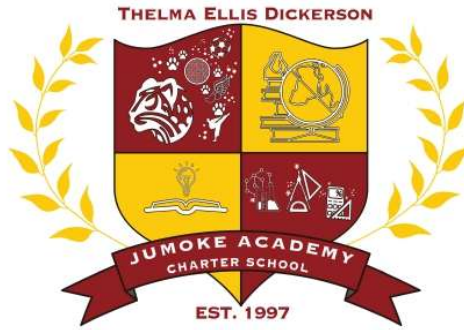


PRE-K SCHOLAR & PARENT

2025



HANDBOOK

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



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. Tray 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**

Connect with Us!

Website: [jumokeacademy.org](https://www.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-Harassment Policy

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*

**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*

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 buildings:

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.

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Parent Services – Jumoke Academy Parent Association

The school has an active parent-teacher organization known as Jumoke Academy Parent Association (JAPA) that meets monthly. 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 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

School Fees

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 that 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 adhere 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 of 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 of 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

We are committed to fostering strong, respectful partnerships with families. If a concern arises, families are encouraged to communicate openly with staff using informal methods such as phone calls, emails, or brief conversations. When concerns require more attention, scheduled meetings may be arranged to ensure thoughtful resolution.

To promote transparency and support, families are provided with a clear pathway for escalating concerns through increasing levels of formality:

- **Classroom Teacher** – Begin by raising the concern directly with your child's teacher.
- **School Administration** – If the issue remains unresolved, contact a member of the administrative team.
- **Jumoke Academy District Office** – For ongoing concerns, families may contact the District Office at 860-527-0575 (option 6).
- **Licensing or Regulatory Body** – As a final step, families may reach out to the appropriate external agency overseeing school operations.

For NAEYC-accredited programs, this external agency is the National Association for the Education of Young Children (NAEYC). While NAEYC is not a state licensing agency, it serves as a national accrediting body that ensures programs meet high standards for early childhood education.

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

Families can report a concern to NAEYC by:

- Calling **(202) 232-8777**
- Submitting a written complaint to the **NAEYC Accreditation Department**

Mailing concerns to:

NAEYC Accreditation Department

1401 H Street NW, Suite 600

Washington, DC 20005

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 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.. If registered with the OPMAD program, aftercare is provided on early dismissal days through their programming.

The school provides care for prepaid scholars from 7:00 a.m.-8:15 a.m.

Enrollment/Admissions

Jumoke Academy uses a lottery process for admitting scholars to the academy. We receive numerous applications each year for grade 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: 4th Thursday of April (virtual)

Letter of Acceptance: Last week of April (online)

Intent to Return: 2nd Friday of May (online via email)

Registration Packet: completed once the letter of acceptance has been received (on-line)

Orientation: Pre-K: 2nd 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 mail or email. The lottery drawing for the following school year is in March. 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 students 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 students 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.

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:



Jumoke Academy Charter School
Parent-Scholar Handbook 2025-2026

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 not provided for Pre-K scholars at Jumoke Academy. Families are responsible for their child's transportation and prompt arrival and departure every day. Each adult authorized to pick up Jumoke scholars must be listed among the scholar's emergency contacts. In the case of a same day change in pick up, a note from the parent/guardian must be sent to the main office at your scholar's school with the adult's first and last name and the duration of time for which they will be permitted to pick up the scholar (i.e. that day only or for the remainder of the school year). That adult must provide ID upon arrival for verification.

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.

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

Elementary School Uniform Policy: Grades Pre-K

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.

<u>Pre-K Boys and Girls:</u>	<u>Warm Weather</u>	<u>Cold Weather</u>
	Burgundy shorts with the Jumoke logo, a burgundy short sleeve polo, and sneakers.	Burgundy sweatpants, a burgundy sweatshirt, and sneakers.

Jumoke Academy Charter School
Parent-Scholar Handbook 2025-2026

ORDER FROM
LIVING WORD IMPRINTS
450 HOMESTEAD AVE
HARTFORD, CT
860-882-1679 OR
LAYAWAY AVAILABLE

PRE-K - TED-JA

Order Conveniently
Online or In-Store
2 Locations

ORDER FROM
UNIFORMS & STUFF
541 ALBANY AVE
HARTFORD, CT
860-461-1791 OR
LAYAWAY AVAILABLE



POLO SHIRTS



**BURGUNDY
SWEATSHIRTS**



**BURGUNDY
SWEATPANTS**



SHORTS

PLEASE NOTE: Sneakers should be all black, with black soles, laces, logos, etc

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



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 include 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.

SRBI

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

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.

Student Support Services

Jumoke Academy Charter Schools 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 must consent before the Special Education department can do any evaluation or services can begin. Based on the diagnostic findings of the evaluation study, an Individualized Education Plan will be developed by the PPT, with parental involvement.

Planning and Placement Team

Scholars diagnosed by the Planning and Placement Team and approved for the program may work with the resource room, the special education teacher, the psychologist, or the speech and language consultant for part of each week. Depending on the scholar's needs, remedial work will focus on specific skill deficits, disability compensations, or social, emotional, and behavioral concerns. Parents/legal guardians of new scholars with special educational needs should inform the Dean of Academics or classroom teacher.

Response To Tiered Intervention/Inclusion

Our program provides 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 activity to get the scholar back in a positive mode;
- Modeling how to take turns, share, and care;
- Helping scholars to negotiate their interactions with one another;
- Engaging scholars in the upkeep of their classroom and ensuring that each child participates;
- Time out from preferred activities and for more extreme behavior such as aggression;
- 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 detailed below. Using restraint and seclusion as an identified "planned intervention" in the individualized education program (IEP) is prohibited.

Restraint

No school employee shall use physical restraint on a student except as an emergency intervention to prevent immediate or imminent injury to the student 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 student. 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 student unless such school employee has received training on the proper means for performing such physical restraint under subsection (o) of Section 1 of Section 10-236b of the CGS.

Seclusion

No school employee shall place a student in seclusion except as an emergency intervention to prevent immediate or imminent injury to the student or others, provided the seclusion is not used for discipline or convenience and not used as a substitute for a less restrictive alternative. No student shall be placed in seclusion unless a school employee monitors (1)

such student during the period of such student's seclusion and (2) the area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion. No school employee shall use physical restraint on a student or place a student in seclusion unless such school employee has received training on the proper means for performing such seclusion according to subsection (o) of this section. A school employee shall frequently monitor any student involuntarily placed in seclusion.

Documentation Monitoring and Reporting

Applies to special education students and students “at risk,” referred to as the Special Education process.

Documentation

Any physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include

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 or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student'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 student'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 student.
A school employee shall frequently monitor any student involuntarily placed in seclusion.
- Each student so restrained or in seclusion shall be regularly evaluated by a school employee for indications of physical distress.

Frequency of Monitoring

If any instance of physical restraint or seclusion of a student 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 or seclusion 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 students 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 seclusion on a student;
- specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
- include such information in an annual compilation on its use of such restraint and seclusion on students.

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 seclusion;
- the status of the student (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 seclusion 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 seclusion results in physical injury to the student, 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.

Parental Notification

Each local or regional board of education must notify a parent or guardian of a student who is placed in physical restraint or seclusion not later than 24 hours after the student was placed in physical restraint or seclusion and shall make a reasonable effort to provide such notification immediately after such physical restraint or seclusion is initiated.

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

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:

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- 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.

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.

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.

EFFECTIVE	COMPASSIONATE	MULTI-SKILLED	CULTURALLY COMPETENT	SOCIALLY COMPETENT
<ul style="list-style-type: none"> Scholar-focused lessons Lessons taught using varying modalities Differentiated instructions 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

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 has partnered with OPMAD for before or after school care. The before care opens at 7:30 a.m. and closes at 6:00 p.m. Parents can contact our main office for more information. OPMAD will be located at the elementary campus 250 Blue Hills Avenue. 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.

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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. Talk 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 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

The Dean of Students and Enrichment welcomes scholars to school each day through a school-wide Morning Meeting. 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 wash 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 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
- Granola
- Muffins

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- Raisins
- Sliced vegetables
- 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).

Tooth Brushing

If a parent would like their scholar to brush their teeth after lunch, the scholar may do so through the nurse's office. First, parents must send in a written request to the front office. Then parents are to provide the scholar with a toothbrush and toothpaste in a sealed storage container. All items are to be labeled with the scholar's first and last name and homeroom teacher for proper storage in the nurse's office.

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.

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

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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. 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 can not 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. sharp.**

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 the case of an emergency.

Attendance

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 based on the expectations of “The Jumoke Way: 3R’s”.***

1. Being LOVED at Jumoke “TED” means;
 - a. Scholars are **Listened** to.
 - b. Scholars are provided with **Opportunities** for excellence.
 - c. Scholars are **Valued** for what they do well.

- d. Scholars are **Engaged** in learning that develops their minds: We teach like we would want someone to teach someone we love.
 - e. Scholars receive **Differentiated** learning experiences to meet their needs.
2. "The Jumoke Way"
- a. 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)

All scholars are expected to be Respectful, Responsible, and Ready to learn at all times - The Jumoke Way. 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.

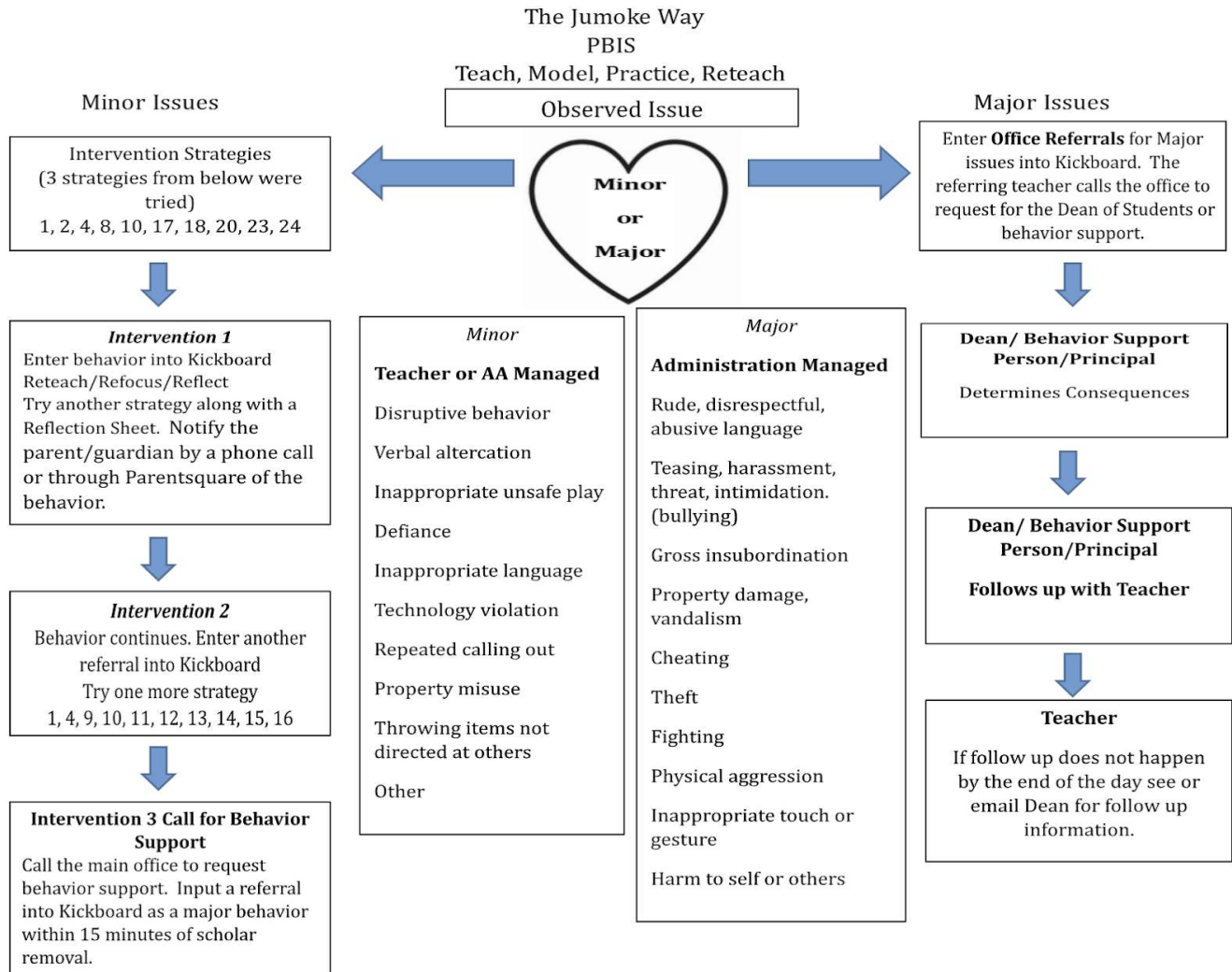
Code of Behavior

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**

Jumoke Academy Charter School

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Classroom Interventions for Minor Classroom Issues

<ol style="list-style-type: none"> 1. Non-verbal correction 2. Gentle verbal reprimand 3. Proximity correction 4. Humor 5. Frequency count 6. Family contact 7. Student conference 8. Acknowledge positive behavior 9. Reset at student's desk 	<ol style="list-style-type: none"> 10. Reset at a designated area 11. Rest in a Buddy Room 12. Practice at another time 13. Restitution 14. Lose minutes on free time 15. Praise when back on track 	<ol style="list-style-type: none"> 16. Redirection 17. Individual workspace 18. Ignore purposefully 19. Move to a new location in class 20. Help scholars with their work 21. Eye Contact 22. Give Choices to fix the issue
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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

A scholar that violates the code of conduct shall be subject to disciplinary action. Corrective actions may include using one or more discipline management techniques, such as detention, removal from class, loss of privileges, removal to an alternative education program, in-school suspension, out-of-school suspension, and expulsion.

Behavior Intervention Session

These sessions are designed for scholars that need classroom removal due to disruptive behaviors. A member of the Behavior Support Team will work through a reflection sheet, set a goal for corrective behavior, and send the scholar back to class. These sessions should be brief. The staff member that called for support will make parent contact. The behavior support team member will keep a record of the date and time of every session.

Behavior Support Session (tier 2)

Proactive group sessions with scholars that struggle with positive behaviors. The goal is for scholars to create a positive relationship with the Behavior Support Team members through pre-taught strategies to resolve conflict and promote positive relationships with peers. The team will use restorative practices that include proactive circles, respect agreements, restorative inquiry, re-entry circles, and dialogue circles to promote building healthy relationships and positive behavior.

Restorative Practices	Purpose
Proactive Circles	Intentionally create a variety of opportunities for students to connect and build healthy relationships with one another and with caring adults.
Respect Agreements	Empower students to bring their full selves to the learning environment while increasing their sense of belonging and sense of safety in your school or classroom community.

Dialogue Circles	Dialogue circles provide a safe and supportive space for students and caring adults to discuss sensitive topics, work through differences, and build consensus in a collaborative and inclusive manner.
Restorative Inquiry	Discuss a situation with an individual student (or a group of students) using active listening and specific questions to facilitate introspective thinking and allow for students to share their experiences.
RE-Entry Circles	This practice is a powerful tool to both assist students in re-entering school in a healthy and positive way as well as empower teachers to repair relationships.

Behavior Support Plan (tier 3)

At Tier 3, scholars receive more intensive, individualized support to improve their behavioral and academic outcomes. Including a referral to the SRBI team for behavior and an individualized behavior and or/ safety plan developed by the school social worker, behavior team, parent/guardians, and administration. Behavior/Safety Plans implement a data tracker identifying the function and frequency of behaviors and positive behavior interventions such as differentiated incentives to decrease behaviors.

Suspension

A teacher may remove a scholar from a class when they deliberately cause severe disruption of the teaching and learning process within the classroom. The teacher will notify school administrators immediately. A school administrator will review the incident and take appropriate action. School administrators will determine, using state guidelines, whether the suspension will be in-school or out-of-school.

Loss of Privilege(s)

A scholar may lose the opportunity to participate in afterschool enrichment activities or school-wide PBIS celebrations, or attend field trips without parental supervision. A parent/guardian will be notified of the loss of privilege by the Dean of Students or an administrator.

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>four</u> or more 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.

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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 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.
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	Signing a parent's name on a permission slip or report card, taking something out of another scholar's desk without permission,

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	person/Presenting someone else's work as your own/Dishonesty.	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 a desk, writing on walls.
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. After 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

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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
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)	1 st Offense	2 nd Offense	3 rd 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

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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
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

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Inappropriate Touch/ Gesture	<ul style="list-style-type: none"> -Re-teaching -Conference with Social Worker -Possible In-School Suspension (45 min) -Possible Out of School Suspension 	<ul style="list-style-type: none"> -Re-teaching -Conference with Social Worker -Possible Timeout (up to 45 min) -Possible Out of School Suspension 1-2 days 	<ul style="list-style-type: none"> -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
<p>Bus Citations–</p> <p>Scholars who choose not to obey the rules set forth by the transportation department will receive the following consequences:</p>	<p>First Citation –</p> <ul style="list-style-type: none"> -Parent Contact -Administrative Conference with scholar and parent/guardian -Possible Suspension Off Bus (1 day) 	<p>Second Citation –</p> <ul style="list-style-type: none"> - Parent Contact -Administrative Conference with scholar and parent/guardian -Possible Suspension Off Bus (2 days) 	<p>Third + Citation(s) –</p> <ul style="list-style-type: none"> -Parent Contact -Administrative Conference with scholar and parent/guardian -Possible Suspension Off Bus (3 or more days) -Bus Contract <p>Severe Citation –</p> <p>Below is a list of examples of inappropriate behavior that will result in immediate suspension of transportation privileges.</p> <ul style="list-style-type: none"> -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 the severity of the incident.

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


TED-JA BEHAVIORAL EXPECTATIONS



TED-JA Behavioral Expectations
Respectful
Responsible



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Ready to Learn at All Times The following behavior expectations represent the Jumoke 3 R's							
 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.							
Responsible	Clean up after yourself by disposing of trash properly. Wait for your 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.	Report problems to a staff member.		Stay in own stall.	Try your best at all times.	Go straight to your line and wait quietly.	
	Say Please, excuse me, and thank you.			Report graffiti, damage, or disturbances to a staff member. Clean up after yourself. Clean up after yourself.		Keep your space clean.	
Listen and follow adult directions.							

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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.	Listen to and follow adult directions.	Listen to and follow adult directions.	Listen to and follow adult directions.
	Use lunchtime as an opportunity to socialize and recharge.	Listen to and follow adult directions.	Line up quickly and quietly.	Use bathroom quickly and quietly.	Eyes and ears on the speaker.	Exit the bus safely.	Eyes and ears on the speaker.
		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

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 not allowed. 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 with parent support within a reasonable time frame
- aligns with curriculum objectives
- is communicated to parents
- is composed of previously taught content, or builds the foundation for future success

Responsibilities of the Scholar

- Complete the assigned homework on time.
- Eliminate distractions while doing homework.

Responsibilities of the Parent/Guardian

- Promote a positive attitude toward homework.
- Make homework a priority, and motivate your child to do their homework.
- Eliminate distractions such as the television, radio, etc.
- Provide support to 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.

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 them 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.

Pre-K Curriculum

Teaching Strategies Gold

Progression of Development and Learning

The Creative Curriculum is a comprehensive, research-based curriculum used by all Jumoke Pre-K teachers. The Teaching Strategies GOLD assessment system aligns with the Creative Curriculum and supports assessments within our Pre-K program. Teaching Strategies GOLD is an observation-based assessment system that outlines its objectives in a way that supports the progression of development and learning. The objective areas include social-emotional, physical, language, and cognitive development. The content areas of literacy, mathematics, and English-language acquisition are also outlined in the assessment objectives. Scholars' knowledge, skills, and behaviors are rated on a 10-point scale, which ranges from "Not Yet" to level 9. The progression uses indicators and examples to assist the assessor through the use of a colored band system which represents the expectations ranging from age birth–1 year, 1–2 years, and 2–3 years and for various classes/grades preschool 3, pre-k 4, and kindergarten.

The color bands provide a clear vision for all stakeholders (teachers, academic assistants, and families) by indicating which behaviors and skills are typical for scholars at a specific grade/age. Using the color bands, teachers can manage each scholar's development. With this information, teachers and families clearly understand where scholars should be at certain points, as outlined by age.

Scholar/Teacher Ratio

Each of our Pre-K classrooms is staffed with one lead teacher and two academic assistants. The only exception to this ratio is during one-half or one-hour rest or after 2:30 p.m. to dismissal when only two teachers are required. Classes are usually limited to 20 scholars, thus providing a 1:7 average ratio.

Classroom Setting

The learning centers in our Pre-K classrooms are designed to promote developmental skills in

- Language and Literacy
- Math Development
- Science Development
- Social Studies Development
- Creative Development
- Physical and Health Development
- Social and Emotional Development
- Approaches to Play and Learning

Scholars have the option of interacting with their peers as teachers move about the classroom to facilitate learning. Each classroom is arranged to accommodate individual, small and large group instruction. The Pre-K schedule includes small and whole group instruction, free play, outdoor recess (weather permitting), gym, music, art, and rest time. A copy of the daily schedule is posted in each classroom.

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- 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.
- IReady & Amira 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

Purpose

Assessments are a vital component of any educational experience. The primary purpose of an assessment is to improve scholars' learning, and teachers' teaching as both respond to the information it provides. Assessments for learning are an ongoing process arising from the interaction between teaching and learning.

Assessments diagnose and identify scholars' learning needs and can also be used to improve the education system. The list below outlines the assessments which occur in the Pre-K classrooms throughout the school year. Pre-Kindergarten scholars are assessed using standardized and norm-referenced tests. Teacher-made and curriculum-based assessments are also used to assess Pre-K scholars.

Assessments are used to pinpoint individual scholars' interests and needs. Assessments describe scholars' developmental progress and learning, improving curriculum, adjusting teaching practices and the environment, planning program improvement, formalizing individual scholar plans, planning for developmental screening and referral for diagnostic assessment when indicated, and communicating with families about the progress of their scholars.

Assessments obtain information on all areas of a child's development, including cognitive skills, language, and social-emotional development. Physical health and development and self-help skills are also areas in which scholars are assessed. As a district, we use results from assessments as part of data-based decision-making, which includes making policies, prioritizing goals, and allocating staff and financial resources. The data also contributes to the improvement of Jumoke's programs and services.

The Pre-Kindergarten staff uses assessment data in the following ways:

- Jumoke Academy’s teachers use the information gained from assessments to determine their next teaching and learning steps.
- Jumoke Academy’s parents/guardians and families are informed of the individual scholars’ academic progress, allowing parents to play an active role in their child’s learning.
- Jumoke Academy’s school leaders use the information for school-wide planning when supporting teachers and determining professional development needs.
- Jumoke Academy’s communities and the Boards of Trustees use assessment data to assist their governance role and decisions about staffing and resourcing.

Effective Methods to Communicate Assessment Information to Families:

- I. Parent/Teacher Conferences: Report cards are distributed to parents during scheduled parent/teacher conferences after the close of each trimester. During these conferences, the classroom teachers are expected to meet with parents/guardians to discuss the scholar’s overall progress and assessment data. Suggestions are given to the parents based on assessment and classroom performance. In addition to reviewing the report card, teachers will work with families to achieve consensus about assessment methods that best meet the child’s needs. Parent/Teacher conferences are held in December and March of the school year.
- II. Other Communication around Assessments: Parent letters and newsletters are other ways in which families are involved in the planning and implementation of assessments. Parents can communicate directly with classroom teachers or the principal/executive director. In the case of a special education evaluation, family consent is required for any diagnostic assessments. The assessment calendar is provided to families via the district’s website.

Staff Training

Assessments are all administered by teachers and academic assistants familiar with the scholar. Teachers and academic assistants administering each assessment are trained through professional development or in-service activities provided by the school district, consultants, and mentors.

Program Improvement

After administering assessments, improvement to the classroom curriculum may be needed by the classroom teacher. Data team meetings are conducted by the grade level every week. Individual scholar plans are submitted to administration by classroom teachers at the beginning of the school year. Data collected from the assessment not only drive improvements in classroom curriculum but also changes in the classroom environment and changes in teaching practices. Suppose the mentioned components do not drive sufficient progress or growth in scholar results. In that case, the following program changes may be considered: An adjustment in the teacher/child ratio, a change/upgrade in equipment and materials, and further professional development.

Conditions Under Which Scholars Will Be Assessed

In some cases, an assessment may not be conducted under standard conditions—meaning that some condition of the test has been changed (such as the method of giving the test). Below you will find a description of how an assessment varies from standard conditions. The following conditions may be provided for a scholar with an Individual Education Plan, 504, or the most developmentally appropriate accommodation.

- a. extended time breaks
- b. directions read or listening sections read or signed more than the standard number of times - specify the number of times (e.g., directions read two more times than the standard number of times provided for all scholars as per Department directions)
- c. separate setting – (e.g., individual or small group)
- d. adaptive furniture - (e.g., study carrel, computer mouse, etc.)

Pre-Kindergarten Assessment Plan

The following list contains major assessments in Pre-Kindergarten classrooms throughout the year. These assessments include norm-referenced, standardized, curriculum-based, and teacher-made assessments. There are multiple purposes for these assessments, including

- a. identifying individual scholars' interests and needs, describing the developmental progress and learning of children,
- b. improving curriculum, adapting teaching practices and the environment,
- c. planning program improvement,
- d. formulating individual tiered instructional plans,
- e. arranging for developmental screening and referral for diagnostic assessment when indicated,
- f. communicating with families about the progress of their scholar's

Assessments to obtain information on all areas of a child's development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health, and physical development including self-help skills. Assessment results are also used as part of data-based decision-making, which includes making policies, prioritizing goals, allocating staff and financial resources, and changing programs and services. Below you will find the purposes, procedures, and use of results for each assessment outlined through Teaching Strategies GOLD.

Social-Emotional Development

Purpose

Social-emotional development plays a key role in children's academic readiness and success. There is a significant connection between a child's early relationships and behaviors and later development and learning. Assessing children's social-emotional development accurately and supporting their growth and competence is vital at this age.

Procedure

This assessment is completed using the Teaching Strategies Online account and website. The teacher will log into and use the drop-down taps to complete a checkpoint. Through observation, the teacher will complete checkpoints by selecting a scholar's name and clicking on the desired domain (social-emotional, physical, language, cognitive, literacy, mathematics, science, social studies, and the arts). Using the components identified in the desired domain's checkpoint, the teacher observes the following objectives and dimensions throughout the school day and records the appropriate level for the scholar (Level 1, 2, 3, 4). In addition to assigning a level, the teacher must upload documentation to support each objective/rating.

Objectives/Dimensions Observed:

1. Regulates own emotions and behaviors
 - a. manages feelings
 - b. follows limits and expectations
 - c. takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. forms relationships with adults
 - b. responds to emotional cues,
 - c. interacts with peers,
 - d. makes friends, and;
3. Participates cooperatively and constructively in group situations
 - a. balances needs and rights of self and others
 - b. solves social problems

Use of Results:

- Observe and document children's development and learning over time (*see above paragraphs*);

- Support, guide, and inform planning and instruction;
- Identify children who might benefit from special help, screening, or further evaluation;
- Report and communicate with family members and others;
- Collect child information as one part of a larger accountability system;
- Provide reports to administrators to guide program planning and professional development opportunities.

Physical Development

Purpose

This observation-based assessment assesses scholars' fine and gross motor skills.

Procedure

This assessment is completed using the Teaching Strategies Online account and website. The teacher will log into and use the drop-down taps to complete a checkpoint. Through observation, the teacher will complete checkpoints by selecting a scholar's name and clicking on the desired domain (social-emotional, physical, language, cognitive, literacy, mathematics, science, social studies, and the arts). Using the components identified in the desired domain's checkpoint, the teacher observes the following objectives and dimensions throughout the school day and records the appropriate level for the scholar (Level 1, 2, 3, 4). In addition to assigning a level, the teacher must upload documentation to support each objective/rating.

Objectives/Dimensions observed:

1. Demonstrates traveling skills
2. Demonstrates balancing skills
3. Demonstrates gross-motor manipulative skills
4. Demonstrates fine-motor strength and coordination
 - a. Use fingers and hands
 - b. Uses writing and drawing tools

Use of Results:

- Observe and document children's development and learning over time (*see above paragraphs*);
- Support, guide, and inform planning and instruction;
- Identify children who might benefit from special help, screening, or further evaluation;
- Report and communicate with family members and others;
- Collect child information as one part of a larger accountability system
- Provide reports to administrators to guide program planning and professional development opportunities

Language Development

Purpose

The language assessment assesses the developmental speaking and listening skills needed to support strong foundations of literacy.

Procedure

This assessment is completed using the Teaching Strategies Online account and website. The teacher will log into and use the drop-down taps to complete a checkpoint. Through observation, the teacher will complete checkpoints by selecting a scholar's name and clicking on the desired domain (social-emotional, physical, language, cognitive, literacy, mathematics, science, social studies, and the arts). Using the components identified in the desired domain's checkpoint, the teacher observes the following objectives and dimensions throughout the school day and records the appropriate level for the

scholar (Level 1, 2, 3, 4). In addition to assigning a level, the teacher must upload documentation to support each objective/rating.

Objectives/Dimensions Observed:

1. Listens to and understands the increasingly complex language
 - a. comprehends language
 - b. follows directions
2. Uses language to express thoughts and needs
 - a. uses an expanding expressive vocabulary
 - b. speaks clearly
 - c. uses conventional grammar,
 - d. tells about another time or place
3. Uses appropriate conversational and other communication skills
 - a. engages in conversations
 - b. uses social rules of language

Use of Results:

- Observe and document children's development and learning over time (see above paragraphs;
- Support, guide, and inform planning and instruction;
- Identify children who might benefit from special help, screening, or further evaluation;
- Report and communicate with family members and others;
- Collect child information as one part of a larger accountability system;
- Provide reports to administrators to guide program planning and professional development opportunities

Cognitive Development

Purpose:

The Cognitive assessment determines a child's learning capability by identifying their cognitive strengths and weaknesses.

Procedure:

This assessment is completed using the Teaching Strategies Online account and website. The teacher will log into and use the drop-down taps to complete a checkpoint. Through observation, the teacher will complete checkpoints by selecting a scholar's name and clicking on the desired domain (social-emotional, physical, language, cognitive, literacy, mathematics, science, social studies, and the arts). Using the components identified in the desired domain's checkpoint, the teacher observes the following objectives and dimensions throughout the school day and records the appropriate level for the scholar (Level 1, 2, 3, 4). In addition to assigning a level, the teacher must upload documentation to support each objective/rating.

Objectives/Dimensions observed:

1. Demonstrates positive approaches to learning
 - a. attends and engages
 - b. persists
 - c. solves problems
 - d. shows curiosity and motivation,
 - e. shows flexibility and inventiveness in thinking
2. Remembers and connects experiences
 - a. recognizes and recalls

- b. makes connections
- 3. Uses classification skills
- 4. Uses symbols and images to represent something not present
- a. thinks symbolically
- b. engages in sociodramatic play

Use of Results:

- Observe and document children's development and learning over time (see above paragraphs);
- Support, guide, and inform planning and instruction;
- Identify children who might benefit from special help, screening, or further evaluation;
- Report and communicate with family members and others
- Collect child information as one part of a larger accountability system;
- Provide reports to administrators to guide program planning and professional development opportunities

Literacy

Purpose:

The literacy assessment measures phonological awareness, knowledge of alphabet and print, comprehension of books and other text and emergent writing skills.

Procedure:

This assessment is completed using the Teaching Strategies Online account and website. The teacher will log into and use the drop-down tabs to complete a checkpoint. Through observation, the teacher will complete checkpoints by selecting a scholar's name and clicking on the desired domain (social-emotional, physical, language, cognitive, literacy, mathematics, science, social studies, and the arts). Using the components identified in the desired domain's checkpoint, the teacher observes the following objectives and dimensions throughout the school day and records the appropriate level for the scholar (Level 1, 2, 3, 4). In addition to assigning a level, the teacher must upload documentation to support each objective/rating.

Objectives/Dimensions Observed:

- 1. Demonstrates phonological awareness
 - a. notices and discriminates rhyme
 - b. notices and discriminates alliteration
 - c. notices and discriminates smaller and smaller units of sound
- 2. Demonstrates knowledge of the alphabet
 - a. identifies and names letters
 - b. uses letter-sound knowledge
- 3. Demonstrates knowledge of print and its uses
 - a. uses and appreciates books
 - b. uses print concepts,
- 4. Comprehends and responds to books and other texts
 - a. interacts with read-aloud and book conversations
 - b. uses emergent reading skills,
 - c. retells stories
- 5. Demonstrates emergent writing skills
 - a. writes name
 - b. writes to convey meaning

Use of Results:

- Observe and document children’s development and learning over time (see above paragraphs;
- Support, guide, and inform planning and instruction;
- Identify children who might benefit from special help, screening, or further evaluation;
- Report and communicate with family members and others
- Collect child information as one part of a larger accountability system;
- Provide reports to administrators to guide program planning and professional development opportunities.

Mathematics

Purpose:

This assessment measures the scholar’s use of number concepts and operations, spatial relationships and shapes, their ability to compare and measure, and their ability to demonstrate their knowledge of patterns.

Procedure:

This assessment is completed using the Teaching Strategies Online account and website. The teacher will log into and use the drop-down taps to complete a checkpoint. Through observation, the teacher will complete checkpoints by selecting a scholar’s name and clicking on the desired domain (social-emotional, physical, language, cognitive, literacy, mathematics, science, social studies, and the arts). Using the components identified in the desired domain’s checkpoint, the teacher observes the following objectives and dimensions throughout the school day and records the appropriate level for the scholar (Level 1, 2, 3, 4). In addition to assigning a level, the teacher must upload documentation to support each objective/ rating.

Objectives/Dimensions Observed:

1. Uses number concepts and operations
 - a. counts
 - b. quantifies
 - c. connects numerals with their quantities
2. Explores and describes spatial relationships and shapes
 - a. understands spatial relationships
 - b. understands shapes
3. Compares and measures
4. Demonstrates knowledge of patterns.
- 5.

Use of Results:

- Observe and document children’s development and learning over time (see above paragraphs;
- Support, guide, and inform planning and instruction;
- Identify children who might benefit from special help, screening, or further evaluation;
- Report and communicate with family members and others
- Collect child information as one part of a larger accountability system, and
- Provide reports to administrators to guide program planning and professional development opportunities.

Science and Technology

Purpose:

The Science and Technology assessment measures a child’s use of scientific inquiry skills, their knowledge of characteristics of living things, knowledge of the physical properties of objects and materials, knowledge of the earth’s environment, and use of tools and other technology to perform tasks.

Procedure:

This assessment is completed using the Teaching Strategies Online account and website. The teacher will log into and use the drop-down tabs to complete a checkpoint. Through observation, the teacher will complete checkpoints by selecting a scholar's name and clicking on the desired domain (social-emotional, physical, language, cognitive, literacy, mathematics, science, social studies, and the arts). Using the components identified in the desired domain's checkpoint, the teacher observes the following objectives and dimensions throughout the school day and records the appropriate level for the scholar (Level 1, 2, 3, 4). In addition to assigning a level, the teacher must upload documentation to support each objective/rating.

Objectives/ Dimensions Observed:

1. Uses scientific inquiry skills
2. Demonstrates knowledge of the characteristics of living things
3. Demonstrates knowledge of the physical properties of objects and materials
4. Demonstrates knowledge of Earth's environment
5. Uses tools and other technology to perform tasks

Use of Results:

- Observe and document children's development and learning over time (see above paragraphs);
- Support guide and inform planning and instruction;
- Identify children who might benefit from special help, screening, or further evaluation;
- Report and communicate with families' members and others
- Collect child information as one part of a larger accountability system;
- Provide reports to administrators to guide program planning and professional development opportunities

Social Studies

Purpose:

The Social Studies assessment measures the child's knowledge about the self, their basic understanding of people and how they live, the exploration of change related to familiar people or places and knowledge of simple geography.

Procedure:

This assessment is completed using the Teaching Strategies Online account and website. The teacher will log into and use the drop-down tabs to complete a checkpoint. Through observation, the teacher will complete checkpoints by selecting a scholar's name and clicking on the desired domain (social-emotional, physical, language, cognitive, literacy, mathematics, science, social studies, and the arts). Using the components identified in the desired domain's checkpoint, the teacher observes the following objectives and dimensions throughout the school day and records the appropriate level for the scholar (Level 1, 2, 3, 4). In addition to assigning a level, the teacher must upload documentation to support each objective/rating.

Objectives/ Dimensions Observed:

1. Demonstrates knowledge about self
2. Shows basic understanding of people and how they live
3. Explores change related to familiar people or places
4. Demonstrates simple geographic knowledge

Use of Results:

- Observe and document children's development and learning over time (see above paragraphs);
- Support, guide, and inform planning and instruction;
- Identify children who might benefit from special help, screening, or further evaluation;
- Report and communicate with family members and others
- Collect child information as one part of a larger accountability system
- Provide reports to administrators to guide program planning and professional development opportunities

The Arts

Purpose:

The Arts assessment allows scholars the opportunity to explore the visual arts, musical concepts and expression, dance and movement concepts, and drama through actions and language.

Procedure:

This assessment is completed using the Teaching Strategies Online account and website. The teacher will log into and use the drop-down tabs to complete a checkpoint. Through observation, the teacher will complete checkpoints by selecting a scholar's name and clicking on the desired domain (social-emotional, physical, language, cognitive, literacy, mathematics, science, social studies, and the arts). Using the components identified in the desired domain's checkpoint, the teacher observes the following objectives and dimensions throughout the school day and records the appropriate level for the scholar (Level 1, 2, 3, 4). In addition to assigning a level, the teacher must upload documentation to support each objective/rating.

Objectives/Dimensions observed:

1. Explores the visual arts
2. Explores musical concepts and expression
3. Explores dance and movement concepts
4. Explores drama through actions and language

Use of Results:

- Observe and document children's development and learning over time (see above paragraphs;
- Support, guide, and inform planning and instruction;
- Identify children who might benefit from special help, screening, or further evaluation;
- Report and communicate with family members and others
- Collect child information as one part of a larger accountability system;
- Provide reports to administrators to guide program planning and professional development opportunities
-

The Entrance Assessment

Purpose:

The entrance assessment focuses on the information that scholars have arrived at school knowing such as Alphabet Knowledge (uppercase letter recognition A-Z), Shape Recognition (square, rectangle, circle, triangle), Numeracy Awareness (number recognition 0-10) and Name Recognition (verbally state first and last name). Monthly, there is a focus on the following information: Alphabet Knowledge (uppercase and lowercase letter recognition A-Z, sound recognition), Shape Recognition (square, rectangle, circle, triangle, and rhombus), Numeracy Awareness (number recognition 0-10, rote counting), Color recognition (blue, black, green, yellow, orange, red, white, pink, brown, purple) and Name Recognition (can recognize the first name, can tell you their first name, can write the first name, can recognize the last name, can tell you their last name, can write the last name). The Entrance Assessment is done during the third and fourth week of school.

Procedure:

In a one-on-one setting, the teacher uses flashcards to assess the scholar. The scholars will be asked to identify letters (upper case letters) not in order, shapes (4 basic shapes), numbers (0-10), and colors (ten shades). The scholar is verbally asked to say their first and last name. A copy of the results is sent home to parents.

Use of Results:

Understanding what Pre-K scholars know before entering school helps us to meet instructional needs. Based on this data, target groups are formed, and skills are reviewed. The interest assessment results are shared with families during the November parent/teacher conference.

Family Survey Questionnaire

Purpose:

To gather information about families and their culture, heritage, and traditions to enrich the curriculum and inform classroom practice.

Procedure:

Families are given a questionnaire to bring home and fill out. Completed forms are returned to the classroom teacher.

Use of Results:

Once completed, forms are brought to the lead teacher; the teacher shares them with the grade level team. The staff discusses ways to integrate families' cultures. Such collaboration allows for enriched classroom experiences that reflect the family's culture, heritage, and traditions.

Ages & Stages Questionnaires (AQS)

Purpose:

To gather information about the developmental growth and learning of scholars across key areas like language, motor skills, and social-emotional development.

Procedure:

Families use the Sparkler app to access the ASQ to complete brief, guided developmental check-ins with their child at home. The observations are shared with educators to support classroom learning and track developmental progress.

Use of Results:

Families share the data collected with teachers. The data is used to tailor classroom activities to support each child's unique needs and celebrate their progress.

Home Language Survey

Purpose:

Helps teachers get to know the scholar's abilities in understanding and speaking a second language.

Procedure:

Families are given a questionnaire to complete at home. Completed forms are returned to the classroom teacher.

Use of Results:

The forms are reviewed by the Pre-K team. The team discusses ways to integrate home language when communicating with parents about curriculum, instruction, and assessment.

Brigance Comprehensive Inventory

Purpose:

The Brigance Inventory is a unique education system developed to help special educators determine a scholar's present academic achievement and functional performance level.

Procedure:

This assessment is administered at a child's chronological age, from birth to age six. The assessment takes about 10 to 15 minutes per child and measures key developmental areas: Physical development, language development, and academic skills/cognitive development (Literacy and Mathematics). In a one-on-one setting, the teacher asks the scholar a series of questions and records responses on the provided scoring sheet.

Use of Results:

The results of the Brigance assessment will assist teachers in measuring the progress of outcomes specific to instructional needs, identifying eligibility for special education services, and assisting teams in creating meaningful IEP goals.

Battelle Developmental Inventory

Purpose:

This developmental assessment for early childhood screens evaluates early childhood developmental milestones. The assessment measures: Personal-Social, Adaptive, Motor, Communication, and Cognitive skills.

Procedure:

This assessment is appropriate for scholars with a chronological age between birth to 7 years and 11 months old. The assessment takes about 60-90 minutes per child to complete. It measures the following developmental areas: Personal-Social, Adaptive, Motor, Communication, and Cognitive. The assessment may be administered as part of an individual assessment by a single examiner, an assessment team, or an arena assessment. Echo of the five developmental domains can be assessed individually and independently. The five domains may be assessed in any order. Starting points are marked by age in each subdomain. Structured activities are used for direct assessment. A detailed and scripted format guides test administrators through structured questions. Assessments also include observation of activities in a child's natural environment (e.g., home, daycare, preschool, or classroom settings). Lastly, interviews with parents, caregivers, and teachers are conducted as part of the assessment process. Interview questions are scripted and detailed and provide follow-up questions to assist in scoring correctly.

Use of Results:

The assessment results are used to assist teachers in measuring the progress of outcomes specific to instructional objectives, identifying eligibility for special education services, and assisting teams in creating meaningful IEP goals.

**2024–2025 SCHOOL-WIDE
MONTHLY EVENTS AT-A-GLANCE**

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AUGUST <ul style="list-style-type: none"> • Back to School Festival– 8/23 • First Day of School – 8/27 	SEPTEMBER <ul style="list-style-type: none"> • Labor Day – No School – 9/2 • PBIS Roll Out Week –09/03 - 09/13 • NWEA and Amira Assessments – 9/9–9/27 • Early Dismissal – 09/11 • Grandparents Day – 9/13 • Hispanic Heritage Month 9/15-10/15 • Open House Pre-K through 1st Grade – 9/17 • Open House Grades 2 through 4+ Grade – 9/19 • Roaring Readers Kickoff – 9/25 • Early Release Day – 9/25 • Mega Education –9/25 • <u>Dress Down Day (College Day) – 9/27</u> • Enrichment Session 1: Sept. 30th - Dec. 20th 	OCTOBER <ul style="list-style-type: none"> • Jumoke Academy Gala – 10/7 • Board of Directors Meeting – 10/08 • Early Release Day – 10/09 • Progress Reports Released – 10/10 • Academic Family Night (Data/ Reading)– TBD • Principal's Coffee Chat – 10/11 • Full Day PD – No School 10/14 • Butter Braids Fundraiser– 10/14 -10/28 • Hispanic Heritage Month 9/15-10/15 • Fire Prevention– 10/15 and 10/16 • Picture Day – 10/16 • Early Release Day – 10/23 • Mega Education – 10/23 • Fall Festival – 10/25 • <u>* Dress Down Day (Pink Day) – 10/25</u>
NOVEMBER <ul style="list-style-type: none"> • Early Release Day – 11/06 • Veteran's Day Assembly/Breakfast – 11/8 • Veterans' Day – No School – 11/11 • Board of Directors Meeting – 11/12 • Roaring Readers Celebration – 11/15 • End of Marking Period – 11/19 • Early Release Day – 11/20 • Mega Education – 11/20 • Kindergarten Turkey Parade – 11/21 • Thanksgiving Recess – No School 11/27–11/29 • <u>* Dress Down Day (Schoolwide Vote) – 11/22</u> 	DECEMBER <ul style="list-style-type: none"> • Early Release Day – 12/04 • Chuck E Cheese Night – 12/6 • Picture Retake Day – 12/13 • Scholastic Winter Book Fair– 12/9 – 12/13 • Board of Directors Meeting – 12/10 • Early Release Day/Report Card Conferences – 12/11 • Full Day/Report Card Conferences – 12/12 • Winter Concert – 12/18 • Awards/Recognition (Pre-K and K) – 12/17 • Awards/Recognition (1st and 2nd) – 12/17 • Awards/Recognition (3rd and 4th) – 12/19 • Mega Education – 12/18 • Winter Recess (No School) – 12/23–12/31 • <u>* Dress Down Day (Holiday Sweater) – 12/20</u> 	JANUARY <ul style="list-style-type: none"> • Winter Recess – 1/2 - 1/3 • NWEA Assessments – 1/8 - 1/22 • Enrichment Session 2: Jan. 13th - Mar. 21st • Board of Directors Meeting – 1/14 • Early Release Day–1/15 • MLK Day (No School) – 1/20 • <i>MLK Brunch– 1/20</i> • <i>Roaring Readers Celebration - 01/17</i> • Progress Reports Release – 1/21 • Academic Family Night (Data/ Math)– TBD • Early Release Day– 1/29 • Mega Education – 1/29 • Parent Child Dance (Winter Ball)– 1/31 • <u>* Dress Down Day (Color Wars) – 01/31</u>
FEBRUARY <ul style="list-style-type: none"> • Black History Month 2/1-2/28 • Early Release Day – 2/5 • Board of Directors Meeting – 2/11 • Early Release Day – 2/12 • Jumoke Day of Love – 2/14 • Presidents' Day – (No School) – 2/17–18 • Kindergarten 100th Day of School Parade – TBD • Culture Pot Luck Dinner and Black History Wax Museum – 2/29 • Mega Education – 2/26 • <u>* Dress Down Day (Culture Day) – 2/29</u> 	MARCH <ul style="list-style-type: none"> • Women's History Month 3/1-3/31 • Read Across America Day – 3/3 • End of Marking Period – 3/4 • Early Release Day – 3/5 • Board of Directors Meeting – 3/11 • Roaring Readers Celebration – 3/7 • Scholastic Spring Book Fair – 3/17 -3/21 • Early Release Day/ Report Card Conferences 3/19 • Mega Education – 3/19 • Full Day/Report Card Conferences – 3/20 • No School/Full Day PD – 3/28 • <u>* Dress Down Day (Formal Attire) – 3/27</u> • Enrichment Session 3: Mar. 31st - Jun. 6th 	APRIL <ul style="list-style-type: none"> • Early Release Day – 4/02 • Chuck-E-Cheese Fundraiser - 4/4 • Academic Awards (Pre-K and K) – 04/01 • Academic Awards (1st and 2nd) – 04/01 • Academic Awards (3rd – 4th) – 04/03 • Health and Wellness Week – 4/7 - 4/11 • Junior Achievement – 4/08 • Board of Directors Meeting – 4/08 • Careers On Wheels – 4/9 • Kindergarten Spring Parade –4/25 • Spring Recess – 4/14 through 4/18 • Academic Family Night– TBD • Early Release Day – 4/23 • Mega Education – 4/23 • <u>* Dress Down Day (Career Attire) – 4/25</u>

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<p>MAY</p> <ul style="list-style-type: none"> • SBA Pep Rally – 05/02 • SBA Assessments – 5/5 -5/16 • Early Release Day – 5/7 • Progress Reports Released – 05/06 • Staff Appreciation Week – 5/6 – 5/10 • Board of Directors Meeting – 5/13 • Founder's Day – 5/19 • Spring Concert –05/20 • Early Release Day – 5/21 • Mega Education – 5/21 • NWEA Amira Assessments – 05/21-06/05 • Roaring Readers Celebration – 5/23 • Field Day – 05/23 • Memorial Day – No School 5/26 * <u>Dress Down Day (Patriotic Day) – 5/30</u> 	<p>JUNE</p> <ul style="list-style-type: none"> • Caribbean History Month 6/1-6/30 • End of Marking Period – 6/5 • Early Release Day/ Last Day of School – *6/11 • Board of Directors Meeting – 6/10 • Juneteenth – 6/19 • Pre-K Graduation – TBD • Fourth Grade Step-Up Program – 06/06 • 3rd Trimester Awards Ceremony – TBD * <u>Dress Down Day (Free Choice) – Last Day of School</u> 	<p style="text-align: center;"><u>Please Note:</u></p> <p style="text-align: center;">* All dates tentative & subject to change during the school year.</p> <p style="text-align: center;">* All grade levels will participate in grade level field trips Dates & Locations: TBD</p>
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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: _____