests of the larger community in mind.

21st Century Skills

Use technology as a tool to research, organize, evaluate and communicate information.

Effectively analyze and evaluate evidence, arguments, claims and beliefs.

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Solve different kinds of non-familiar problems in both conventional and innovative ways.

Inquiring Minds

Scholars plan and pursue pathways to future school and career opportunities.

Scholars question ideas presented to them in academics, media, and the world around them.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

School Hours

“Jumoke Academy Scholars are respectful, responsible and ready to learn at all times.”

JAH-SMaRT’s main office is open from 8:30 a.m. to 4:30 p.m. School begins at 8:45 a.m. for scholars and ends at 3:45 p.m. on regular dismissal days and 1:00 p.m. on early release days. The middle school has partnered with OPMAD for before or after school care. Parents can contact our main office for more information. OPMAD will be located at the elementary campus 250 Blue Hills Avenue, there will be **no before or after school care located at the SMaRT campus.** If registered with the OPMAD program, aftercare is provided on early dismissal days. Parents who are regularly late picking up their children may

lose the privilege of using after-care services and the school reserves the right to contact the school resource officer as necessary.

Delayed openings are announced on Parent Square as well as on WFSB and WTNH and NBC. Doors are not opened until 10:15 a.m. during a two-hour delay and there is **no before care available**. Please always check for delays or closings during inclement weather prior to dropping scholars off at school.

Visitors/Classroom Visits

Visits may be scheduled by reaching out to the office manager. Visitors **MUST** report to the main office located on the second floor when entering the building to sign in and receive a visitor's pass. Under the current circumstances classroom visits will be prohibited. However, parents are encouraged to reach out to teachers to schedule an appointment for a conference outside of our report card or progress report conference times if necessary.

Security

For the safety of the children, the doors of the school are always locked. Scholars and visitors are required to buzz in through the front doors (nearest to the Main Office). Visitors may be asked to show their photo ID before gaining access to the building. Visitors must sign in at the office and wear a visitor's pass. Video camera systems monitor all entrances, the parking lots and hallways of the schools. In addition to video surveillance, there is a host of support staff in the building. The staff has been trained to question and redirect visitors who are in the school without passes.

For the safety of the scholars, all children must stay on school grounds until the time arrives for them to return home. No child will be permitted to leave the campus and then return. If a child has left school grounds and is found trying to return, they will promptly be sent home. It is the expectation that a child should check in at home at the end of the day before making any other stops. (Ex. CVS, friend's house).

Lost and Found

A container for lost and found items will be located on campus. Scholars are encouraged to check this area first when clothing or other items are lost. Valuable articles may also be held in the school office. (Ex. Electronic devices, jewelry, etc.)

Positive Behavioral Interventions and Supports (PBIS)

PBIS schools focus on a school-wide system of supports that promote appropriate behavior through identifying and teaching expectations and recognizing scholars who are following them. JAH-SMaRT teachers and staff use PBIS to help create a safe, welcoming, and purposeful learning environment. PBIS encourages scholars to achieve their academic potential while also developing and maintaining excellent character. Scholars are proactively taught behavior expectations that focus on the 3Rs: Respectful, Responsible, and Ready to Learn. Scholars who regularly meet these expectations receive positive behavior incentives. On the chart on the following page, the standard behavior expectations for JAH-SMaRT are clearly explained.

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Standard Behavior Expectations of Scholars

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> JAH-SMaRT Behavioral Expectations: Respectful Responsible Ready to Learn at All Times The following behavioral expectations represent the Jumoke 3 R's </div> </div>									
	Hallway/ Stairwell	Main Office	Cafeteria	Classroom	Restroom	Auditorium/ Lockers	Dismissal	Field Trips	Computer Lab
Respectful	Be Silent When an Adult is Speaking to the Group								
	Be silent when an adult is speaking to the group	Wait patiently for turn to speak with the Office Manager/staff.	Be silent when an adult is speaking to the group	Be silent when an adult is speaking to the group	Be silent when an adult is speaking to the group	Be silent when an adult is speaking to the group	Be silent when an adult is speaking to the group	Follow the RESPECTFUL Jumoke Way as expected on campus	Use quiet voices
	Walk in a quiet, single file line	Transition silently through the main office space	Speak in quiet positive voices.	Follow noise guidelines from staff member	Respect each other's privacy.	Follow noise guidelines from staff members.	Speak in quiet, positive voices.	Be mindful of field trip destinations expectations and guidelines	Keep hand and feet to self and own computer
	Hold doors open for others	Be silent when an adult is speaking to the group	Respect personal space: keep hands and feet to self.	Respect personal space: keep hands and feet to self.	Speak in quiet, positive voices.	Applaud appropriately	Form quiet and straight lines.	Keep eyes and ears on the speaker	Politely accept adult redirection
Responsible	Respect personal space: keep hands and feet to self.	Walk in a quiet, single file line	Remain seated	Raise hand and stop talking to share and ask appropriate questions.	Respect personal space (keep hand and feet to self). Patiently wait your turn.	Respect personal space: keep hands and feet to self.	Respect personal space: keep hands and feet to self.	Wait patiently and quietly.	Respect other's documents
		Respect personal space: keep hands and feet to self.	Saying: "please" and "thank you" to lunch room staff.	Listen attentively to the teacher and classmates when they are speaking.			Remain seated	Follow all staff directions	Leave the computer setting as found.
			Patiently wait your turn in line and maintain order.	Respect others' opinions and ideas during group work.			Politely accept staff reminders and/or redirection..	Keep the areas clean (bus, visiting area, etc.)	
								Respect personal space (keep hand and feet to self).	
Be Truthful and Account for Your Actions									
Responsible	Be truthful and accountable for your actions.	Be truthful and accountable for your actions.	Be truthful and accountable for your actions.	Be truthful and accountable for your actions.	Be truthful and accountable for your actions.	Be truthful and accountable for your actions.	Be truthful and accountable for your actions.	Follow the RESPONSIBLE Jumoke Way as expected on campus	Maintain and leave a clean, organized learning area.
	Walk in a straight line while facing forward.	Bring all necessary forms to the office before school starts.	Walk slowly when throwing items away.	Maintain a clean and organized learning area.	Immediately report poor conditions.	Keep all food and drinks out of the auditorium (no eating/drinking allowed).	Once off campus there is no returning.	Bring in signed permission slip	Use computers for the teacher's intended purpose.
	Report directly to scheduled class.		Clean up after self.	Use classroom materials appropriately.	Wash hands	Quickly go to lockers to retrieve items and take a seat.	Move quickly to dismissal location.	Stay with your assigned group at all times.	Immediately report computer issues to the teacher.
	Hold doors open for others Transition with assigned class.		Use lunch materials appropriately.	Come to class prepared (materials and work completed.) Follow instructions and ask for clarification when needed.	Keep a clean environment (throw away garbage, water in the sink)	Stay with assigned class.	Report any incident to an adult.	Ensure you have all your personal belongings	Treat computers with care.
Ready to Learn at all times					Use resources (such as toilet paper and soap) responsibly and appropriately.	Remain seated in assigned location.	Hold on to personal items.	Advocate for yourself and report any needs or concerns while outside the building.	Keep food and drinks out of the computer lab.
							Keep dismissal areas clean and organized.		
Maintain Proper Uniform									
Ready to Learn at all times	Maintain proper uniform	Maintain proper uniform	Maintain proper uniform	Maintain proper uniform	Maintain proper uniform	Maintain proper uniform	Maintain proper uniform	Follow the READY TO LEARN Jumoke Way as expected on campus	Listen to and follow directions.
	Listen to and follow staff directions	Attend business quickly at the office and return to class promptly	Listen to and follow staff directions.	Complete and submit assignments in a timely manner.	Make an effort to use during non-instructional time .	Wait patiently and quietly.	Listen to and follow directions.	Maintain proper uniform	Track the speaker.
	Use hallway time to mentally prepare for the next class.		Raise hand and be ready to listen when hand is raised	Food and drinks left in locker (except water) Listen to and follow staff directions.	Finish as quickly as possible and report directly back to designated location when done.	Track the speaker	Ensure all needed materials are packed.	Ask appropriate questions	Maintain focus on the lesson, even during interruption.
			Respectfully use lunchtime as an opportunity to socialize and recharge for the rest of the day.	Track the speaker.	Follow teacher's bathroom policy	Come prepared to participate with an open-mind	Be engaged in the activities	Learn new things	Complete assignments in a timely manner.
				Stay focused and avoid distractions during class time.				Come prepared to participate with an open-mind	Ensure the computer is plugged in and charging.

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Parent Access to Behavioral System

All parents/guardians have access to their child's portal on PowerSchool Unified Classroom Behavioral Support system where parents/guardians can review both positive and corrective behavior. The school will provide the access code at the beginning of the school year.

Behavior Policy

Jumoke Academy scholars are responsible for their own actions and behaviors. Jumoke's behavior policies outline the expectations that all scholars are expected to abide by and will be explicitly taught to all. Periodically, scholars may fail to meet these expectations and the school will respond appropriately. Behavioral violations are divided into four levels based on severity. Please refer to the chart below for an explanation of the Behavior Levels.

Level 1 Behaviors Teacher Managed	Level 2 Behaviors Administrator Managed	Level 3 Behaviors Administrator Managed	Level 4 Behaviors Administrator Managed
<ul style="list-style-type: none"> -Violation of class rules -Violation of Jumoke's 3 R's: Respectful, Responsible, and Ready to Learn 	<ul style="list-style-type: none"> -Chronic Level 1 Referrals (3+ per week per class) -Chronic Disruption -Directed Inappropriate Language/Gestures/ Actions -Skipping Class -Cheating/Forgery -Other 	<ul style="list-style-type: none"> - Chronic Level 2 Referrals (2+ per month) -Fighting/Physical Aggression -Threats/Intimidation -Bullying/ Cyber-bullying/Harassment -Vandalism -Stealing -Misuse of Substance to Cause Impairment -Other 	<ul style="list-style-type: none"> - Chronic Level 3 Referrals (2+ per month) -Possession of Weapons -Possession of Illegal Substances -Assault -Other

Restorative Practices

Jumoke continues the process of implementing restorative practices. At its core, restorative practices focus on the philosophy that when a person does harm, it affects the people they hurt, the school community, and themselves. When using restorative practices, an attempt is made to repair the harm caused, thus allowing staff to help scholars repair harm and teach problem solving skills. Teachers will focus on building relationships and school community to help prevent conflict. Whenever possible, scholars will work with staff to engage in restorative practices to resolve problems. There may be times, however, when this is not possible and the consequences from the behavior matrix are used.

Referrals

Level 1 Teachers manage all Level 1 violations. Prior to a scholar receiving a Level 1 referral from the teacher they would be given an opportunity to correct the behavior via a warning/redirection from the teacher. If that warning/redirection is not successful in ending the undesired behavior, the scholar may be asked to reflect on the behavior with a reflection sheet with a Level 1 referral to reflect on their actions and prepare for re-entry into the lesson. A copy of that referral will be sent home for a parent signature. Teachers have a multitude of interventions and consequences that they can choose from to implement to

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help improve the scholar's behavior. Chronic referrals and needs for redirections, as defined by three visits for reflections in one class over a one week period, will result in a Level 2 referral.

Level 2 – 4 Scholars sometimes fail to adhere to classroom rules and expectations. When documented classroom level interventions are unsuccessful, or behaviors are unsafe, the scholars are referred to the dean and/or principal. Possible interventions and consequences for Level 2 through 4 referrals are below.

Level 2 Behaviors			
Behavior	1st Incident	2nd Incident	3rd Incident
Chronic Level 1 Offenses	-After School detention -Parent Notification -Formal apology to staff and/or peers	-After School detention -Parent Notification -Formal apology to staff and/or peers -Loss of privilege	-After School detention -Parent Notification -Formal apology to staff and/or peers -Loss of privilege
Chronic Disruption	-After School detention -Parent Notification -Formal apology to staff and/or peers	-After School detention -Parent Notification -Formal apology to staff and/or peers -Loss of privilege	-Parent Conference -Social Skill Intervention - Behavior Contract -Loss of privilege -In-School Suspension—1-2 days
Directed Inappropriate Language/Gestures/Actions	-After School detention -Parent Notification -Formal apology to staff and/or peers -Loss of privilege	-After School detention -Parent Notification -Formal apology to staff and/or peers -Loss of privilege	-Parent Conference -Social Skill Intervention - Behavior Contract -Loss of privilege -In-School Suspension—1-2 days
Skip Class/Out of Bounds *Scholar will not be allowed to make-up missed work assigned while skipping class. Scholar will receive a grade of 0 on the assignment.	-After School detention -Parent Notification -Behavior Contract	-After School detention -Parent Notification - Behavior Contract	-Parent Conference -Scholar, classroom teacher and Dean Conference - Behavior Contract -Structure Day -In-School Suspension—1-2 days
Cheating/Forgery	-Grade of “F” on the assignment -Parent Notification -After-School Detention	-Grade of “F” on the assignment -Parent Notification -After-School Detention	-Grade of “F” on the assignment -Parent Conference -In-School Suspension—1-2 days
Level 3 Behaviors			
Chronic Level 2 Offenses	-Parent Notification - Behavior Contract -Loss of privilege -Structure Day	-Parent Notification - Behavior Contract -Loss of privilege -Structure Day -In-School Suspension—1-2 days	-Parent Notification - Behavior Contract -Loss of privilege -Structure Day -In-School Suspension—1-2 days
Fighting/Physical Aggression	- In-School Suspension—1-2 days -Parent Notification	-Out-of-School Suspension—2-3 days -Parent Notification	-Out-of-School - Suspension –3-5 days -Parent Conference

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	-Peer Mediation -Alternate Location/Setting -Loss of privilege	-Conflict Resolution -Re-entry Plan -Alternate Location/Setting -Loss of privilege	-Re-entry Plan -Alternate Location/Setting -Loss of privilege -Structure Day
Threats/Intimidation	- In-School Suspension—1-2 days -Parent Notification -Peer Mediation	-Out-of-School Suspension—2-3 days -Parent Notification -Conflict Resolution -Re-entry Plan	-Out-of-School - Suspension –3-5 days -Parent Conference -Re-entry Plan
Bullying/ Cyber-Bullying/ Harassment	- In-School Suspension—1-2 days -Parent Notification -Peer Mediation	-Out-of-School Suspension—2-3 days -Parent Notification -Conflict Resolution -Re-entry Plan	-Out-of-School - Suspension –3-5 days -Parent Conference -Re-entry Plan
Vandalism	- After-School Detention -Replacement or restitution of cost -Parent Notification	-In-School Suspension—1-2 days -Replacement or restitution of cost -Parent Notification	-In-School Suspension—3-5 days -Replacement or restitution of cost -Parent Conference
Misuse of Substance to Cause Impairment	- After-School Detention -Parent Notification	-In-School Suspension—1-2 days -Parent Notification	-In-School Suspension—3-5 days -Parent Conference
Level 4 Behaviors			
Chronic Level 3 Offenses	-Parent Notification & Parent Conference -Out-of-School -Suspension –up to 10 days -Re-entry Form -Referral to Community Resource Officer -Possible Recommendation for Expulsion		
Possession of Weapons	-Parent Notification & Parent Conference -Out-of-School -Suspension –up to 10 days -Re-entry Form - Referral to Community Resource Officer - Recommendation for Expulsion		
Possession of Illegal Substances	-Parent Notification & Parent Conference -Out-of-School -Suspension –up to 10 days -Re-entry Form - Referral to Community Resource Officer -Recommendation for Expulsion		
Assault	-Parent Notification & Parent Conference -Out-of-School -Suspension –up to 10 days -Re-entry Form -Referral to Community Resource Officer -Recommendation for Expulsion		
Other	<i>Administrator Discretion</i>		

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All consequences on the above behavior matrix are subject to change or alteration at the discretion of the school administrators.

After School Detention

As outlined in the above chart, after school detentions may be assigned as a behavioral consequence. Detentions run every Tuesday and Thursday from 3:45-4:30. Scholars and parents will be notified describing the reason and date of the detention. If a scholar receives a detention on a Tuesday or Thursday, the parent will be notified by phone.

Scholar attendance is mandatory. It is the responsibility of the parent to make sure their child attends and arranges for pick-up at 4:30 p.m.

In rare circumstances, when a parent cannot arrange transportation, the parent must call and talk to the Principal or Dean of Students to arrange for an alternate detention date. Skipped detentions will result in parent meetings with the principal and further disciplinary actions. Scholars may also miss out on school events if detentions are not served.

Positive Behavior Incentives

TYPES OF ACKNOWLEDGMENT	WHAT	BY WHOM	HOW OFTEN
Awards Ceremony	Teachers identify scholars who meet or exceed grade level expectations based on predetermined criteria.	Dean of Students/Principal	End of each marking period
JAH-Bucks (incentive points)	Scholars earn JAH-Bucks through Unified Classroom Behavior Support by demonstrating expected behaviors of being Respectful, Responsible, and Ready to Learn at all times (3Rs).	SMaRT Staff	Daily
Shout-Outs	Teachers identify scholars who have followed the 3Rs throughout the week and then notify the Dean of Students.	Teachers/Dean of Students	Weekly at Morning Meeting
PBIS Celebration	Scholars who have followed the Jumoke 3 Rs throughout the month and who do not earn a Level 2 referral or higher during a month will be allowed to participate in fun school events such as dress-down days, ice cream socials, movie afternoons, etc. These events serve to recognize and reward scholars who are regularly displaying Jumoke's 3 R's.	Teachers/Administration	Monthly
Scholar of the Month Recognition	Teachers will identify one scholar from each cohort who has followed the 3Rs consistently and is considered a role model.	Teachers	Monthly

Bus Transportation

The following are general safety and behavioral guidelines as a reminder:

Leaving for school

1. Avoid wearing loose clothing or scarves, clothing with long drawstrings, or backpacks with long straps or dangling attachments that might get caught in the bus handrail or door.
2. Stay safe and wait on the sidewalk or curbside, away from the road.
3. Respect the property where you stand and wait for the bus by monitoring your voice level and refraining from littering.
4. Be at the bus stop at least 10 minutes ahead of time.

Boarding the school bus

1. Board the bus at your assigned stop only unless you have written permission from the school office to board at a different stop.
2. If you miss the bus, do not flag down or chase after the bus.
3. If you must cross the road to board the bus, remember:
 - a. Cross the road only when the bus driver signals you to do so.
 - b. Walk 10 or more steps ahead of the bus along the edge of the road until you can see the driver's face.
 - c. After the bus driver signals you to cross the road, check both ways to make sure all cars and trucks have stopped.
4. Always remember – if you can touch the side of the bus, you are too close!

While on the school bus

1. Obey the bus driver.
2. Stay seated until the bus comes to a complete stop at the school bus stop.
3. Leave windows closed unless you have permission from the bus driver.
4. Keep hands, all body parts, and objects inside the bus.
5. Keep the aisle clear.
6. Keep the bus clean by placing all trash in the garbage.
7. Keep all belongings with you.
8. Keep hands and feet off the other passengers and their belongings.
9. Use appropriate tone, volume, and language at all times.
10. When at railroad crossing, there must be silence on the bus.
11. Keep hands off emergency doors, fire extinguishers unless instructed by an adult.

Scholars who fail to display respectful, responsible, and ready to learn behavior on the bus may lose to privilege to ride for a period of time. Families of scholars at risk of losing bus privileges will be notified prior to removal from the bus unless the safety of all on the bus cannot be guaranteed.

Field Trips

A variety of field trips are offered to enrich the curriculum at school. Scholars who are failing their courses due to large amounts of missing work or major assignments may need to stay at school to complete work. Scholars at risk of missing a trip will be notified in advance and given a list of work that must be completed. Permission forms and payment must be in by the due date, or the scholar risks missing the opportunity to attend the trip. The school administration reserves the right to remove scholars from field trips due to behavior. Scholars whose behavior represents a safety concern may not be able to attend. If a scholar is removed from the trip due to behavior, a refund of funds paid may not be available.

8th Grade Promotion

Promotion is a momentous occasion celebrating the hard work of the graduating class. In order to participate in graduation activities and ceremonies, a scholar must have all passing averages for the first two trimesters, and/or passing averages on the 3rd trimester progress report. A scholar who has demonstrated a sustained effort throughout the year to improve grades may be considered for participation.

Attendance Policy

If a scholar will be absent or tardy, please notify the school by calling our attendance hotline, (860) 692-5020, to report the absence/tardy along with the reason by 9:30 a.m. on the day of the absence/tardy.

Please see district attendance, tardiness, and truant policy for full details on pages 20-22.

Absences

Scholars must attend school with minimal absences to gain the best educational experience possible. If a scholar is absent from school, a parent/legal guardian must contact the school office by 9:20 a.m. to report the absence and the reason for the absence. For example: illness, appointment, family emergency, etc. Failure to call the school and/or send a note within ten (10) days will result in an unexcused absence. Written documentation submitted after the tenth (10th) day must be approved and excused by the principal.

Each morning, the office manager verifies absences from parent/guardian phone calls and scholars who are marked absent by teachers. If communication has not been received, the office manager will call the parent/guardian at work or home to notify home of the absence. This policy is to ensure the safety of scholars.

Tardiness

Scholar attendance is recorded by teachers by 8:50 a.m. A scholar arriving after 8:50 a.m. is considered tardy and must sign into the main office prior to going to their locker/classroom. When a child has been tardy six (6) times, they no longer qualify for perfect attendance.

Jumoke Academy expects all scholars to arrive on time. The attendance committee will address chronic tardiness as it negatively impacts scholars' learning. A scholar must be present for at least half of the

regular school day to be considered in attendance (i.e., a scholar arriving after 11:45 a.m. without a written excuse will be considered tardy absent).

Family Vacations - Attendance

Jumoke Academy strongly encourages families to schedule vacations and trips to coincide with school breaks. Family vacations or trips that occur when school is in session and cause a scholar's cumulative absences to exceed nine will be considered "unexcused absences." Teachers will not provide work in advance for scholars on vacation, nor will teachers be expected to reteach the classes missed due to the vacation.

Perfect Attendance Award

Scholars who are present for every day of school and have not been tardy for more than six times during the school year are eligible for a perfect attendance award. These special awards are given at the end of the school year; parents of eligible scholars will be notified prior to the ceremony.

School Equipment and Facilities

Equipment and Facilities

Responsible and proper care of equipment and facilities is expected from each scholar. Equipment that is checked out to a scholar is the sole responsibility of that scholar. S/he is responsible for returning it at the end of the activity in the same condition in which it was received. Lost equipment or careless damage to the facilities will be paid for by the individual responsible.

Scholars sometimes use the hallways as an extension of their classes. Therefore, scholars should maintain reasonable quiet and order in the halls when passing between classes and respect all items on display throughout the building.

Lockers

Use of lockers is a privilege, not a right, therefore scholars are expected to take utmost care to ensure that the locker is closed and locked. Material on the inside of the locker should be easily removed when the scholar vacates the locker at the end of the year. Lockers are the property of the Academy and are subject to search without cause and scholars should have no expectations of privacy. Scholars are encouraged to bring in a dial lock to secure their items in their assigned lockers.

Elevator Use

Scholar use of the elevators is **prohibited**. Only scholars who have special needs and who have permission from the office may use the elevators.

Bags and Backpacks

Scholars are allowed one small bag (purse-type clutch or pouch) no larger than 8.5" x 5." Large backpacks or bags may be carried to school to transport scholar's belongings but must be stored in scholars' lockers. A small purse-type clutch or pouch can be used to carry more personal items throughout the day. Carrying such personal items is subject to change at any time at the discretion of administration for safety or relevant needs.

Grading Scale

Grading Scale:

The following grading scale is used for all core classes at SMaRT. Some specials classes are based on a Pass/Fail scale reflecting the same percentages.

ACADEMIC GRADES			
A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D	66-69
B	84-86	P/F	PASS/FAIL
B-	80-83		

Honors and High Honors:

Scholars must have an average of 80% or higher in all academic classes and a cumulative average of 80% or higher in specials classes to receive honors and all threes and fours for learning habits. To receive High Honors, a scholar must have an average of 90% or higher in all academic classes and a cumulative average of 90% or higher in specials classes as well as all threes or fours for learning habits.

Learning Habits:

4	Respects the learning environment, meets behavior expectations, and stays on task <u>ALL</u> of the time
3	Respects the learning environment, meets behavior expectations, and stays on task <u>MOST</u> of the time
2	Respects the learning environment, meets behavior expectations, and stays on task <u>SOME</u> of the time
1	<u>RARELY</u> respects the learning environment, meets behavior expectations, or stays on task

All assignments and grades will be entered into the district grading system PowerSchool. Please contact the main office if you do not have access to your parent and/or scholar PowerSchool account.

Birthday Celebration

If you would like a short class birthday acknowledgment for your child, please notify your scholar's teacher at least a week in advance. Birthday celebrations are most commonly held during advisory time (Monday, Wednesday or Friday) to avoid disrupting instructional time. Birthday recognitions are brief and limited to the classroom community. Parents are asked not to celebrate birthdays unless every scholar in the class can participate. Remember that any treats brought to school cannot be homemade and must be individually wrapped in the same sealed container with ingredients that you purchased them in from the store. Additionally, items must be nut and seafood free.

JAH-HC School Specific Information



School Specific Information

Nicknamed “JAH-HC,” this middle school academy is centered around the Arts. This means that the arts are infused throughout each day for our scholars. We see the arts as equal in importance to academics, and we utilize them to support and improve academic growth. Through experiences in creative and academic pursuits, performances and presentations, scholars develop skills of leadership, self-motivation, teamwork, organization, and effective oral and written communication. This is in addition to the college and career readiness skills developed through our academic and advisory programming.

The mission of JAH-HC is to develop our scholars into mature, young adults who will make valuable contributions to the global society. Scholars are promoted with exceptional future-ready skills, a deep appreciation for the arts, exemplary character, an understanding of diverse cultures, and a confident sense of self. At JAH-HC, scholars participate in a rigorous academic program in English Language Arts, mathematics, science, and social studies. In addition to these subjects, scholars participate in extensive arts studies that include instrumental and vocal music, visual arts, dance, and theater. The arts are also infused throughout the academic curriculum. Through experience in creative pursuits and performances, scholars will develop skills of leadership, self-motivation, collaboration, goal setting, planning, organization, and effective communication. We have created and value an environment that is engaging and responsive to adolescent development. Scholars at JAH-HC will be excited about learning, intellectually curious, and will act with thoughtfulness and compassion.

JAH-HC Philosophy

JAH-HC subscribes to a philosophy that the unique needs of scholars in grades 5 through 8 can be met in a middle school setting that provides scholar-centered programming. JAH-HC recognizes that the scholars of this age are undergoing greater physiological, psychological, and social reorientation than at any other period in their lives. The overall purpose of JAH-HC is to meet the educational, developmental, and social-emotional needs that emerge in this transitional period. The Jumoke Academy Honors program provides a supportive and flexible environment so scholars will have opportunities to develop skills and explore a variety of learning experiences while making the transition from elementary to high school. While there will be extra emphasis on the arts, we continuously emphasize programs and activities that enhance our children's sense of responsibility, social skills, respect of self and others. Please refer to our purpose statement below.

JAH-HC is a place where scholars are loved, arts are cherished, and education is valued for our scholars to perform at their highest level of achievement. Through partnerships with our parents and the community, our vision is for every scholar to leave Jumoke on or above grade level, with the mastery of at least one of the arts, and the ability to advocate for themselves and their community.

School Purpose Statement

JAH-HC exists to foster the development of inquiring minds, 21st century skills, and strength of character necessary for all of our scholars to change the world for the better.

Strength of Character

Scholars build positive, **respectful** relationships with peers and adults.

Scholars are accountable for their actions and work to improve their areas of needed growth.

Scholars are **ready to learn** and consistently execute their academic **responsibilities**.

Act **responsibly** with the interests of the larger community in mind.

21st Century Skills

Use technology as a tool to research, organize, evaluate and communicate information.

Effectively analyze and evaluate evidence, arguments, claims and beliefs.

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Solve different kinds of non-familiar problems in both conventional and innovative ways.

Inquiring Minds

Scholars plan and pursue pathways to future school and career opportunities.

Scholars question ideas presented to them in academics, media, and the world around them.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

“Jumoke Academy Scholars are respectful, responsible and ready to learn at all times.”

School Hours

Before Care Hours: 7:30 A.M.-8:30 P.M.

Main Office Hours: 8:30 A.M.-4:30 P.M.

Academic Hours: 8:50 A.M.-4:05 P.M.

Early Release Day Academic Hours: 8:50 A.M.-1:00 P.M.

1-Hour Delay-Doors open at 9:30 P.M.

90- Minute delay- Doors open at 9:55 A.M.

2- Hour Delay-Doors open at 10:25 A.M.

Delayed openings are announced through Robo-call as well as on WFSB, WTNH and NBC. During inclement weather please check for delays or closings prior to dropping scholars off at school

Families can enroll their scholars in before-care for a small fee. The school provides before-care for prepaid scholars from 7:30 A.M.-8:30 A.M., JAH-HC has no after care, however we strongly encourage enrolling your scholar in the Asylum Hill Boys/Girls Club for after school. A JAH-HC staff member escorts the scholars to the Boys/Girls Club after school. If interested, contact the main office for the Boys/Girls Club enrollment forms.

Visitors/Classroom Visits

Visits should be scheduled through the Jumoke website.

- Make sure that you're feeling well and do not have any cold or flu-like symptoms.
- Upon arrival, buzz the buzzer and be prepared to show your identification. Once you are let in, please report directly to the main office on the third floor.
- Once you arrive on the third floor, you will be required to show your identification again and sign in.

Pre-Planned Pick Ups

- Please note early pick up ends 3:30 P.M. If you need to pick your scholar up early, please do so by 3:30 P.M. If you come after 3:30 P.M. you will have to wait for regular dismissal at 3:50 P.M. for your scholar to be called down.
- Send a note to the office manager.
- Call when you are on your way with an estimated arrival time. We will have your scholar prepare for dismissal in their classroom. Please note that your scholar will remain in class until your arrival.
- Buzz the front door.
- Please show your identification to the camera and let us know who you are picking up.
- You may wait in your car or at the door for the scholar to be brought down.
- A JAH-HC staff member will escort the scholar down.
- You will be asked to show your identification again and to sign the scholar out.

Please note scholars will only be released to those persons authorized for pick-up on the emergency form. If a change has been made to the pick-up status, please send in a note from a parent/guardian to the office manager.

Parent Contact Information

It is imperative that the school maintains a copy of all parent and guardian contact information. In the event an address or phone number changes during the school year, please call the main office to update your emergency information.

Security

For the safety of the JAH-HC scholars and staff, the doors of the school are always locked. Scholars are not allowed to open the doors for anyone including staff members, relatives, or friends.

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Video camera systems monitor all entrances, parking lots and hallways of the schools. This means that you are recorded once on Jumoke property.

Lost and Found

A lost and found container is in the main office of the building (marked, “Lost and Found”). Scholars may check this area with permission when clothing or other items are lost. However, we are not responsible for lost or left behind items.

Positive Behavioral Interventions and Supports (PBIS)

PBIS schools focus on a school-wide system of support that promote appropriate behavior through identifying and teaching expectations and recognizing scholars who are following them. JAH-HC teachers and staff use PBIS to help create a safe, welcoming, and purposeful learning environment. PBIS encourages scholars to achieve their academic potential while also developing and maintaining excellent character. Scholars are proactively taught behavior expectations that focus on the 3Rs: Respectful, Responsible, and Ready to Learn. Scholars who regularly meet these expectations receive positive behavior incentives. On the chart on the following page, the standard behavior expectations for JAH-HC are clearly explained.

Standard Behavior Expectations of Scholars

See PBIS Matrix and Student Rubric below

PBIS “The Jumoke Way Point System” Respectful. Responsible, Ready to Learn 3 points is the max per student for each class period.

	Arrival/Dismissal/Bus	Classroom	Hallways/ Lockers	Bathroom	Cafeteria/ Lunch	Trips/Events
Respectful	*Voices (level 0-1) to directly to designated area	*Voices (level 0 upon entry) Class room voices to 0-2) *Walk directly to seat *Listen *Follow directions first time given *Scholars are respectful	Voices (level 0-2) Walk directly to designated area (includes lockers if at appropriate time) (Teachers walk students to each class.)	Voices (level 0-1) Walk directly to designated area (includes lockers if at appropriate time)	*Enter and exit Voices (Level 0-1) *Be on time *Keep hands, feet and belongings to self *Engage in meaningful dining discussions at Voice Level (1-2) *Use kind words	*Listen *Follow directions first time given * Use kind words

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		*Pack up and clean up after self				
Responsible	<ul style="list-style-type: none"> * Walk quickly, quietly and directly to the designated area * Keep hands, feet and belonging to self 	<ul style="list-style-type: none"> *Be punctual * Stay in class *Ask for help when needed *Participate and engage in learning *Take care of learning materials Write down homework *Check for belongings during wrap up 	<ul style="list-style-type: none"> * Keep hands, feet and belonging to self *Locker- Take out learning materials Do not share locker combinations 	<ul style="list-style-type: none"> * Keep hands, feet and belonging to self *Locker- Take out learning materials Do not share locker combinations 	<ul style="list-style-type: none"> *Do not share food *Keep hands, feet and belongings to self *Move away from conflicts or distractions *Eat responsibly *Clean area & discard trash 	<ul style="list-style-type: none"> *Be on time *Keep hands and feet to self *Appropriate participation * Know your part if you are presenting *Pack up and clean up after self
Ready to Learn	<ul style="list-style-type: none"> I have all materials and belongings for learning (both for class and for homework) *Start homework * Read quietly 	<ul style="list-style-type: none"> *Complete class assignments * Be mentally and physically present *Engage in academic risk taking *Give maximum effort 	<ul style="list-style-type: none"> I have all my materials and belongings for learning (books, Chromebook, binder, pencils, calculators, lunch, etc.). 	<ul style="list-style-type: none"> I have all my materials and belongings for learning (books, Chromebook, binder, pencils, calculators, lunch, etc.). 	<ul style="list-style-type: none"> *Stay in line and Be patient *Keep my food on my tray 	<ul style="list-style-type: none"> *Take Notes if on trip *Participate in event *Give maximum effort **Reflect on school experiences meaningful

Behavior Policy

JAH-HC scholars are responsible for their own actions and behaviors. Jumoke Academy's behavior policies outline the expectations that all scholars are expected to abide by. The policies will be taught and practiced throughout the year. Periodically, scholars may fail to meet these expectations, and the school will respond appropriately. Behavioral infractions are divided into minor and major levels depending on the severity of the infraction(s). Please see the matrices below

Possible Issues and Accountability Actions

** Parent Contact will occur with all behavior issues **Duration of consequences are done on a case-by-case basis.

Minor Issues	Possible Accountability Actions
Minor/In Class <ul style="list-style-type: none"> Disruptive Behavior Inappropriate or abusive language Disrespectful unkind words and actions/Mean spirited Inappropriate, Unsafe Playful Behaviors or physical contact (horse playing) Technology Violation Property Misuse Other offences as determined by School Administration or District Leadership 	<p>Struggling with any minor issues will result in re-teaching exercises. It may also result in the scholars being issued one or more of the following consequences as well.</p> <ul style="list-style-type: none"> Parent Contact Alternative Grade Level Assignment Written Apology Restitution Service Missed Time from an Extra Activity Structured Time In Other consequences as determined by School Administration or District Leadership
Major Issues	Possible Accountability Actions
Repeated Minor Offences <ul style="list-style-type: none"> Rude, Disrespectful, Abusive Language Teasing/harassment/threat/intimidation Gross Insubordination Chronic Disruption Property Damage/Vandalism Physical Aggression Theft Cheating Inappropriate Touch/Gesture Other offences as determined by School Administration or District Leadership 	<p>Struggling with any major issues will result in re-teaching exercises. It may also result in the Scholars being issued one or more of the following consequences as well.</p> <ul style="list-style-type: none"> Parent contact and conference Alternative Grade level assignment for an extended period Written Assignment Restitution Service Loss of Activity Structured Time Out: Lunch or Office Detention Structured Day ISS OSS Other consequences as determined by School Administration or District Leadership

MINOR ISSUES DEFINED

Minor Issues: Minor issues are handled by teachers and other designated staff. Chronic minor issues will be reported to the administration for possible additional consequences.

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Teachers will redirect scholars engaging in minor issues three times before presenting them with a reflection sheet. A phone call home to a parent/ guardian and formal documentation will accompany the reflection sheet. Administration will intervene upon the second reflection sheet with the intent to discover why the scholar engages in minor disturbances. Administration will work collaboratively with parents/ guardians, students and teachers to uncover the antecedent of the identified unproductive behavior.

Minor Issues (Teacher or Designated Staff)	Definitions	Examples
Disruptive Behavior	Any behavior that disrupts or interferes with learning	Talking out of turn, leaving seat without permission, disrupting others, yelling, and making loud noises
Inappropriate or abusive language/ Disrespectful unkind words and actions/Mean-spirited	Using inappropriate or offensive words, remarks, gestures, or actions	Talking back, not following expectations of the *3Rs, not following directions, ignoring adult requests, name calling, put downs, attitude, rolling eyes
Inappropriate unsafe playful behaviors or physical contact (horse playing)	An incident in which a scholar engages in inappropriate physical contact with another scholar	Horse playing, playful grabbing, minor pushing and shoving, not keeping hands and feet to self, incident not severe enough to constitute as a fight
Technology Violation	Any incident where a scholar purposely accesses inappropriate material	Going on a website forbidden by school staff, or accessing technology at the wrong time Uses technology to bully or accept or send inappropriate information
Property misuse	Inappropriate use or damage to school or personal property that does not render the object permanently unstable	Writing on walls/furniture; Breaking pencils/crayons; Mishandling books

MAJOR ISSUES DEFINED

Major Issues: Major offences are handled by the administration. Incidents are investigated by the administration or his or her designee.

Major Issues (Administration)	Definitions	Examples
Repeated rude, disrespectful, and targeted abusive Language	Scholars engage in language that includes swearing, name calling, or use of words in an inappropriate way.	Cursing, put downs, verbal/non-verbal threats, slandering another person, spitting.
Teasing / Harassment / Threat / Intimidation/ Bullying	Repeated disrespectful words and actions towards another person which include threats via email, written; inappropriate gestures.	Bullying, inappropriate touching, repeated verbal abuse, negative offensive slurs.
Gross Insubordination	Refusal to follow direction, or socially rude interactions.	Continuous disrespect to peers and adults, argumentative, leaving class without permission
Chronic Disruption	Chronic behavior that causes interruptions in class or during school activities.	Classroom/Transitions: Talking out of turn, out of seat, disrupting others, yelling, making loud noises, and throwing objects.
Property Damage / Vandalism	Inappropriate use or damage of school property that renders the object permanently unstable.	Purposely breaking, SMART board, computers, chairs, school fixtures
Physical Aggression	Serious physical conduct that may result in injury.	Punching, kicking, hitting, fighting/altercation.
Theft	The taking of another person's property without that person's permission or consent with the intent to deprive the rightful owner of it.	Deliberately taking something that belongs to someone else or the school
Cheating	Scholars violate the academic code of conduct.	Copying off someone's homework or test.
Inappropriate Touch / Gesture	Touching or making a gesture that is inappropriate to another scholar.	Hitting, kicking, or touching private parts.

Administrators will promptly respond to scholars exhibiting major disciplinary issues. Parents/guardians will be contacted, and consequences will vary based on the severity of the offense. Moreover, administration aspires to use restorative practices to uncover the antecedents behind the problematic behaviors to prevent recurrences.

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We expect scholars to be **Respectful, Responsible, and Ready to Learn** at all times and, we hold them accountable and, offer support when they need help turning things around.

Reflection

Scholar Name: _____ Time: _____ Date: _____

Referring Staff: _____ Grade: _____ Location of Incident: _____

I received a Reflection Assignment TODAY for one or more of the following reason(s)

<input type="checkbox"/> Disrespect	<input type="checkbox"/> Tardy	<input type="checkbox"/> Dress Code Violation
<input type="checkbox"/> Defiance	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Technology Violation
<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Other _____

I was not: (Check all that apply)	Respectful	Responsible	Ready to learn
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- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
 - In what way have they been affected?
- What do you think you need to do to make things right?

Reflection Formats

<input type="checkbox"/> Answer the questions with 4-5 sentences for each answer	<input type="checkbox"/> 6-8 Box Comic Strip	<input type="checkbox"/> Create a poem using questions and answers
<input type="checkbox"/> Write short story	<input type="checkbox"/> Create brochure on how "not" to repeat this behavior again	<input type="checkbox"/> Create poster
<input type="checkbox"/> Assignment created by teacher or other JAH-HC staff	<input type="checkbox"/> Assignment created by Dean	<input type="checkbox"/> Assignment Created by Principal

Scholar Signature: _____ Staff Signature: _____

Parent/Guardian Signature: _____

Jumoke Staff Completion

<input type="checkbox"/> First Offence	<input type="checkbox"/> Second Offence	<input type="checkbox"/> Third Offence	<input type="checkbox"/> Fourth Offence *
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Parent Communication Regarding Behavior Infractions

Parents will be notified via telephone if their child receives a reflection sheet. If teachers cannot reach parents/ guardians, they will leave a detailed message. After the second contact, administration will intervene as a means to support teachers and students alike. Both teachers and administrators will contact parents after a major disciplinary issue. Consequences for major issues vary based on their severity and disruption to the learning environment at large.

After School Detention

After school detentions may be assigned as a behavioral consequence. Detention will begin at 4:05 P.M. and end no later than 5 P.M. on Mondays, Tuesdays, and Thursdays. Scholars and parents will be notified with a referral describing the reason and date of the detention. If a scholar receives a detention, parents or guardians will be notified by phone.

Scholar attendance is mandatory. If a scholar is assigned in person detention it is the responsibility of the parent to make sure their child attends and arranges for pick-up at the time designated by the Administration.

In rare circumstances, when a parent cannot arrange transportation, the parent must call and talk to the Principal or Dean of Scholars. Skipped detentions will result in a parent meeting with the principal and further disciplinary actions. Scholars may also miss out on school events if detention is not served.

- After-school detention will be assigned by Administration.
- Specific length time for detentions will be at the discretion of the Administration, and it will be communicated prior to the day of the detention.

Transportation

School bus transportation is provided only for scholars who reside in Hartford. Families living outside of Hartford are responsible for transporting their scholar to and from school. Adults picking up scholars must be listed on the emergency card or a note from the parent/guardian must be sent to the office. Appropriate behavior is expected by scholars on the bus. If scholars fail to comply with bus rules, they may be suspended from bus services.

Hartford Public School-Bus Health Safety UPDATES

- Face masks are optional
- Buses loaded back to front
- Buses will unload front to back
- Notify Jumoke with updates and changes.
- Family members sit with each other.

Waiting for the Bus

- Be at the bus stop at least 10 minutes before the required bus arrival time
- Respect the property where you stand and wait for the bus by monitoring your voice level and refraining from littering.
- Stay safe and wait on the sidewalk or curbside, away from the road.

While on the Bus

12. Follow the bus drivers' directions
13. Stay seated until the bus comes to a complete stop at the school or bus stop.
14. Keep hands, feet, and all body parts to yourself
15. No eating or drinking on the bus
16. Use appropriate tone, volume, and language always.

Boarding the school bus

5. Board the bus at your assigned stop only unless you have written permission from the school office to board at a different stop.
6. If you miss the bus, do not flag down or chase after the bus.
7. If you must cross the road to board the bus, remember:
 - a. Cross the road only when the bus driver signals you to do so.
 - b. Walk 10 or more steps ahead of the bus along the edge of the road until you can see the driver's face.
 - c. After the bus driver signals you to cross the road, check both ways to make sure all cars and trucks have stopped.
8. Always remember – if you can touch the side of the bus, you are too close!

It is imperative that all Jumoke scholars adhere to the guidelines implemented by the HPS transportation department. Not following the above protocols could result in your scholar not being able to ride the bus

Field Trips

A variety of field trips are offered to enrich the curriculum at school. Scholars who are failing their courses due to large amounts of work missing or major assignments may need to stay at school to complete work. Scholars at risk of missing a trip will be notified in advance and given a list of work that must be completed. Permission forms and payment must be in by the due date, or the scholar risks missing the opportunity to attend the trip. The school administration reserves the right to remove scholars from field trips due to behavior. Scholars whose behavior represents safety concerns may not be able to attend. If a scholar is removed from the trip due to behavior, **a refund of funds paid may not be available.**

8th Grade Promotion

Promotion is a momentous occasion celebrating the hard work of the graduating class. In order to participate in graduation activities and ceremonies, a scholar must have all passing averages for the first two trimesters, and/or passing averages on the 3rd trimester progress report. A scholar who has demonstrated a sustained effort throughout the year to improve grades may be considered for participation.

Grading Scale

Grading Scale:

The following grading scale is used for all core classes at JAH-HC. Some specials classes are based on a Pass/Fail scale reflecting the same percentages.

Jumoke Academy Charter School
Parent-Scholar Handbook 2025-2026

ACADEMIC GRADES			
A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D	66-69
B	84-86	P/F	PASS/FAIL
B-	80-83		

Honors and High Honors:

Scholars must have an average of 80% or higher in all academic classes and a cumulative average of 80% or higher in specials classes to receive honors and all threes and fours for learning habits. To receive High Honors, a scholar must have an average of 90% or higher in all academic classes and a cumulative average of 90% or higher in specials classes as well as all threes or fours for learning habits.

Learning Habits:

4	Respects the learning environment, meets behavior expectations, and stays on task <u>ALL</u> of the time
3	Respects the learning environment, meets behavior expectations, and stays on task <u>MOST</u> of the time
2	Respects the learning environment, meets behavior expectations, and stays on task <u>SOME</u> of the time
1	<u>RARELY</u> respects the learning environment, meets behavior expectations, or stays on task

All assignments and grades will be entered into the district grading system PowerSchool. Please contact the main office if you do not have access to your parent and/or scholar PowerSchool Account.

JAH –HC Uniform Policy: Grades 5 through 8



PLEASE NOTE: Shoes may be black or brown (Black preferred)
Sneakers should be all black, with black soles, laces, logos, etc

Vendors:

Living Word Imprint

Phone: 860-882-1679
450 Homestead Ave
Hartford, CT 06112

Uniforms and Stuff

Phone: 860-461-1791
541 Albany Ave
Hartford, CT 06112

Uniforms are a strict requirement at JAH-HC. There are no exceptions. At the time of admission, all families are informed of this policy and agree to abide by it. **PLEASE NOTE THAT BLAZERS ARE REQUIRED AND SWEATERS CANNOT BE PURCHASED AND WORN AS A SUBSTITUTE FOR THE BLAZER.**

The cost of our uniforms, on average, is less than what you would pay for non-uniform clothing. However, should you find yourself in a position where you are unable to afford the purchase of uniforms, please notify the main office at 860-527-0575.

Boys & Girls Formal Dress Standard:

- Formal button-down white dress shirt (long or short sleeves), tucked in (white undershirts only)
- Full length khaki pants or khaki skirt (shorts, Cargo pants or Capri-style pants are **not** in accordance with uniform requirements)
- Burgundy blazer with the Jumoke Academy logo
- Solid Burgundy tie (boys), Solid Burgundy cross-tie (girls)
- Solid black, white, burgundy or brown socks (**Please note girls must wear black or white stockings or regular short socks with their skirts – no leggings**)
- Solid black or dark brown closed-toe dress shoes with a flat heel. Soles and laces must also be black or dark brown. (NO SNEAKERS, NO STRIPES, NO DECALS OR DECORATIONS, NO MOCCASINS, OR SHOES WITH WHITE SOLES.)
- Black or Brown dress belt
- Moderate jewelry allowed, as quantified by one watch, one bracelet, etc. Necklaces worn inside shirt

Boys & Girls Gym Uniforms:

- Burgundy sweatpants with a white polo shirt with Jumoke logo on it (polo shirt must be tucked in when not in gym class).
 - Sweatshirts with Jumoke logo (optional on warm days)
- ** Sweatshirts can only be worn on dance days. ****

If a scholar forgets their blazer or tie, the main office has a limited supply that is available to borrow. They are on a first-come, first-served basis, however a scholar will only be able to borrow one item a month. It is the scholar's responsibility to come to school in uniform. If there is a legitimate problem with a uniform piece (at the cleaners, being replaced), a scholar will be excused provided they bring in a note from home.

Appendix and Forms



Parent and Scholar Signature Page

By signing the space(s) below, I am acknowledging that I have reviewed the information and understand its contents.

Please return the signed form to your classroom/homeroom teacher.

Parent-Student Handbook and Code of Conduct

I have received and reviewed a copy of the Academy's Parent-Scholar Handbook, and Code of Conduct, and agree to abide by the terms and conditions stated in each specific school section.

Internet Safety and Chromebook Care

I have read and agree to abide by the Acceptable Use for Internet and Computers, online learning management system, internet usage, and Chromebook care in accordance with the Parent-Scholar Handbook. I understand that access to the online learning management system, internet resources, and school issued devices are provided for educational purposes only and scholars are not to send or request offensive or illegal material. See pages 33-36.

Bullying

I understand the Academy's Bullying Policy as stated in the Parent-Student Handbook. I agree to do my part to keep the Academy safe and free from bullying. I accept my responsibility to report any concerns or incident of bullying in school to a teacher or administrator. See page 36-37.

Attendance:

I understand the Academy's Attendance policy as stated in the Parent-Student Handbook. I agree to do my part to ensure my child is in attendance each day and notify the school of any absences or tardies. See page 20-23.

Scholar Name

Teacher

Scholar Signature

Date

Parent/Guardian Signature

Date

Cell Phones and Electronic Devices Notice

Dear Parents/Guardians and Scholars:

Use of electronic devices is limited at Jumoke Academy. Unless it is for a specific academic purpose AND with the permission and supervision of a teacher, **the use of cell phones (including earbuds) and electronic devices (including personal computers) is prohibited during school hours, including lunch.**

We recognize that there may be reasons for scholars to carry cell phones for use before and after school hours. Should a scholar need to carry a cell phone, and so long as the phone is kept off and out of view during specified school hours, school officials generally will not confiscate the phone. In an emergency, we ask that you call the school, and we will contact your child. This will allow us to avoid class disruption. Further, the use of these devices during a test or quiz is a violation of our Academy's code of conduct. Also, entertainment devices, such as iPods or PSP's, are not allowed at school, and the school does not take responsibility for loss or damage to these items that may occur at school or on the bus.

A scholar who is asked to relinquish an electronic device by any school staff member must do so regardless of time of day and/or circumstances. For a first offense, the phone will be confiscated and turned into the main office. The scholar may pick up the device at the end of the day in the main office. **For subsequent offenses, a parent/guardian will be required to pick up the cell phone/electronic device during regular school hours.** For scholars who repeatedly violate this policy, parent/guardian will be required to come in and meet with administration to discuss further disciplinary action.

We would like to thank you for your support. Your signature acknowledges your willingness to comply with this Academy policy.

Please return the signed form to your classroom/homeroom teacher.

Scholar Name

Teacher

Scholar Signature

Date

Parent/Guardian Signature

Date

2025-2026 Jumoke Academy Scholar/Parent Technology Device Loan Agreement

Jumoke Academy students will have access to use a Technology Device such as a Tablet, Chromebook, or Laptop from Jumoke Academy for academic purposes during their school day.

Please read and review this loan agreement with your child and sign the form below with your child.

Jumoke Academy Student and Parent Device Loan Agreement:

By signing this Agreement, students and parents/guardians agree to follow the Jumoke Academy Schools Acceptable Use Policies & Procedures.

Student Responsibilities:

I have agreed to follow the Jumoke Academy Student Use of the District's Computer Systems policy as outlined below and to all local, state, and federal laws. I understand that, per the policy, a violation of any of these policies could result in loss of network privileges, loss of right to use the device, or appropriate discipline. I agree that use of Jumoke Academy technology is a privilege, and I am responsible for the proper care of my Jumoke Academy issued device. This means I will treat my Jumoke Academy issued device with care by:

- not dropping it; not leaving it in places of extreme temperature, humidity, or limited ventilation for an extended period of time.
- not using it with food or drink nearby; not to remove any identifying labels or markings.
- not writing or drawing on the device or applying any stickers or labels.
- securing the device when it is out of sight. The device should not be left in a location where someone else might take it.

I understand that unless otherwise instructed, the device is only intended for use for school purposes.

I agree to avoid suspicious links (if applicable) and to refrain from replacing the manufacturer's operating system with custom software (i.e. "jailbreaking" the device).

I agree not to install any software, apps or other programs unless specifically authorized by the Jumoke Academy.

I agree not to reset the device to factory settings. Doing so may result in termination of the use of the Device or other discipline set forth by the District.

I agree to keep all accounts and/or passwords issued to me secure. I will not share this information with any other students. This includes passwords for email and/or network access.

I agree that email (or any other computer communication media) should be used only for appropriate, legitimate, and responsible communication.

I understand that Jumoke Academy personnel can review devices and/or files at any time should an issue arise.

I understand that it is my responsibility to store and backup my files. Jumoke Academy cannot be responsible for loss of any data.

I will not attempt to repair my Jumoke Academy issued device, nor will I attempt to clean it with anything other than a soft cloth.

I will return my Jumoke Academy issued device and all its accessories at the end of each school day and upon request of Jumoke Academy.

Scholars who damage/lose their device may lose the privilege of using such. If damage or loss is determined to be by negligence or intentional misconduct, further discipline may result based on the discretion of Jumoke Academy Administration.

Type: _____ Serial #: _____ Asset Tag: _____

Scholar Name: _____ Scholar Signature: _____ Date: _____

Parent Name: _____ Parent Signature: _____ Date: _____

Photograph/Video/Media Release

2025-2026 School Year

I, _____ (print parent's name) as the parent/guardian, hereby give consent/permission to Jumoke Academy and or its designated agents to use my child's photograph and likeness in school related publications and promotional campaigns including all print and visual media and school related websites. I release Jumoke Academy from any expectation of confidentiality for the undersigned minor children and myself. I hereby certify that I am the parent or legal guardian of the child listed below.

I understand that images and/or video and audio recordings will not be sold to anyone for commercial use.

Please indicate by checking the box below whether your child has permission to participate in media initiatives.

- ☐ Yes, I give my permission
☐ No, I do not give my permission (If you do not give permission you must check the No box to keep on record.)

Student Name _____ (Print)

(First)

(Last)

Student Age _____

Student Grade _____

A Photo Release Form is required for each student attending Jumoke Academy.

Parent/Guardian Signature _____ Date: _____