

2026-2027

Student & Family

HANDBOOK

KIPP:PATERSON
PUBLIC SCHOOLS

Together for Safety: Addressing Vaping and Prohibited Items



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

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

Vaping and Your Child's Health

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

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

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

Student Safety: Toy Guns & Inappropriate Items

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

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

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

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

KIPP NEW JERSEY
PUBLIC SCHOOLS

Paterson Preparatory Charter School
Regional Student & Family Policy Handbook
2026-2027

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APPENDICES:

These policies are not the full board approved policies.These policies have been abbreviated for student and family handbooks. Full policies are available, upon request, to the parent/guardian at the school's main office.

1. **Non Discrimination/Equal Opportunity Policy**
2. **Harassment, Intimidation, & Bullying (HIB) Policy**
3. **Alcohol/Substance Abuse Policy**
4. **Electronics/Acceptable Use Policy**
5. **Gifted and Talented Policy**
6. **FERPA Notification of Rights and Directory Information Policy**
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11. **Keeping Kids Safe with Appropriate Boundaries**

Congratulations! Your child attends a KIPP school! This means that they will be part of a community of engaged learners who meet high expectations, grow in their learning, and work to live out our values (Being Kind, giving Effort, showing Accountability, and being a good Teammate). It means that you as a parent or family member will be an integral part of making sure your child learns and grows. It means that you will be partnering with a team of the world's best educators who are here to support you and your child.

At KIPP, we believe Promises to Children are Sacred, and our promise to you is that we will do everything in our power to ensure your child has access to college and a choice-filled life after high school graduation. This will only be possible with your support, partnership, engagement, and collaboration.

The expectations delineated in this handbook are an important first step in our partnership journey. Every school year with KIPP begins with our commitment to excellence.

COMMITMENT TO EXCELLENCE

Our parents and families fully commit to KIPP by upholding the following agreements:

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

We are confident that, with your partnership, and with the commitment to excellence every teammate at KIPP: Paterson Preparatory Charter School holds, your child will have a successful school year marked by achievement and growth -- in both character and academics.

Sean Healy
Head of Schools
Paterson Preparatory Charter School

Kabie Ibeh
Managing Director of Operations
Paterson Preparatory Charter School

Schools

KIPP:PATERSON
PATERSON PREP ELEMENTARY

School Leader: Adrianna Tran

DSO: Joshua Solomon

Address: 190 Oliver Street
Paterson, NJ 07505

Phone: 862-474-0920

Grades: K-4

Hours
Monday-Thursday: 7:30 am – 3:15 pm
Friday & Early Dismissal: 7:30 am – 1:00 pm

KIPP:PATERSON
PATERSON PREP MIDDLE

School Leader: Quincey Schenck

DSO: Jazlyn Ballard

Address: 24 De Grasse Street
Paterson, NJ 07505

Phone: 862-474-0921

Grades: 5-8

Hours
Monday-Thursday: 7:30 am – 3:15 pm
Friday & Early Dismissal: 7:30 am – 1:00 pm

Attendance

Attendance Expectations

Students who come to school 97% or more of the school year have excellent attendance. This means a student has less than 5 absences for the entire school year! At Paterson Prep, we take attendance seriously. We celebrate students who reach perfect attendance milestones and we place students/families in interventions when student attendance is low. We expect all families and students to make every possible effort to get to school on time, each and every day.

On-time attendance is especially important on major assessment days to allow ideal conditions for students.Strong attendance is only possible through collaborative emphasis from families and schools. We are proud to offer incentives that can be earned on a quarterly, monthly, and weekly basis, including college trips and field trips.

Absence Notification

If your student is absent, please make sure to contact the school prior to the beginning of the instructional day. If your student is marked absent by the teacher and we have not heard from you, then you will receive a phone call and/or text message from the school. Our main priority is to make sure each and every one of our students is accounted for and to ensure all of our students are safe.

Excused Absences

Paterson Prep follows the New Jersey Department of Education and define EXCUSED absences as:

1.) Religious observance [N.J.S.A. 18A: 36-14 through 16 and N.J.A.C. 6A:32-8.3(j)]
2.) Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2; 3
3.) Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33
4.) Take Our Children to Work Day
5.) College visit(s), up to three days per school year for students in grades 11 and 12 and
6.) Closure of a busing school district that prevents a student from having transportation to the receiving school.

Days missed due to illness, appointments, or any other reason are considered unexcused.

Unexcused Absences

Student absenteeism can lead to low academic achievement, school dropout, delinquency, and gang involvement. School districts that have established multi-systemic approaches and policies pertaining to student absenteeism typically experience fewer numbers of dropouts and a greater number of graduates. The attendance regulations (N.J.A.C. 16:6-7.8) require each district board of education to develop, adopt, and implement policies and procedures regarding the attendance of students, including the adoption of a definition of “unexcused absence,” and the provision of mandated services for students with between one and nine cumulative absences. For all absences, documentation should be provided to the main office. Examples include doctor’s notes, court documents mandating a court appearance, and family funeral programs.

Common Absences

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

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

Send my student to school if…

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

Keep my student at home if…

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

Call the doctor if…

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

Chronic Absenteeism

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

If your student becomes chronically absent, then you *and* your student will receive an attendance action plan, which may include the following:

- Daily/weekly check-in
- Home visits
- Resources and support
- Clinics on the importance of regular attendance
- School based health services (nurse and counselor)
- Support groups for students facing similar challenges

The interventions listed above are only a few examples the schools will take to ensure your student comes to school each and every day. For serious offenses, additional interventions will be taken into consideration. A

student's attendance may impact the determination whether they are promoted to the next grade level or retained.

Tardies

In order to fully implement our rigorous educational programs at Paterson Prep, we must make use of every minute. Students are required to sign in at the main office before going to class.

Tardy times are as below:

- Paterson Prep Elementary: 7:45 AM
- Paterson Prep Middle: 7:45 AM

Early Pick-Up

The end of the day is just as important as the beginning of the day. If your child has a medical or dental appointment or family emergency requiring you to come to school requesting an early dismissal, please notify the main office in advance. Parents/guardians are required to sign-out students from the main office for any early dismissal. Please try to arrange appointments for after school whenever possible. A student will only be dismissed to a parent or person listed on the authorized release list.

Main offices close for 30 minutes before full-day dismissal and 1.5 hours before half-day dismissal, and no early pick-ups are permitted during this time.

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

Home Instruction

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

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

Parent Partnership

COMMITMENT TO EXCELLENCE

I fully commit to the Paterson Prep community by upholding the following agreements:

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

Parent Expectations

At Paterson Prep, we believe our students are most successful when teachers and families form a partnership through open and regular communication about their education. We believe in the importance of working together to make a positive impact on the academic and social growth of every child. We appreciate our families' active involvement in the education of their child. Parents/guardians are asked to:

- Provide a quiet space for your child to study and reinforce homework expectations. Elementary school students should expect approximately 15-30 minutes of homework per night. Middle school students should expect approximately 1 hour of homework per night, and high school students should expect approximately 2 hours per night.
- Partner with your child's teacher in support of student growth, achievement, and character development.
- Support other Paterson Prep families.

Visitors

To ensure the safety of our students and staff, all visitors to the school, including parents, must check in at the main office. We use a visitor system which requires visitors to sign-in using a photo ID (driver's license, preferred). You are then given a visitor badge which you must wear while you are in the building. Even if you visit the school on a regular basis, you will still be required to sign-in using our visitor system. This also helps us to know who is in the building in the event there is an emergency. Please make sure you sign out at the main office before leaving. If you are not following the security procedures or are being disruptive in any way, our staff and security personnel reserve the right to ask you to leave or remove you from school grounds.

Chaperones

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

Safety and Weather

Emergency Drills

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

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

FIRE DRILLS

Paterson Prep will conduct a “fire drill” each month that school is in session. This is a Fire Code and New Jersey requirement. It is important for every student and staff member to understand and be aware of the importance of this drill and not be afraid when the fire alarm sounds. By practicing, students and staff will know what to do and how to do it.

LOCKDOWN DRILLS

Paterson Prep conducts “Lockdown Drills” throughout the school year. This type of drill will secure the school building and safely shelter all students, staff and visitors inside the building. The purpose of this drill is to keep the students and staff safe from any danger outside or inside the building. During a “Lockdown Drill,” all of the perimeter doors to the school building will be locked and will remain locked until the danger or issue outside or inside the building is removed. To enable everyone to remain safe in the event of a real emergency, no one will be allowed to enter the building or leave the building until the authorities authorize such a release.

In the event of a real emergency, parents will receive a text message and email similar to the messages we send out for weather-related closures or delays. As a result, **it is extremely important that you provide the main office with up-to-date contact numbers and e-mail address**. This is the fastest way for us to notify all families as school staff may not be able to answer phone calls or respond to texts during an emergency.

Inclement Weather

Paterson Prep typically follows Paterson Public Schools for all school closings, delays, and early dismissals during the winter weather months.

Delay	Paterson Prep Start Time
1 Hour	8:30 am
90 Minutes	9:00 am
2 Hours	9:30 am

Paterson Prep will post closings, delays, and early dismissals on local news stations, our website, as well as our school Facebook and Instagram social media pages.

An e-mail and text message to families will be sent out when the school is closed, delayed or if we have an early dismissal due to weather. Please make sure the main office has a current phone number and e-mail on file.

Make-Up Days

The Paterson Prep school calendar allows for 5 school days to be missed due to emergency or inclement weather. Emergency days are as follows:

- If we use 5 emergency days before March 1st, 3/19 and 6/21 become half days for students (and half PD for teachers).
- If we use 4 emergency days before March 1st, 3/19 becomes a half day for students (and half PD day for teachers).
- If we use exactly 3 emergency days before March 1st, there is no change to the calendar.
- If we use 2 emergency days before March 1st, there is no change made to the calendar until 5/31.*
- If we use 1 emergency day before March 1st, 5/28 becomes a day off for staff and students.*
- If we use 0 emergency days before March 1st, 5/28 and 5/21 become days off for staff and families.*
- *If no additional emergency days are used between March 1st and May 31st, 6/17 becomes a day off for staff and families.

Student Release

If a student is asked or allowed to leave school before the normal dismissal time for that day for any reason, then the school will contact the parent or guardian, and the student must be handed off from the school directly to the parent or guardian or someone on the student's "release/pick-up" list. Elementary students are not allowed to walk home on their own at any time; they must be walked home with someone on the approved pick-up list.

Field Trips

Field trips are one of the many ways we expose our students to a variety of life experiences and reward them for doing the right thing.

No student will be permitted to leave the school for a field trip if they do not have written permission from a parent/guardian. Please be sure to sign all permission slips in a timely manner. If written permission was not received or if the student has not satisfied the requirements made by the school leader or teacher, your child will remain at the school under the supervision of a Paterson Prep staff member.

Health and Wellness

Immunizations

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

Physicals

All new students entering Paterson Prep in any grade must have an updated physical on file at the school. Forms for physicals are included in the mandatory health packet that all new students are required to submit prior to joining Paterson Prep. Students who enter grades K and 5 are required to have an updated physical on file at the school. We also highly recommend getting an annual physical to ensure school nurses have the most current information regarding a student's health.

Sports Physicals

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

Family Notification of Health Incidents

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

Medications Policy

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

Illness at School

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

Incidents

If a student has an incident at school and the school nurse suspects the need for further evaluation, then the parent will be notified and an incident report will be completed. If the parent must pick the student up, it must be within one hour of notification or the student will be transported to the Emergency Department by ambulance. If an injury is considered life-threatening, 911 will be called right away and then the parent will be notified. Parents have the right to deny transportation via ambulance, however, the parent will need to sign a waiver with EMS (Emergency Medical Services) personnel.

Bathroom Accidents

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

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

Allergies

All allergies must be supported by a physician and documented on the physical as well as the Allergy Action Plan. If the student has a history of Anaphylaxis, then the student must have an EpiPen order and EpiPen at school. All Anaphylactic incidents for students without an EpiPen at the school will require a call to 911. If the student is required to eat or drink special foods/drinks due to an allergy, the physician must document the specific allergy and the alternatives to be given. For example, if a student is allergic to dairy products and the medical documentation requires the student to drink almond milk, then the medical documentation on the physician's letterhead must state that almond milk be offered. This is documentation we provide to our food service provider as well. All Paterson Prep schools are peanut-free due to the severity of peanut allergies. Please make sure you let the school know if your child has any new allergies and please provide the medical documentation.

Meal Program/Nutrition

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

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

Wellness Policy

Paterson Prep is committed to providing a school environment that promotes and protects student health, well-being, and ability to learn by supporting healthy eating and physical activity. Our commitments to providing

nutrition education and regular physical activity, as well as access to nutritious foods for all students, will apply to all students throughout all grades.

- Paterson Prep will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing nutrition and physical activity policies at our schools.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages served at school will meet the nutrition recommendations of the current *U.S. Dietary Guidelines for Americans*.
- Paterson Prep will provide modified nutrition education and physical education to foster lifelong habits of healthy eating and physical activity.

For more information about the Paterson Prep Wellness Policy, please visit our website.

Academics

Elementary School Grading and Assessments (Grades K–4)

Our elementary school grades students based on their mastery of grade-level standards, not just whether an assignment was completed. Report cards and progress reports are built to give families a clear, honest picture of how a student is progressing — and what they can do to help.

How We Grade

Every subject uses three categories to build a full picture of a student's progress:

Category	What It Measures	Where Families See It
Formative Mastery	Shorter, frequent checks for understanding (exit tickets, comprehension questions, progress-monitoring checks) given throughout the quarter.	Weekly progress reports
Summative Mastery	Longer assessments (unit assessments, quarterly assessments, benchmark reading/math assessments, writing pieces) that measure mastery of grade-level skills over time.	Quarterly report cards
Homework	Independent practice completed at home, graded for completion.	Weekly progress reports and quarterly report cards

K-2 and 3-4 performance bands used to describe mastery levels on report cards will be shared separately; ask your school leadership team if you'd like these in advance of the first report card.

Assessments are grading according to the following performance bands:

K-2 Performance Band:

Color	Minimum Value	Label	Mastery?
	90% and above	Advanced	Yes
	75% to any score less than 90%	Mastery	Yes
	60% to any score less than 75%	Approaching Mastery	No
	30% to any score less than 60%	Below Mastery	No
	0% to any score less than 30%	Far Below Mastery	No

3-4 Performance Band:

Color	Minimum Value	Label	Mastery?
	85% and above	Advanced Mastery	Yes
	70% to any score less than 85%	Mastery	Yes
	50% to any score less than 70%	Approaching Mastery	No
	30% to any score less than 50%	Below Mastery	No
	0% to any score less than 30%	Far Below Mastery	No

Homework

Kindergarten – Grade 2

Homework in K-2 is designed to build strong reading habits and reinforce phonics and math skills through short, family-friendly activities.

Subject	Assignment Type	Frequency / Amount
Literacy	Reading log	20 minutes per night, Monday–Thursday
Literacy / Phonics	Worksheet	2x per week, 10 minutes each
Math	Worksheet	2x per week, 20 minutes each

Homework is sent home each Monday as a paper packet with a cover sheet for daily completion checks. Completed packets come back to school on Friday along with weekly written feedback. Families are notified by text if homework is missing.

Grades 3–4

Homework in grades 3-4 builds toward the independent reading and study habits students will need in middle school.

Subject	Assignment Type	Frequency / Amount
English	Reading log	20 minutes per night, Monday–Thursday
English	Reading passage with questions (multiple choice one night, open-ended the next)	2x per week
Math	Practice problem set	2x per week, 20-30 minutes each

Homework is sent home weekly as a paper packet with a cover sheet. Teachers check for completion each morning and provide written feedback once a week. Families are notified by text if homework is missing.
For both grade bands, homework completion is reported on progress reports and report cards, and reading materials are also available electronically for students who need them.

Feedback and Revising Work

Students receive feedback on both formative and summative assessments and are expected to revise their work — reviewing mistakes and correcting misconceptions is one of the best ways to cement learning. In elementary school, a student's grade is not changed after a revision; instead, schools may recognize students for the effort and ownership revisions show.

If a student misses a formative assessment (like an exit ticket) due to absence, they have up to one week from the original due date to complete it for a grade. Students should make up any missed summative assessment as soon as they return to school so their report card reflects a complete and accurate picture of their learning.

Report Cards and Progress Reports

Progress reports go home weekly and highlight independent work completion and formative mastery data — the day-to-day signals that help families and teachers course-correct quickly. Report cards go home each quarter and report on summative mastery: how a student is performing against grade-level skills, based on unit and benchmark assessments.

Academic Honesty (Grades K–4)

We expect every student's work to reflect their own thinking. During assessments, students are expected to keep reference materials put away, work without help from others, and not share assessment content with classmates. Families can help by making sure students have a quiet, focused space and don't have access to phones, notes, or other assistance during an assessment.

If a student needs help during an assessment: for an academic question, encourage them to do their best with what they know; for a technology problem, reach out to the teacher.
If academic dishonesty occurs, schools respond with an age-appropriate, restorative process:

Kindergarten – Grade 2

- 1st occurrence: Student completes a reflection sheet and writes an apology note to the teacher.
- 2nd occurrence: Same reflection sheet, plus the student completes the work with a staff member.
- 3rd occurrence: Same as above, plus a family member reviews and signs off on the student's work before it's submitted.

Grades 3–4

- 1st occurrence: Student writes a short reflection on why academic honesty matters, submitted to school leadership.
- 2nd occurrence: Student completes a reflection and sits out of an upcoming incentive or celebration.
- 3rd occurrence: Same as above, plus a family member (or another adult) must review and sign off on the student's work before it's submitted for credit.

School staff investigate any report of academic dishonesty and are always available to answer questions about this policy.

Middle School Grading and Assessments (Grades 5–8)

Our middle school uses a points-based grading system: a student's quarter grade is the total points earned divided by the total points possible. Some assignments count for more simply because they're worth more points — not because of a hidden weighting formula.

Grading Categories

Category	Description	Frequency	Points
Work Habits	Classwork that reflects a student's work ethic (problem sets, independent work, blended learning, discussion), graded for completion and mastery.	2x per week (1x per week in middle school)	10 pts each
Homework	Independent practice assigned by the teacher.	1x per week	10 pts each
Formative Mastery	A snapshot of a student's current mastery of the content. Students should revise this work as they build toward mastery.	1x per week	10 pts each
Summative Mastery	The culminating measure of mastery at the end of a unit or quarter.	2-5 per quarter	200 pts per quarter (300 pts in Q2 and Q4 in high school)

No new graded assignments are added in the final week of a quarter, to leave time for assessment revisions before grades close.

Work Habits and Homework Grading

Work habit and homework assignments are graded out of 10 points using the scale below:

Points	Description
10	Complete, meets the criteria for the assignment, and demonstrates mastery.
9	Complete and meet the criteria for the assignment.
7	Partially complete or doesn't fully meet the criteria — OR complete but submitted late.
5	Not submitted or left blank (middle school); minimal completion (high school).
0	Academic dishonesty, or — in high school only — the assignment was never submitted.

Due Dates and Make-Up Work

Teachers share due dates for every assignment, ideally at the start of the quarter or year. Students who are absent when an assignment is due should submit it as soon as they return; students who are absent the day an assignment is given get one extra day per day absent.

Students have up to two weeks after the due date to turn in a missing assignment, and can earn back up to 7 of the available 10 points. Students with an IEP who need accommodations to access an assignment are given a reasonable extension, up to one week.

In some circumstances — an extended absence, a multi-day suspension without work provided, or a lack of access to a device — a school may excuse a student from an assignment altogether. This is decided by school leadership on a case-by-case basis.

Grading Floors

The lowest score a student can receive on any single assignment is 50%, so that no one assignment can prevent a student from passing the class for the quarter. At the end of the quarter, any student whose grade would otherwise fall below 50% receives a 50% (marked “F*” to show the floor was applied).

A student can only receive a zero for confirmed academic dishonesty, or — in high school only — when an assignment is never submitted at all.

Revising and Retaking Assessments

Formative Assessments

Students can revise any formative assessment where they didn't earn full credit, and can earn back all of the points they missed.

Summative Assessments

Revising a summative assessment (mastery quizzes, quarterly assessments, midterms, finals) is required, not optional. Teachers provide feedback and time in class to revise. Students can earn back up to 60% of the points they missed — for example, a student who originally scored a 60 can earn back up to 24 of the 40 missed points, for a final score of 84.

The lowest score possible on a summative assessment is 50, even if a student misses the assessment entirely — though teachers will provide multiple, explicit opportunities to take it before that floor applies. In high school, a student earns a zero only if the assessment was never completed.

Work Habits, Homework and Formatives

For any other assignments that are NOT summatives (e.g. exit tickets), if the assignment is completed on time, but then the student works with the teacher to complete revisions they may earn back up to full points on the assignment at the teacher’s discretion.

Work Habits and homework - Missing Work

Students have 2 weeks after the due date to turn in missing assignments. Students can earn up to 7 points out of 10 (they can earn a 5, or a 7).

Extra Credit

We don't offer extra credit as a separate assignment or bonus points. If your student wants to raise a grade, the path is the same one available to every student: revise or make up existing work.

Grade Point Average (GPA)

At the end of each quarter and year, your child's report card includes a GPA calculated from their course grades. GPA is meant to reflect both mastery of content and effort, and it plays a real role in college and post-secondary options: a 3.5+ GPA typically opens the door to more selective colleges; a GPA above 3.0 signals strong work habits; a GPA below 2.5 will limit options and points to a need to rebuild study habits.

Letter Grade	Percent	Unweighted GPA	Honors GPA (HS only)	AP/Dual Enrollment GPA (HS only)
A+	97-100	4.33	4.83	5.33
A	93-96	4.00	4.50	5.00
A-	90-92	3.67	4.17	4.67
B+	87-89	3.33	3.83	4.33
B	83-86	3.00	3.50	4.00
B-	80-82	2.67	3.17	3.67
C+	77-79	2.33	2.83	3.33
C	73-76	2.00	2.50	3.00
C-	70-72	1.67	2.17	2.67
D+	67-69	1.33	1.83	2.33
D	63-66	1.00	1.50	2.00
D-	60-62	0.67	1.17	1.67
F	0-59	0.00	0.00	0.00

Each quarter counts for 25% of the year's grade. Students with IEPs receive the accommodations and modifications specified in their plan on quarterly assessments. In high school, midterm and final exam grades are folded into the Quarter 2 and Quarter 4 grades, respectively.

Honor Roll

Students earn Honor Roll based on a yearly GPA of 3.3 or higher. Each school may have its own name and distinctions for its honor roll lists.

Academic Honesty (Grades 5–8)

We expect every student's work to reflect their own thinking. Copying another person's words, ideas, or work — or letting someone else complete an assignment for you — is a serious issue, whether it's deliberate or accidental. During assessments, students keep reference materials and technology away, don't communicate

with others, and don't share assessment content with classmates. Families can help by ensuring students test in a quiet, focused space, free of phones or notes.

Academic dishonesty is addressed with an escalating combination of a restorative step and a consequence:

Occurrence	Restorative Step	Consequence
1st	Written reflection	Assignment/assessment grade becomes a 0%; student retakes it and the final grade is the average of both attempts. Family is notified.
2nd	Student researches the academic honesty policy of a college or high school they're interested in attending	Same as above — 0%, retake, averaged grade. Family is notified.
3rd	—	Assignment/assessment is a flat 0% with no opportunity to make it up. Student is suspended and family is notified.

Any report of academic dishonesty is investigated by school leadership, who meet with everyone involved before determining next steps.

Promotion and Retention

We believe every Paterson Prep student can be prepared for a choice-filled future — though the timeline for getting there differs from student to student. We recommend retention only when we believe repeating a grade will genuinely benefit a student, weighing factors like grades, reading level, math proficiency, and attendance. If your child is being retained, your school leader will communicate that decision to you by the last day of school. Our full Promotion and Retention Policy is available on our website.

Report Card Conferences

Family-teacher conferences are held after every quarter to share report cards and discuss progress:

- Quarter 1: November 19-20, 2026
- Quarter 2: February 25-26, 2027
- Quarter 3: April 29-30, 2027
- Quarter 4: June 16-17, 2027

A conference is required for every family after Quarters 1 and 3. A conference is also required every quarter for any student who is failing one or more classes, has below a 2.0 GPA for the quarter or year, or is not on track for grade-level promotion. In high school, families of students failing a class will be asked to sign a warning letter acknowledging that their student may need summer credit recovery to stay on track for promotion.

Appealing a Grade

If a student or family believes a grade is incorrect, they can request a review by completing a grade change request form, available at the main office.

Behavior

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

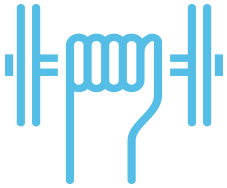
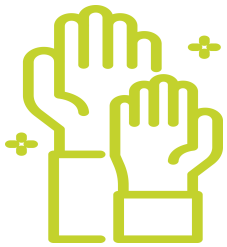
We believe:

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

Behavior Management System

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

Key Principles	Definition of Principles	Key Indicators	Point Value
 ***Be Kind*** ***We recognize, appreciate, and encourage others.***	Relates to how we treat ourselves and each other. Our goal is to empower our students to make positive changes in the world through encouraging optimism and positive energy. By prioritizing kindness, we will develop compassion, tolerance, and respect for others.	1. Encouragement 2. Inclusivity	**1**

 ***Effort*** ***We work diligently and stay focused on tasks.***	Relates to students' sense of self-efficacy and is a key component of their intellectual engagement. We aspire to instill in our students the habits necessary for them to excel in all facets of their lives.	1. Resiliency 2. Problem-Solving	**1**
 ***Accountability*** ***We take accountability and responsibility for our actions***	Is a crucial skill for responsible and contributing members of the community. It involves taking ownership of one's actions and learning. Our goal is to instill in our students the value of personal/community responsibility and accountability.	1. Responsibility 2. Advocacy(Speak Up & Out)	**1**
 ***Teamwork*** ***We collaborate and work together to successfully complete tasks with the goal of achieving the greatest outcome.***	The collaborative effort of students working towards a common goal or objective. It involves the sharing of ideas, responsibilities, and resources to achieve a common purpose.	1. Create Community (Safety) 2. Collaboration	**1**

Student Code of Conduct

At Paterson Prep, we want to ensure that there is a fair and consistent Code of Conduct so that students know what is expected of them at all times. We have developed a network wide behavior management system that recognizes students for positive behavior, while ensuring that appropriate disciplinary action is taken when students do not adhere to the Code of Conduct.

Student disciplinary offenses are those actions or inactions that violate the school's Code of Conduct or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

A disciplinary offense may occur while the student is:

- at school, whether remote or in person, and/or on school grounds;

- participating in a school-sponsored activity, whether remotely or in person, including internships, field trips, and college courses arranged and/or facilitated for students by the school;
- walking to or from school or a school-sponsored event;
- walking to or from, waiting for, or riding on school-provided transportation; or
- walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds;

Pursuant to New Jersey regulations school authorities have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the code of student conduct if:

1. the discipline is reasonably necessary for the student's physical or emotional safety, security, and well-being, or for reasons related to the safety, security, and well-being of other students, staff, or school grounds and;
2. the conduct which is the subject of the proposed consequence materially, and substantially, interferes with the requirements of appropriate discipline in the operation of the school.

In Paterson Prep's behavior management system, infractions are categorized into three tiers based on the severity of the behavioral infraction. By categorizing infractions into these tiers, we can appropriately address and respond to behavior while maintaining a safe and supportive learning environment for all students. Below is an example of infractions and their responding tier as well as possible consequences. This list is not exhaustive.

Progressive Infraction Tiers	
Tier 1	<u>Minor Behavior Concerns</u> Low-level behaviors that do not meet school expectations but can usually be corrected with immediate redirection. Students are expected to adjust their behavior after feedback. Repeated minor infractions may lead to further intervention.
Tier 2	<u>Repeated or Escalating Behavior Concerns</u> Behaviors that continue after redirection or escalate in impact, disrupting learning or negatively affecting others. These may include emerging patterns such as ongoing attendance issues, incomplete work, or repeated peer conflicts.
Tier 3	<u>Serious Safety or School Community Violations</u> Behaviors that threaten the safety of self and others, involve intentional property damage, or represent deliberate refusal to follow school policies. This includes actions on or off campus, including online behavior, that compromise the safety or well-being of students, staff, or the school community.

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

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

Weapons and other Dangerous Instruments

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

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

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

Suspensions

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

Bus Expectations

Scholars who use school-sponsored busing are required to behave safely and adhere to driver expectations on the bus. The school contracts these services to private providers who will document any infractions, partner with the family to seek resolution, and enact consequences including temporary removal. Removal may become permanent if safety issues persist. The Student Code of Conduct applies during all to-and-from transportation.

Harassment, Intimidation, and Bullying (HIB) Policy

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

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

School HIB Specialists

Paterson Prep Elementary: Hamza Ibrahim
Paterson Prep Middle: Isaiah Jones

Alcohol and Substance Abuse Policy

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

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

For more information on our Alcohol and Substance Abuse Policy, please see the Appendix.

Electronics & Acceptable Use Policy

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

Personal Electronic Expectation Policy

Policy

To ensure our students can thrive in a distraction-free environment that promotes academic excellence, social-emotional growth, and character development, Paterson Prep implemented a strict No Cell Phone Policy during school hours, including recess.

Definition of Personal Electronic Device

For the purposes of this policy, a personal electronic device includes any device that emits an audible signal, vibrates, displays a message or video image, or is capable of sending, receiving, emitting, photographing, recording, storing, or displaying any type of audio or visual communication, files, or data. This encompasses, but is not limited to, cellular phones, smartphones, smartwatches, earphones, headphones, camera phones, camera devices, video and audio recording devices, digital recording devices, scanning devices, personal digital assistants (PDAs), MP3 players, iPods, iPads, tablets, computers, radios, pagers, any device that allows the possessor to access the Internet, and any accessories to such devices.

Rationale:

- Focus on Education: Research has consistently shown that the presence of cell phones in classrooms can significantly distract students from learning. A study by the London School of Economics found that schools that banned cell phones saw test scores for their students improve by 6.4%.
- Safety: Limiting cell phone use enhances school security by reducing the risk of unauthorized recording or communication during critical situations.
- Social Skills: Encouraging face-to-face interaction among students improves their social-emotional development, which is inhibited by excessive screen time.
- Digital Wellbeing: By restricting cell phone use, we aim to foster a healthier digital lifestyle for our students, promoting better sleep, focus, and overall mental health.

Implementation:

- All students will use Phone Lockers for storage
- All students must switch off or silence their personal electronic devices during school hours, including recess, and store them in cell phone lockers.
- If a student requires an exception due to an emergency or specific learning needs, arrangements will be made on a case-by-case basis with school administration.
- Staff members will model appropriate behavior by limiting their cell phone use to non-instructional times or for educational purposes only.

Corrective Actions:

- First Violation: Warning and confiscation of the device, to be returned after a parent/guardian meeting. After school reflection may be assigned.
- Second Violation: Confiscation of the device, to be returned to guardian during a parent/guardian meeting and a clear plan put into place.
- Subsequent Violations: Confiscation of the device and further disciplinary action consistent with our school's code of conduct, including potential suspension from school activities or loss of other privileges.

Refusal to Turn In Electronic Devices:

Each instance of non-compliance with this expectation will be treated as a separate violation. If a student refuses to surrender their electronic device:

- The student will be provided with a verbal reminder of the school policy and the consequences of non-compliance.
- If the student continues to refuse, appropriate disciplinary action will be taken, which may include referral to school administration and further consequences in line with our school's code of conduct.

Uniform Policy

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

Ordering from Flynn & O'Hara:

- **Online:** Go to www.flynnohara.com and follow the on-screen directions.
- **Phone:** 800-441-4122

Flynn & O'Hara Store Location:

- **Address:** Baldwin Shopping Center, 130 Baldwin Road, Parsippany, NJ 07054
- **Phone Number:** (973) 882-0833
- **Website:** FlynnO'Hara Parsippany Store

Special Services and Supports

Special Education and Student Supports

Paterson Prep believes that all students can reach their potential. To this end, we provide special education services to students with an IEP or 504. We have certified special education teachers, paraprofessionals, related service providers, counselors, and school psychologists to provide on-going support to students who have been identified as qualifying for special educational services.

Paterson Prep is required by the Individuals with Disability Education Act (IDEA) to provide free, appropriate public education to children with disabilities who need special education and related services. New Jersey has adopted state laws that conform to the IDEA and which schools must follow. Under New Jersey Administrative Code Title 6A, Chapter 14, students between the ages of 3 and 21 are eligible for special education and related services if they meet the criteria for one or more of fourteen recognized disabilities. Eligibility is determined collaboratively by the Child Study Team, who can recommend classification only if the student's academic deficiencies are not the result of "a lack of instruction in reading, including the essential components of reading instruction, or math or due to limited English proficiency" (NJAC 6A:14-3.5(b)). Students are eligible for special education, assistive technology, and related services if they need specially designed instruction and have one or more of the following physical and/or mental disabilities: auditorily impaired, autistic, intellectual disability, communication impaired, emotionally disturbed, multiply disabled, deaf/blindness, orthopedically impaired, other health impaired, social maladjustment, specific learning disability, traumatic brain injury, visually impaired, and/or preschool child with a disability.

IEP Process

An IEP, or *Individualized Education Plan*, is a written support plan when a student is identified with a disability. This document describes a child's needs and explains the specific services that the school will provide a student to make progress in school.

The IEP is written by a team of professionals and a student's parents and guardians. In New Jersey this team is referred to as the Child Study Team. Parents and guardians are invited to all IEP meetings. A student is also invited to the meeting if his or her post-secondary goals and transition needs will be discussed at the meeting (this is required if the child will turn 14 during the next school year). If transition needs are not going to be discussed, then the parent or guardian can decide whether the child should attend the meeting. Parent and student input during these meetings is valued and encouraged.

After the IEP is written, parents and guardians are asked to sign the IEP. By signing this document, a parent indicates approval of the program and services described and identified on the student's IEP. More information about the special education process can be found in the *Parental Rights in Special Education (PRISE)*. This manual informs parents of their rights related to their child with a disability and is provided annually to parents. If a parent is interested in requesting a special education evaluation for their child, they should contact the Assistant Principal of Special Education at their school or pick up a paper-based referral from the front office.

Section 504 Process

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

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

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

Paterson Prep must ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. Without discrimination or cost to the student or family, we provide each qualifying protected student with a disability the relevant aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by these laws. These supports and accommodations are documented in a Section 504 Service Agreement.

If you suspect that your child may qualify as a protected student with a disability, please contact the school social worker or Assistant Principal of Special Education to request an evaluation.

English Language Learner Supports

Paterson Prep provides non-English or limited English Language Learners (ELL) with English language instruction and cultural orientation. The goal of the ELL Program is to have students attain English language proficiency to enable them to succeed in school and in the community.

Parents of all incoming students are asked to complete a Home Language Survey as part of the registration process. Information from the survey is used to identify and screen students who may be eligible for ELL supports.

English Language Learners participate in annual state assessments with allowable accommodations annually. Students are graded using the same grading system as other students. English Language Learners, who are also students with a disability, are eligible for special education supports. A student's individual supports are determined at an IEP team meeting taking into consideration the child's unique strengths and instructional support needs.

Students exit Paterson Prep's ELL program based on New Jersey multiple measures exit criteria. Students are monitored for two years after exiting ELL using a review of grades, school-wide assessments, state assessments (NJSLA), and teacher observations.

Response to Intervention (RtI)

Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs by utilizing a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction.

RtI is the practice of:

- Providing high quality instruction and intervention matched to the students' needs, and
- Using learning rate over time and level of performance to make important educational decisions to guide instruction.

The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of staff members, including general education teachers, special educators, and specialists.

Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to the instruction. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

Referral to RtI is not to be considered as a first step to Child Study Team evaluation. Quite the opposite, it is designed to provide necessary time-bound interventions for a student to make adequate academic progress. Response to Intervention is better described as a "response to instruction." It provides a triage process that allows for progressive increases in the intensity and duration of instruction for students who continue to struggle with the general education curriculum. Through this preventive process, schools can meet the needs of all students and reduce the number of students inappropriately identified with a specific learning disability.

Parent Advisory Groups

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

Student Protection

FERPA Policy

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

Media Release Policy

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

Statement of Non-Discrimination

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

Child Abuse and Neglect

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

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

Examples of abuse and neglect include-

When a student reports:

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

When a staff member suspects or witnesses:

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

When parents/guardians:

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

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

Searches

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

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

KIPP:PATERSON PUBLIC SCHOOLS

2026-2027 CALENDAR

**Updated 6/15/2026

CALENDAR SYMBOLS KEY

- No School for Students
- Half Day Dismissal
- Summer Reduced Hours
- Start Dates
- Last Day of School
- Report Card Conferences
- Beginning / End of Quarter

Delayed Openings & Early Dismissals:

KIPP may call a delayed opening or an early dismissal because of an emergency or inclement weather. For inclement weather, KIPP will usually follow the decision made by the Paterson Board of Education.

Emergency Days:

If we use 5 emergency days before March 1st, 3/19 and 6/21 become half days for students (and half PD for teachers).

If we use 4 emergency days before March 1st, 3/19 becomes a half day for students (and half PD day for teachers).

If we use exactly 3 emergency days before March 1st, there is no change to the calendar.

If we use 2 emergency days before March 1st, there is no change made to the calendar until 5/31.*

If we use 1 emergency day before March 1st, 5/28 becomes a day off for staff and students.*

If we use 0 emergency days before March 1st, 5/28 and 5/21 become days off for staff and families.*

* If no additional emergency days are used between March 1st and May 31st, 6/17 becomes a day off for staff and families.

For more information about our schools:

www.kippnj.org/schools

For important updates, follow KIPP on Instagram at:

@KIPPpaterson

JULY 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jul 3 Closed - Holiday

AUGUST 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug 19-21 First Day for new students

Aug 24 First Day for all students

SEPTEMBER 2026

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

Sep 7 No School - Labor Day

Sep 25 No School - Staff PD Day

OCTOBER 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct 12 No School - Indigenous Peoples' Day

NOVEMBER 2026

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

Nov 3 Half Day Dismissal

Nov 5 No School - Staff PD Day

Nov 6 No School - Veteran's Day (observed)

Nov 19-20 Half Day Dismissal - Q1 RCCs

Nov 25-27 No School - Thanksgiving Break

DECEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec 23 Half Day Dismissal

Dec 24-31 No School - Winter Break

JANUARY 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan 1 No School - Winter Break

Jan 4 No School - Staff PD Day

Jan 18 No School - MLK Day

FEBRUARY 2027

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

Feb 1 No School - Staff PD Day

Feb 15-19 No School - Mid-Winter Break

Feb 25-26 Half Day Dismissals - Q2 RCCs

MARCH 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Mar 19 No School - Staff PD Day

Mar 26-31 No School - Spring Break

APRIL 2027

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

Apr1-2 No School - Spring Break

Apr 29-30 Half Day Dismissals - Q3 RCCs

MAY 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 31 No School - Memorial Day

JUNE 2027

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

Jun 16-17 Half Day Dismissals - Q4 RCCs

Jun 17 Last Day for Students

Jun 18 Juneteenth Holiday (observed)

Appendix: Policies

1. Non-Discrimination/Equal Opportunity

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

2. Harassment, Intimidation, & Bullying (HIB) Policy

The Board of Trustees expects students to treat each other with civility and respect and will not tolerate acts of harassment, intimidation, or bullying. Like other disruptive or violent behaviors, this conduct interferes with the rights and abilities of students to learn and our ability to educate students in a safe and productive environment.

The Board prohibits acts of harassment, intimidation, or bullying against any student.

"Harassment, intimidation or bullying" are defined as any gesture or any written, verbal or physical act, inclusive of the use of cell phones, electronic communication devices, or other electronic devices, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school- sponsored function, on a school bus, or off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

A. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
B. has the effect of insulting or demeaning any student or group of students in such a way as to cause disruption in, or interference with, the orderly operation of the school; or
C. creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Reporting Procedure

1. Report to School Leader: All acts of harassment, intimidation, or bullying shall be reported verbally to the School Leader on the same day when an individual – student, employee, or contractor – witnesses or receives reliable information regarding an incident.
2. Report to Parents: The School Leader shall inform the parents or guardians of all students involved in the reported incident and may discuss, as appropriate, the availability of counseling or other intervention services.

3. Reported in Writing: All acts of harassment, intimidation, or bullying shall be reported in writing to the School Leader within two school days of when the individual witnessed or received reliable information about the incident.

Investigation Procedure

Within one school day of receipt of a written report of an incident, the School Leader may initiate an investigation at his or her discretion, which shall be conducted by a school anti-bullying specialist (and additional personnel appointed by the School Leader, if necessary). The investigation shall be completed at the latest within 10 days of receipt of the written report. The results of the investigation shall be reported to the Board of Trustees no later than the date of the Board meeting next following completion of the investigation. Information presented to the Board shall include, but shall not be limited to, training established, discipline imposed, or any other action taken or recommended by the School Leader.
Pursuant to state law, schools have the right to interview students without parents being present.

Right to a Hearing

Parents/guardians of students who are parties to the investigation shall be entitled to receive information about the investigation. This information shall be provided within 5 school days after the results of the investigation are reported to the Board. A parent/guardian may request a hearing before the Board after receiving the information, which shall be held within 10 days of the request during executive session. At the hearing, the Board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any training programs instituted.

Board Decision

At the next Board of Trustees meeting following its receipt of the report, the Board shall issue a decision, in writing, to affirm, reject or modify the School Leader's decision.

Consequences and Remedial Action for a Student who Commits an Act of Bullying

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying shall be determined by the School Leader and may range from positive behavioral interventions up to and including suspension or expulsion. In considering what response is appropriate, the School Leader shall consider the nature and circumstances of the act, the degree of harm to all individuals involved, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

Retaliation/False Accusations

Any employee, student, volunteer, or member of the public who witnesses or has reliable information that any student has been subject to harassment, intimidation or bullying as defined in this policy must report the incident to the appropriate school official designated by the administration. The Board will not tolerate any act of reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. Individuals are also prohibited from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

Consequences:

- Students: The appropriate remedial action shall be determined, in each particular case, by the School Leader after consideration of the nature, severity and circumstances of the act. The consequences for a

student found to have retaliated against another for reporting an act or falsely accusing another of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or recommendation of expulsion.
- School Employees: Consequences and appropriate remedial action shall be determined by the School Leader in accordance with school policies, procedures and agreements.
- Visitors or Volunteers: Consequences and appropriate remedial action shall be determined by the School Leader after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials when appropriate.

The full HIB policy, including any revisions after the date of this handbook's publication, can be found online at: https://kippnj.org/postings/.

3. Alcohol/Substance Abuse Policy

We are committed to the safety and well-being of all scholars and their families in our schools. All staff receive training and education on substance abuse prevention and intervention to ensure we are creating and maintaining a safe learning environment for all scholars. We recognize the harmful effects of drugs, alcohol, steroids and tobacco on scholar development, success, and life outcomes. As a result, we are committed to implementing wellness and recovery strategies to promote prevention, intervention, referral for evaluation, referral for treatment and continued care for drug, alcohol, steroids and tobacco use and abuse.

In accordance with N.J.S.A. 26:3D-17, the use of tobacco products and smoking of any substance is prohibited in school buildings and on school grounds. We are committed to promoting a healthy learning and working environment, free from unwanted smoke, for our scholars, family, and visitors.
The following are strictly prohibited:

- Alcoholic beverage, of any kind
- Over-the-counter and prescription drugs/medications that are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.
- Any controlled dangerous substance, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and 2C:35-2; and N.J.S.A. 18A:40A-9
- Any chemical or chemical compound which releases vapor or fumes causing a condition of intoxication, inebriation, excitement, stupefaction or dulling of the brain or nervous system, including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes, as defined in N.J.S.A. 2C:35-10.4.

Students are not permitted to use or possess any tobacco products or smoking device on school grounds or property, school bus or during school functions (on or off campus). Possession or use of an electronic smoking device, which includes electronic cigarettes (e-cigarettes), cigar, cigarillo, cartridges or pipe which is a nicotine delivery device that allows consumers to inhale electronically vaporized nicotine water is prohibited.

The comprehensive alcohol and substance abuse policy is available at your child's school upon request.

Searches

The School Leader or his/her designee may conduct a search of a student's person or belongings if the search is necessary to maintain discipline and order in the school, and the school official has a reasonable suspicion

that the student is concealing contraband. All searches and seizures conducted by designated school staff shall comply with the standards prescribed by previous court decisions and in compliance with applicable law. All persons and belongings entering our buildings are subject to search by security personnel, including use of metal detectors.

4. Electronics/Acceptable Use Policy

Access to our network is a privilege and must be treated as such by all users of the network and its associated systems. Our technological resources are intended to be used for educational activities. To ensure that our network remains secure, each and every user must protect the rights of the community. By using the school's systems, each student agrees to follow this policy and all applicable laws.

Prohibited Activities

- Users shall not attempt to gain unauthorized access (hacking) to the school's systems or to any other computer system via the school's network, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.
- Users shall not deliberately attempt to disrupt the school's computer systems' performance or destroy data by spreading computer viruses, malware or any similar product that can damage computer systems, firewalls, servers or network systems.
- Users shall not use the school's systems to engage in illegal activities or any activities that could expose the school, its employees, or other persons to criminal or civil liability.
- Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.
- Users shall not utilize the school's network for the transaction of any non-school related business and/or any commercial purposes. Users shall not make use of the school's network or computer systems for any product advertisement.
- Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.
- Users may not intentionally waste limited resources. Users must not post chain letters or engage in "spamming". Spamming is the sending of an annoying and unnecessary message to a large number of people.
- The school's Harassment, Intimidation, and Bullying (HIB) policy is in effect for all network activity and users will be held responsible for any violation of the HIB policy. Users are prohibited from cyberbullying one another.
- Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, abusive, or threatening language. Users shall not use the school's systems to spread messages that can reasonably be interpreted as harassing, discriminatory, racist, hateful or defamatory. Prohibited language applies to public messages, private messages, and material posted on web pages.

Students using the school's computer systems

- Students must not reveal personal information about themselves or other persons on social networking sites, in chat rooms, in emails or other direct electronic communications, or any other forum over the Internet. For example, students must not reveal their home address, or telephone or cell phone number. Students must not display photographs of themselves, or the images of others.

- Students should not meet anyone in person who they have met only on the Internet.
- Students must promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable.
- Although students generally will be supervised when using the school's computer systems on school property, it is not practicable for the school to monitor and enforce a wide range of social values in student use of the Internet. Parents/Guardians are primarily responsible for transmitting their particular set of family values to their children, and discussing with their children what material is and is not acceptable for their children to access through the school's Internet systems.

The school reserves the right to take immediate action regarding activities that (1) violate this policy or law, or (2) create security and/or safety issues for the school, students, employees, schools, network or computer resources, or (3) expend school resources on content that the school determines lacks legitimate educational purpose, or (4) the school determines are inappropriate.
In the event that school property, such as a school issued Chromebook, is damaged or lost the student must immediately notify school staff. The student may be subject to disciplinary action or the student's family held financially responsible if it is determined that the student is at fault for the loss or damage.
Our full policy is available upon request at your child's school.

5. Gifted and Talented Policy

The school will provide all gifted and talented students with services which provide for gifted and talented students basic education while encouraging optimum development of the students' potential or demonstrated academic abilities. Services shall be developed or located which stimulate students to participate constructively in, and contribute to, the activities of the school, the community and society. Gifted and Talented services may include in class differentiation, cohort meetings with a GT teacher, access to specialized learning events and contests, or academic coaching.

The full Gifted and Talented Policy is available upon request to the school.

6. FERPA Notification of Rights and Directory Information Policy

FERPA Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the district receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the School Leader a written request that identifies the records they wish to inspect. The School Leader will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the district to amend their child's or their education record should write to the school leader, clearly identify the part of the record they want

changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also includes a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, insurance investigator, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility
.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures of the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202

Directory Information Policy

The Family Educational Rights and Privacy Act (FERPA) requires that the district, with certain exceptions, obtain parent/guardian consent prior to the disclosure of personally identifiable information from a child's educational records. However, the district may disclose appropriately designated "directory information" without written consent, unless the parent/guardian has advised the district to the contrary. The primary purpose of directory information, which is information that is generally not considered harmful or an invasion of privacy if released, is to allow the district to include this type of information in certain school publications.

Examples include:

- A playbill or concert program showing your student's role or listing your student's name
- The annual yearbook
- Honor roll or other recognition lists
- Graduation or "stepping up" programs
- Sports activity sheets, such as for wrestling, showing the weight and height of team members.

Directory information can be disclosed to outside organizations without a parent's prior written consent.

The district, has designated the following information as directory information:

- Student name

- Grade
- School/Homeroom
- Participation in officially recognized activities and sports
- Parent/guardian name
- Address
- Telephone listing
- Electronic mail address
- Honors and awards received
- Dates of attendance

If you do not want the district to disclose any of the above-listed directory information about your child you must notify the school. Absent this notification it will be assumed you consent to having your child's information available as directory information.

7. Child Abuse & Neglect

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

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

Examples of abuse and neglect include-

When a student reports:

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

When a staff member suspects or witnesses:

- physical abuse
- such as bruises, burns, fractures, etc.
- other potential indicators of abuse such as wariness of adult contact, behavioral extremes (aggression, withdrawal), fear of parents/guardians or going home, difficulty walking or sitting.
- neglect- including lack of basic food and clothing, poor hygiene, consistent hunger, fatigue or falling asleep in class, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.

- engagement in risky behavior (including sexual behavior, drug use, etc.) where the parents/guardians are either unable or unwilling to intervene.
- absence from school to care for family members or to do chores/work around the house.
- absence from school to hold down a job.

When parents/guardians:

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

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

8. Title IX Policy

We are committed to providing students, employees, and volunteers with an environment that is safe, welcoming, and inclusive. We take seriously its obligations to ensure that no student or employee suffers discrimination on the basis of sex, as defined in Title IX of the Education Amendments Act of 1972 ("Title IX"). Title IX requires that "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." 20 U.S.C. § 1681(a). We do not discriminate against or tolerate discrimination against students, employees, or applicants on the basis of actual or perceived sex, sexual orientation, gender identity or expression.

The following acts are prohibited and will not be tolerated:

- Dating violence
- Discrimination on the basis of sex
- Domestic violence
- Sexual assault
- Sexual harassment
- Stalking

Any person may report sex discrimination, whether or not the person reporting is the person alleged to be the victim of sexual harassment, in person, by mail, by telephone, or by electronic mail.

Reports may be made to any staff member with whom the person reporting feels comfortable, including our Title IX Coordinator, any teacher, counselor, the school Assistant Principal, the school Principal/designee, or any Dean. A report may be made at any time (including during non-school hours) and as soon as possible in order for us to maximize our ability to respond promptly and effectively.

Our complete Title IX policy, process, and contact information can be found on our website or at your school's main office.

9. Social Media Policy

Social media has become a powerful communication tool. With the power of social media come responsibilities. These guidelines provide best practices under which members of the KIPP community

(families, teachers, students, and staff) should operate when using these tools. **The basic principle is that community members are expected to adhere to the same levels of civility in their online and face-to-face conversations. The same laws, school policies, guidelines, and personal and professional expectations for interacting with all KIPP community members apply online as in the real world.** For example, posting defamatory or confidential information about students or teachers may violate existing school policies and be handled as such.

Family members who engage in disrespectful or disruptive behavior on social media and/or while on campus may have their access to campus revoked or limited, per KIPP policy. Off-campus conduct that interferes with the orderly operation of the school may result in discipline to a child under the student code of conduct.

Harmful social media posts not only negatively impact our community, but make it more difficult for our school team to respond to and resolve issues quickly and effectively, especially in instances where student privacy is at stake. We encourage everyone to consider the unintended and long-term effects of social media posts that may refer to or include children, whether family or otherwise. In order to maintain an environment where all students can thrive, our expectation is that all KIPP family members also maintain mutually respectful relationships with all school staff.

We also encourage all families to speak with their children about the potential negative impact of social media and the consequences of engaging in behavior that negatively impacts others, and to actively partner with their child's school in ensuring that your child does not engage in unsafe or harmful behavior outside of school.

We will investigate any threat made toward the school or our school community (by anyone) which may also include involving the police and/or other authorities in the investigation.
Since social media are constantly changing, these best practices may be updated frequently.

10. Students' Rights

An effective, instructional program requires an orderly school environment, and the effectiveness of the educational program is, in part, reflected in the behavior of students. Such an environment includes respect for self and others, as well as for district and community property.

- Students have the right to receive an education that allows for maximum personal growth and prepares them to be productive members of our society.
- Students have the right to participate in all aspects of the school, regardless of race, color, creed, national origin, ancestry, age, marital status, affectional or sexual orientation, genetic identity, pregnancy, gender identity or expression, religion, disability, or socioeconomic status. This includes transgender or gender non-conforming students. (N.J. Law Against Discrimination, Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq).
- Students have the right to present information and a written statement that has a bearing on disciplinary action and due process based upon the disciplinary action. In addition, the student has the right to appeal decisions to the Commissioner of Education pursuant to N.J.A.C. 6A:3-1.3 through 1.17; and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5; in accordance with the procedures and timelines established for each specific infraction.
- Students have the right to a safe, comfortable, secure, and orderly school environment.

- Students have the right to confidentiality regarding their student records as per federal and state laws.
    - i. Advance notice of behaviors that result in suspensions and expulsions that have been identified pursuant to N.J.S.A. 18A:37-2;
    - ii. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;
    - iii. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3, in instances of law enforcement interviews involving their children to the extent permitted by law, and N.J.A.C. 6A:16- 7.2 through 7.8 suspensions and expulsions; and
    - iv. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs, and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records; as well as other existing Federal and State laws and rules pertaining to student protections.

11. Keeping Kids Safe with Appropriate Boundaries

KIPP's first priority is to ensure the well-being, safety, and protection of each of its students as well as the adults who work and volunteer at the school. **Healthy, supportive relationships are a pillar of the KIPP community.**

Students and Families should be aware that the following practices are followed at KIPP:

- Staff must ensure that if spending any time outside of school with KIPP students, that it is school sanctioned, permission is granted by the student's parent/guardian and other adults are present. In general, staff should not "hang out" with students outside of school or spend an inordinate amount of time "hanging out" with students even inside the school for any non-school sanctioned purpose in order to ensure healthy boundaries are being kept.
- Staff shall not direct or encourage a student to keep a secret from or not share information with his/her/their parent/caregiver or other adults
- Staff not be alone with a KIPP student in a non-observable setting.
- Staff shall not discipline students in any physical manner.
- Staff shall not have extended physical contact with a student or recent alumni. Any contact should be limited to a supportive or congratulatory quick hug, arm squeeze, or pat on the back and should always be student initiated.
- Staff shall not converse with a KIPP student or recent alumni about the student's sexual or romantic life. Staff shall not make sexual jokes, comments or engage in any conversation that has a sexual innuendo, or contains sexual stories.
- Unless it is an emergency, and if at all possible, staff should wait to speak to the child in school the following day. Staff shall never speak with an elementary school or middle school child on the phone

unless they first speak to the parent/guardian and obtain consent. If necessary, a staff member may call a high school student provided there is parental permission.

- Staff shall not have students at their private residence unless it is an officially school sanctioned event with parent/caregiver permission and multiple adults present. Exceptions are if the staff member's own child has an age appropriate friendship with the other students.
- Staff shall only email students using official KIPP email accounts to a student's official school account.
- Staff shall only text message a student if there is a separate adult on the text thread. If a student texts an adult then the adult shall reply with another adult on the thread.
- Staff shall not use apps or websites with private messaging to communicate with students. If a student needs to discuss a sensitive matter then it should be done at school or must involve another adult.
- Staff shall not use their social media pages to "friend" a student or accept a "friend" request from a student.
- Staff shall not engage in gaming with KIPP students.
- Staff shall not babysit students.

If students or families are aware of any violation of the above policy then it should be immediately reported to the School Leader.

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