

Code of Student Conduct

Paterson Public Schools

August 4, 2022

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Superintendent's Message

On any given day in the Paterson Public Schools, there is no greater priority than the safety of our students and staff. Everyone in the district has a part to play in making sure that a safe and welcoming learning environment is maintained in every one of the district's schools. That includes our students. That is why the Paterson Public School District has published, in compliance with New Jersey Statute 18A: 37-2, this Student Code of Conduct handbook.

The purpose of this manual is to make clear the district's expectations of our students with regard to their behavior and treatment of one another. It also serves to provide clarity on what the district's policies are when the Student Code of Conduct has been broken.

Many people from throughout the Paterson community contributed to the contents of this updated Student Code of Conduct. It reflects the efforts of district educators and administrators who worked in collaboration with students, parents and community stakeholders. It has also been carefully reviewed and approved by the Paterson Board of Education commissioners.

This Student Code of Conduct reflects the newly adopted Five-Year Strategic Plan, which holds the objective to create a culture that recognizes the need to educate the whole child by meeting their social, emotional, and physical needs. Two of the features of the updated code are worth highlighting as they are closely aligned with this objective.

The creators of this code firmly believe that banishing a student from school is no way to discipline a student for an infraction. Therefore, no Paterson Public Schools student in kindergarten through second grade will be subjected to an out-of-school suspension as a penalty. Furthermore, older students will serve out-of-school suspensions at Silk City Student Center located at 151 Ellison St. There, students will continue their schoolwork and receive counseling to help develop ways of coping and other behaviors to avoid future suspensions. The point behind both of these policies is to help students learn from whatever mistakes they may have made, and to help them stay on course with their education.

We hope that this updated Student Code of Conduct will enhance all of our efforts to lead out the best of our students' abilities and help them realize their hopes, dreams and aspirations for going to college or starting a career.

As always, thank you for your continuing support of Paterson Public Schools.

Sincerely,

Eileen Shafer
Superintendent of Schools

Code of Conduct Review Committee

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Board of Education

Recognizing our proud traditions, diverse community, and partnerships, the mission of the Paterson Public School District provides an academically rigorous, safe and nurturing educational environment by meeting the social, emotional and academic needs of our students as we prepare them for post-secondary education and career.

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Introduction

It is the mission of the Paterson Public School District to recognize our proud traditions and diverse community and partnerships, and to provide an academically rigorous, safe and nurturing educational environment that meets the social, emotional, and academic needs of our students as we prepare them for post-secondary education and career.

The District recognizes that students have a fundamental right to a thorough and efficient public education and that students have a corresponding duty to cooperate with teachers and administrators in fostering a school environment that is conducive to learning. Because school attendance and appropriate discipline are essential to an orderly and productive learning environment, the school community must ensure that its members respect one another. Students, families, and schools must work together to achieve this goal.

The District acknowledges its legal and moral responsibility to provide an atmosphere for a sound educational program promoting optimum conditions for learning. Violations of school rules and District policies by students are addressed under the Code of Conduct. The Code of Conduct provides guidelines for school responses to misconduct that take into account, at a minimum, the severity of the offenses, the developmental ages of the student offenders, and students' histories of inappropriate behaviors. Building administrators will have the ability to utilize restorative practices as an alternative to traditional discipline consequences for Category II and Category III with one exception. Infractions that involves the use of weapon, firearm, illegal control substances and incidence that may cause harm to the building stakeholders are subjected to the existing Category III discipline guidelines.

Restorative practices provide school administrators an opportunity to provide alternative discipline consequences that vary from the traditional actions. Restorative practices focus on resolving conflict, repairing harm and addressing the social emotional well-being of the students. It strives to build a sense of community and build healthy relationships to reduce conflict by providing strategies to resolve conflicts. The use of "circles," conflict-resolution practices that involve all participants may be used as deemed appropriate. This may include students and parents if deemed necessary

This Handbook is designed to give students, parents, teachers, and school administrators an easily understandable set of expectations for conduct and standards for correction that will ensure due process and accountability throughout the District.

Please familiarize yourself with this Handbook. We appreciate your understanding and support in ensuring that our schools are an educationally sound and safe place to learn.

Rights and Responsibilities

All members of the school community have the right to be treated respectfully by one another and to be in an orderly environment that is safe and encourages student engagement in learning, family and community engagement in school, and supports a professional work environment.

A Community of Learners

Schools will purposefully foster the development of relationships among students, faculty, administration, and other school staff around the common goal of becoming a Community of Learners.

All members of the school community have certain rights and responsibilities. Among these rights are the right to be free of discrimination and harassment and to be treated with respect and dignity.

Rights of Students

Every student has the right to:

- Receive appropriate public education;
- Attend school in a safe and secure school environment;
- Attend school regardless of students' marriage, pregnancy or parenthood status;
- Privacy protections pursuant to Federal and State laws;
- Inspect their school records and participate in developing their academic program;
- Freedom of speech unless such expression impinges on the rights of others;
- Freedom from unreasonable searches and seizures;
- Advance notice of behavioral expectations and
- Due process and appeal procedures, including the right to be informed of, respond to and appeal any disciplinary action taken.

Responsibilities of Students

Every student has the responsibility to:

- Come to school on time prepared and ready to learn each day;
- Respect self, others and their property;
- Plan for the future; and
- Ask for help when needed.

Rights of Families

Every parent/guardian has the right to:

- Participate in planning their child's academic program and inspect their child's school records;
- Visit their child's school according to school-based protocol; and
- Parent/guardian notification consistent with District policies and regulations and due process procedures.

Responsibilities of Families

Every parent/guardian has the responsibility to:

- Ensure their child arrives at school on time prepared to learn each day;
- Be respectful of school employees;

- Help their child plan for each day, week and year in school and be an active participant in educating their child;
- Ask for help when unable to meet the needs of their child;
- Reinforce the District's behavioral expectations for students; and
- Provide the District with an accurate and up-to-date address, telephone number, and emergency contact information.

Rights of Teachers

Every teacher has the right to:

- Be treated like a professional;
- Access equipment, tools, and supports necessary to perform their job duties;
- Collaborate with parents/guardians, administrators and support staff regarding the needs of individual students; and
- Receive information from administrators regarding student discipline outcomes.

Responsibilities of Teachers

Every teacher has the responsibility to:

- Come to school on time prepared and ready to provide high-quality instruction each day;
- Behave professionally and treat all members of the school community with respect;
- Model and teach behavioral expectations to students;
- Create a positive learning environment;
- Evaluate the progress of students;
- Communicate with parents/guardians, staff and administrators regarding student learning and support needs;
- Seek to involve parents in educating their children; and
- Enforce the Code of Student Conduct.

Rights of Administrators and Support Staff

Every administrator and staff member has the right to:

- Be treated as a professional, and
- Access equipment, tools, and supports necessary to perform their job duties.

Responsibilities of Administrators and Support Staff

Every administrator and school staff member has the responsibility to:

- Come to school on time prepared and ready to work each day;
- Behave professionally and treat all members of the school community with respect;
- Model and teach behavioral expectations to students;
- Create a positive learning environment;
- Support effective and efficient school operations;
- Act as a school ambassador for students, families, faculty, and community partners; and
- Enforce the Code of Student Conduct.

Rights of Community Partners

Every community partner has the right to:

- Be treated as a member of the school community.

Responsibilities of Community Partners

Every community partner has the responsibility to:

- Register with the Office of Parent and Community Engagement before working directly with students in schools;
- Model and teach behavioral expectations to students;
- Create a positive learning environment; and
- Communicate all concerns to school personnel and/or District staff.

Conduct Expectations for Students

The District recognizes that an effective instructional program requires an orderly school environment. The effectiveness of a successful educational program is, in part, reflected in the behavior of students.

The District expects each student to behave in keeping with his/her level of maturity and with appropriate regard for the rights and welfare of other students, and the educational purpose underlying school activities, and with due care for school facilities and equipment.

The District requires that school administrators and staff consistently and uniformly adhere to enforcing the Student Code of Conduct. This will provide an easily understandable set of expectations for conduct and standards for correction that will ensure due process and accountability throughout the District.

Students must demonstrate courtesy and respect to all members of the school community, to avoid engaging in offensive conduct and to stop those behaviors when asked or told to stop. Students also must at all times comply with Federal and State laws, District policies and regulations, and instructions from school authorities.

Additionally, students are expected to attend school every day and to arrive on time. Students must participate in scheduled classes regularly to keep up with coursework, achieve course objectives, learn skills and acquire knowledge, and earn the course credits required for grade promotion graduation from high school. Every effort should be made to avoid unnecessary absences and instances of lateness.

The Student Code of Conduct is based on the following core ethical values adopted by the District:

- a) Respect for self and others
- b) Honesty/trustworthiness
- c) Responsibility
- d) Caring

All students are expected to embody the ethical values of the school community as follows:

1) Be respectful by:

- Showing concern and regard for everyone;
- Avoiding the use of profanity and inappropriate language;
- Being non-violent; and

- Adhering to school rules and procedures.

2) Be trustworthy by:

- Being honest and telling the truth;
- Refraining from cheating and stealing, and do not tolerate those who do;
- Respecting the property of others; and
- Honoring commitments to parents, family, teachers, and peers.

3) Be responsible by:

- Accepting the consequences of your behavior;
- Striving to do your personal best;
- Being prepared for school and attending all classes on time every day; and
- Making academics the primary goal.

4) Be caring by:

- Considering the feelings of others;
- Using mediation to solve disagreements;
- Asking for help if needed; and
- Valuing differences in self and others.

Students, parent(s) or legal guardian(s), school administrators, and the District all agree that positive student commitment and behavior are essential active learning. We believe that it is crucial to help students realize that their attitudes and actions are directly related to their school experiences and that of their classmates. With the support and assistance of school personnel and parent(s) or legal guardian(s), all students can demonstrate actions that contribute to the effectiveness of schools and the worth of their learning experiences. All students, regardless of their age and ability, can behave in ways that enhance the social relationships of the school and facilitate learning.

Searches and Seizures by School Officials

Lockers, desks, and other storage areas are the property of the District and may be searched by school officials at any time and for any reason or no reason. Prohibited items will be confiscated and may be reported to the proper authorities.

To maintain a safe, orderly school environment that fosters learning and academic achievement, a school official may use a metal detector/wand to screen students and their personal effects (e.g., purse, book bag, or personal electronic device). Additionally, the person and property of a student can be searched manually, with or without assistance from law enforcement, if a school official reasonably expects to find evidence that the student has violated or is violating either the law or the rules of the school. The scope of the search must not be overly intrusive and should be reasonable under the circumstances given the student's gender and level of maturity, the causes for suspicion, and the nature of the suspected violation.

School personnel is not permitted to conduct cavity searches or strip searches. A pat-down search may be performed with assistance from school security personnel. School officials are advised to seek help from local police if a more intrusive search of a student's person is necessary. When possible,

searches should be conducted in private. If a school official determines to perform a search, he or she should inform the student of the reason(s) for the search.

To minimize school disruption and preserve evidence, a student who refuses to comply with a search request will be moved to a designated classroom or office immediately (away from other students if possible), where school officials will supervise the student until a parent and/or police officer arrives to assist with the situation.

Harassment, Intimidation, Bullying, Hazing

As a school district, the safety and well-being of ALL students is our top priority. We strive to create an environment that is nurturing to each child so they can develop socially, emotionally, and academically. Unfortunately, other outside factors can adversely affect our students, causing them to become isolated, disengaged, and withdrawn from being present and active during their academic years.

The Paterson Public School District strictly prohibits the harassment, intimidation and/or bullying of any student, as provided in Board Policy 5512 (Harassment, Intimidation and Bullying). If a student believes that he or she has experienced harassment, intimidation, bullying (including cyberbullying), or hazing or has witnessed another student experience these acts, it is important for the student or parent to notify a teacher, counselor, or administrator as soon as possible. The school will investigate the allegations and will take disciplinary action if necessary.

Definition of Harassment, Intimidation and Bullying

Harassment, intimidation and bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Harassment, intimidation and bullying (HIB) refers to any gesture, any written, verbal or physical act, or any electronic communication whether it be a single incident or a series of incidents, that:

1. Is motivated either by any actual or perceived characteristic, including but not limited to, race, color, gender, religion, disability, or by any other distinguishing characteristic
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds

There is a 3-part test to determine if an incident is considered HIB:

1. Does it cause disruption or interference with the orderly operation of school or student's rights?
2. Is it motivated by a distinguishing characteristic?
3. Does it include one of the following:
 - Results in physical or emotional harm or fear of harm to student or property
 - Insults or belittles a student or group of students
 - Creates a hostile educational environment which interferes with a student's education or threatens or causes physical or emotional harm

Conduct Expectations for Students

Because students learn by example, school administrators, faculty, staff and volunteers should model appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying, in any form. The following conduct standards should guide student behavior:

1. Students are expected to behave in a way that creates a supportive learning environment.
2. Students will act in accordance with student behavioral expectations and standards regarding HIB and the Student Code of Conduct.
3. Students are encouraged to support other students who:
 - Walk away from acts of HIB
 - Constructively attempt to stop acts of HIB
 - Provide support to students who have been victims of HIB
 - Report acts of HIB

Consequences and Appropriate Remedial Actions

Consequences for students who commit one or more acts of HIB may range from positive behavioral interventions up to suspension, in accordance with the Student Code of Conduct. Several factors will be considered when determining consequences, including, but not limited to:

1. Student considerations
 - Age, developmental and maturity levels
 - Degree of harm
 - Severity of the behavior
 - Continuing patterns of behavior
2. School considerations
 - School culture and climate
 - Social-emotional and behavioral supports
3. Personal considerations
 - Life skill deficiencies
 - Social relationships
 - Hobbies
 - Extra-curricular activities
 - Academic performance
4. Environmental considerations
 - Family, community and neighborhood situation
 - Classroom management
 - Social-emotional behavioral supports

Remedial measures will be based on the above considerations and will be designed to correct the problem behavior, prevent another occurrence of the problem, and protect and provide support for the victim of the act.

For more information, please refer to Board Policy 5512 and the resource guide posted on the District's website, *A Complete Guide to Understanding Harassment, Intimidation, and Bullying*.

Sexting

The taking disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images of photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a CRIME under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd or otherwise illegal images or photographs will be subject to the disciplinary procedures of the school district; and reported to law

enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution, and LIFETIME inclusion on sexual offender registries.

Dating Violence

All acts or incidents of dating violence at school should be reported to the building principal or his/her designee, who will investigate the matter per Policy and Regulation 5519. Both the victim and the alleged aggressor will be interviewed and notified in writing of the outcome/determination of the investigation. Each act or incident will be addressed through a range of possible strategies, including remediation, intervention, education, prevention, and disciplinary consequences that are consistent with the Code of Student Conduct. If appropriate, the matter may also be referred to law enforcement.

Dress Code

The District recognizes that styles of grooming and dress communicate individual preferences and can influence student behavior and enhance a school's learning environment. Students are expected to dress appropriately for school – this means being clean and well-groomed in appearance, avoiding styles of dress and grooming that disrupt the school environment or distract other students. Such limitations on a student's taste and individuality are necessary to achieve the educational goals of the school.

Styles that interfere with the school's educational program and mission of the school will not be tolerated. Clothing or accessories that pose a danger to the health or safety of students, staff, or are harmful to school property are prohibited. Students are expected to wear appropriate clothing and may be required to wear a school uniform.

To prevent the loss of class time, parents/guardians are reminded to monitor their children's attire before they leave for school.

- Staff and students may wear appropriate face coverings to minimize covid-19 exposure
- Students are expected to wear school uniforms.
- Hats, hoods, scarves, or other head coverings cannot be worn except for religious or medical purposes.
- Coats and jackets should be placed in lockers or other designated storage areas during school hours unless instructed otherwise by school officials.
- Platform shoes, flip-flops, slippers, open-back strapless shoes, and shoes with loose or untied laces or straps which pose a safety hazard are not permitted.
- Clothing that is revealing, provocative, or see-through is not permitted.
- Sagging pants and exposed undergarments or midriffs (belly shirts) are not acceptable.
- Shorts and skirts must come down to the length of the student's extended fingertips
- Spandex clothing is permitted in P.E. classes only.
- Hanging pocket chains, sunglasses, hats, head rags, handkerchiefs, bandanas, gang paraphernalia and clothing that displays profanity or encourages gang affiliation, violence or the use of drugs, alcohol, or tobacco, or has sexual connotations is not permitted.
- Unless the school has a uniform for physical education classes, students participating in physical education class are permitted to wear any color shorts or sweatpants and t-shirt without penalty.

Behavioral Supports and Student Discipline

The District will provide comprehensive behavioral support to encourage students to fulfill behavioral expectations. Behavioral support will include positive reinforcement for good conduct and academic success, supportive interventions, restorative practices and referral services.

Students may be subject to appropriate disciplinary action for violations of the Code of Conduct that occur on or off school grounds, including on a school bus or at a school-sponsored function. Disciplinary action may be imposed for conduct that occurs away from school if the conduct materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Approved disciplinary sanctions include:

- Admonishment
- Before/After-School Detention
- Lunch Detention
- Saturday Detention
- Early Dismissal Day Detention
- In-School Suspension
- Out-of-School Suspension
- Expulsion

Appropriate corrective and/or disciplinary measures will be determined based on the nature and severity of the offense and frequency of the infraction. Grades will be based on each student's academic performance and maybe lowered only as a direct penalty for plagiarism or other forms of academic dishonesty, and not as a form of disciplinary action. The use of corporal punishment is strictly prohibited.

Where the discipline is more significant than an admonishment, the student's parent will be notified of the offense and of the punishment imposed and will be offered an opportunity to speak with the building Principal. Incidents of misconduct that occur outside of school, disciplinary action may be imposed if it is reasonably necessary for the physical or emotional safety, security, and well-being of the student or reasons relating to the safety, security, and well-being of other students, staff, or school property. Due process procedures are described in **Appendix A** of this Handbook.

Conduct offenses generally fall into three categories of severity, with Category 3 infractions being subject to mandatory and severe disciplinary action. If a student repeatedly commits a Category 1 offense, the next occurrence may be elevated to a Category 2 offense and will be subject to more severe forms of discipline. Violations will be corrected according to the chart of disciplinary sanctions included in **Appendix B** of this Handbook.

Other sanctions may include exclusion from graduation or "moving-on" activities and ceremonies, including proms, dances, and class trips. Excluded students and their parents will be so notified in a timely manner, before graduation activities and ceremonies commence. The Superintendent or their designee will make the final decision regarding who can participate in graduation activities or ceremonies, and no student will be excluded for arbitrary or discriminatory reasons. Schools may not use a 'point system' or any other method to determine student eligibility for such events without prior written approval from the Superintendent or their designee.

Discipline will be applied without regard to 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.

Silk City Student Center

This program will provide a safe, structured environment in which the educational process can continue for students in grades 9-12 who commit Category 3 infractions, and would otherwise face an out-of-school suspension of 3 to 10 days. Students will be dismissed at 1:00 pm daily.

School administrators will use the following procedures for referring eligible students:

- Complete a student referral form and submit it to the Silk City Student Center administrator, along with the Serious Incident Report (SIR) that contains a detailed description of the incident.
- Obtain from the student's teachers school assignments for a period not to exceed 10 days.
 - Provide printed copies of any work that is assigned via Google Classroom.
- Provide a copy of the completed referral form to the student's counselor or child study team case manager
- Send an electronic copy with a read receipt to the following administrator's:

The academic program at the Silk City Student Center program will consist of academic instruction, individual/group counseling, and interventions guided by restorative best practices. Restorative best practices are intervention strategies that strive to improve and repair relationships between individuals and/or groups. The purpose is to build healthy communities and decrease inappropriate behaviors that can create an unhealthy school climate.

Restorative Practices

What is Restorative Practices and Restorative Circles?

Restorative practices provide school administrators an opportunity to provide alternative discipline consequences that vary from the traditional actions. Restorative practices focus on resolving conflict, repairing harm and addressing the social emotional well-being of the students. It strives to build a sense of community and build healthy relationships to reduce conflict by providing strategies to resolve conflicts. The use of "circles," conflict-resolution practices that involve all participants may be used as deemed appropriate. This may include students and parents if deemed necessary.

A restorative circle is a technique that builds and restores relationships through equal opportunity sharing and listening. These talking circles build the skills individuals need when conflicts arise because they give every individual the opportunity to speak and be heard. Restorative circles are especially beneficial for youth learning how to negotiate conflict, as they help them practice respectful listening and healthy self-expression.

In schools, these circles are often conducted as a response to wrongdoing or conflict as an alternative disciplinary strategy, however, this technique can be equally as effective in providing *preventative* factors for when future challenges arise. Circles have the power to create and strengthen support systems between peers, and lay the groundwork for a trusting classroom environment.



Building administrators will use restorative circles to address student disciplinary infractions. They can be used for all discipline categories, but will not replace mandated Category III offenses. These offenses are as follows:

- Possession or use of explosive device
- Possession of a dangerous weapon or firearm
- Substance abuse policy violation
- Sexual assault

Building administrators may include parents or other stakeholders deemed relevant to support the students involved in a restorative circle. An additional restorative circle can be used to reintegrate students from a disciplinary infraction.

Attendance

The District recognizes the vital role of parents in the welfare and education of their children and the pivotal part they play in shaping character and values. Attendance and punctuality are the responsibility of each student and their parents.

Each time a student is absent from school without a prior excuse, the student's parent will receive an automated telephone call. The parent may be asked to explain the reason for the student's absence. Students who are absent from school may also be excluded from that day's athletic and after-school activities. Additionally, unexcused absences from school or class may result in disciplinary action. Disciplinary actions will be imposed subject to the availability of school resources and supervisory personnel.

Students who are chronically absent or late will be referred to the school Intervention and Referral Team to determine appropriate interventions and to the school attendance officer to determine if a truancy investigation is warranted. Students who reach twenty-one (21) or more unexcused absences in any one class may not receive course credit for that class. Twenty or more unexcused absences from school may result in a loss of credit for the school year and grade retention. Other consequences for poor attendance, chronic tardiness, and instances of truancy are outlined in **Appendix C** of this Handbook.

Appendix A: Due Process Procedures

Informal Hearing

Upon deciding to discipline a student, the building principal or their designee shall, however minimal the offense or the discipline, hold an informal hearing during which they will:

- a. Orally inform the student of the provision(s) of the Code of Conduct the student is accused of violating and the discipline that will be imposed; and
- b. Offer the pupil an opportunity to deny the charge or to present extenuating circumstances.

Violations of the rules regarding student conduct on school buses will be handled as follows:

- a. The driver will report the offensive conduct to the school Principal by submitting a completed written form that includes the name of the student, the school, and the specific offensive conduct;
- b. The parent(s) or legal guardian(s) will be provided a copy of the form describing the student's behavior; and
- c. The Principal or designee will determine the discipline to be administered in accordance with the severity of the infraction.

Where the discipline is more significant than an admonishment, the student's parent(s) or legal guardian(s) will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the building Principal. Where the offense is severe and the discipline greater than detention, every effort will be made to notify the parent(s) prior to holding the informal hearing described above.

Short-Term Suspensions

"Short-term suspensions" are for a term of ten consecutive school days or less, and "long term suspensions" are for more than ten consecutive school days. Any student suspended for five days or more shall be provided with home instruction on the fifth day and until the student is permitted to return to school.

In the event of a short-term suspension, an informal hearing must be conducted, and the student's parent(s) or guardian(s) must be provided oral or written notice of the charges. Verbal or written notification to the parent(s) or legal guardian(s) of removal before the end of the school day shall include an explanation of:

- a. The specific charges;
- b. The facts on which the charges are based;
- c. The provision(s) of the Code of Conduct, the student is accused of violating;
- d. The student's due process rights pursuant to N.J.A.C. 6A:16-7.2 (Short-Term Suspensions) and, if applicable, N.J.A.C. 6A:16-7.6 (Conduct Away from School Grounds); and
- e. The terms and conditions of the suspension.

Long-Term Suspensions

In each instance of a long-term suspension, the building Principal or their designee shall:

- a. Hold an informal hearing prior to the student's removal from school and immediately notify the student's parent(s) or legal guardian(s) of the suspension;
- b. Ensure appropriate supervision of the student while awaiting the student's parent(s) or legal guardian(s) to remove the student from school during the school day;

- c. Ensure that the District, within 30 days of the initiation of the long-term suspension, holds a formal disciplinary hearing before the Board of Education or its designated representative(s); and
- d. Within two school days of the initiation of the long-term suspension, send to the parent(s) or legal guardian(s) written notification containing:
 - 1. An explanation of the specific charges and the facts on which they are based;
 - 2. The student's due process rights pursuant to N.J.A.C. 6A:16-7.3 (Long-Term Suspensions) and, if applicable, N.J.A.C. 6A:16-7.4 (Mandated Student Removals from General Education), N.J.A.C. 6A:16-7.5 (Expulsions), and/or N.J.A.C. 6A:16-7.6 (Conduct Away from School Grounds);
 - 3. Information regarding legal resources available in the community and the student's right to secure legal representation; and
 - 4. The District's right to expel the student in the event of further engagement by the student in conduct warranting expulsion, along with a request for parental acknowledgment of the same.

Appendix B: Disciplinary Sanctions

Suspension of students in grades K-2 is not permitted. Special education students are subject to the same disciplinary procedures as non-classified students and may be disciplined in accordance with their IEP or 504 Plan. Prior to suspending a classified student for ten (10) days or more, a Manifestation Determination hearing must be held to determine if the offensive conduct was caused by, or had a direct and substantial relationship to the disability, or was the direct result of a failure to implement the student's IEP or 504 Plan. In addition, the child's case manager must be notified prior to the imposition of discipline.

Category I	
Infraction	Definition
Violation of dress code	Failure to comply with school dress code.
Failure to report for detention	Absence from detention without a valid, documented excuse.
Use of obscene or profane language or gestures	Use of language or gestures that are foul, abusive, derogatory, or demeaning.
Failure to produce school identification card upon request	Failure to produce District-issued student identification card for inspection by a school staff member.
Noncooperation or defiance	Discourteous, uncivil, or insolent conduct that demonstrates a lack of respect for the authority of teachers or other school staff members.
Disruptive or disorderly conduct	Willful conduct that creates public inconvenience, hazard, annoyance or alarm.
<u>PENALTIES</u>	
Notification of parent/guardian, possible referral to counseling. Possible detention before school, after school, at lunch, or on Saturday.	

Category II

Infraction	Definition
Repeated recurrence of a Category I offense	
Theft	The unauthorized taking of property that belongs to the District or to another person.
Use of profane language or gestures toward staff	Use of foul, abusive, derogatory, or demeaning language or gestures toward school staff.
Aggressive physical contact	Intentionally hitting, pushing, or shoving a person other than a District employee.
Unauthorized departure from school or class.	Departure from class, from the school building, from school grounds, or from a school-sponsored activity without the permission of a supervising staff member.
School bus misconduct	Willful violation of school rules or transportation safety requirements as a passenger.
Smoking policy violation (including vaping)	Violation of District policies on smoking, vaping, or nicotine use in school or at off-site school functions.
Trespass or unauthorized entry onto school premises	Entry onto school premises or access to a portion of the premises without permission and without authority.
Possession of an automatic paging device (beeper)	Possession of a prohibited electronic paging device on school grounds or at a school-sponsored function.
Sexual harassment	Inappropriate speech or conduct that may constitute sexual harassment.
Gambling	Wagers of anything of value on games of skill or chance.
Prohibited use of electronic device	Use of District-issued or privately-owned technology in a manner or for a purpose that would interfere with or inhibit the educational mission of the school.
Possession of an imitation firearm	Possession of an object or device reasonably capable of being mistaken for a firearm.
Harassment, intimidation and or bullying	Any act or communication that is directed at a student based on any distinguishing characteristic and which has the effect of physically or emotionally harming a student or damaging the student's property.
Consensual sexual contact between students	Any sexual act that takes place between students on school grounds.

PENALTIES

Immediate notification of parent/guardian, parent/guardian conference with the administrator, possible restitution for damages, possible referral to law enforcement, to counseling, or to HIB Officer. Possible detention before school, after school, at lunch, or on Saturday. Possible in-school or out-of-school suspension for up to five (5) days, or expulsion. Suspension of students in grades K-2 is not permitted.

Category III

Infraction	Definition
Repeated recurrence of a Category II offense	
False fire alarm, bomb threat, or tampering with the alarm system	Any act that causes an alarm for fire, bomb, or other hazardous condition to sound where no emergency exists or that causes such alarm to be disabled for any period of time.
Possession of a dangerous weapon or firearm*	Possession of a dangerous weapon or firearm on school grounds or at school-related activities or criminal conviction/adjudication for committing a crime while in possession of a firearm on school grounds or at school-related activities.
Assault with an imitation firearm or weapon that is not a firearm*	Attack or threatened attack upon a person, other than a District employee, with an object or device reasonably capable of being mistaken for a firearm, or with an object or instrument that is not a firearm but is readily capable of lethal use or of inflicting serious bodily injury.
Substance abuse policy violation [‡]	Violation of District policies on drugs or alcohol in school or at off-site school functions (nicotine use is a Category 2 smoking policy violation).
Arson	Intentional or reckless act that causes a fire for a malicious purpose on school grounds.
Extortion/Robbery	The use of force or threatened force to obtain a thing of value from another person.
Vandalism	An act of defacement that causes damage to the property of the District or of another person.
Assault of a District employee*	Attempted, threatened or willful act for the purpose of causing bodily injury to a person who is employed by the District.
Assault of a person other than a District employee.	Attempted, threatened or willful act for the purpose of causing bodily injury to a person who is not a District employee.
Possession or use of explosive device*	Possession, transfer, or detonation of any explosive device on school grounds.
Academic dishonesty	Cheating, plagiarism or other use of another's academic work without proper source citation.
Forgery or fraud	Falsification of documents or of an adult's signature on a school document
Sexual assault	The use of force, threatened force, or intimidation to coerce a sexual act.

PENALTIES

Immediate notification of parent/guardian, parent/guardian conference with the administrator, possible restitution for damages, possible referral to law enforcement or DCPD, to HIB Officer, to counseling, or to Child Study Team. Possible detention before school, after school, at lunch, or on Saturday. Possible elimination of after-school activities. Possible expulsion. Possible in-school or out-of-school suspension for up to ten (10) days. NOTE: Suspension of students in grades K-2 is not permitted.

[‡] Mandatory referral for Immediate medical examination in accordance with Policy 5530.

* Mandatory immediate removal from school and placement in an Interim Alternative Education Setting pending a formal disciplinary hearing within ten (10) days.

Appendix C: Attendance Sanctions

Tardiness – Regulation 5240	
Number of Tardy Arrivals	Penalty
3	Written warning to parents and one (1) forty-minute detention before or after school, or at lunch.
5	Mandatory parental conference with school principal or classroom teacher and two (2) detentions before or after school, or at lunch.
6 or more	For each tardy arrival beyond the fifth, one (1) forty-minute detention before or after school, or at lunch.
Failure to serve an assigned detention before/after school or at lunch will result in one (1) Saturday detention. Students who are chronically late will be referred for counseling and truancy investigation.	

Skipping/Cutting School or Class – Regulation 5240	
Number of Classes Skipped/Cut	Penalty
1	1 st written warning to parents and one (1) forty-minute detention before or after school, or at lunch.
2	2 nd written warning to parents and three (3) forty-minute detentions before or after school, or at lunch.
3	3 rd written warning to parents and five (5) forty-minute detentions before or after school, or at lunch.
4	Mandatory parental conference with school principal and seven (7) forty-minute detentions before or after school, or at lunch.
5 or more	For each instance of a cut beyond the fourth, one (1) Saturday detention, possible in-school suspension, and possible referral to an alternative educational setting.
A tardy arrival may be treated as a class cut if the student misses more than half the class period. Failure to serve an assigned 40-minute detention will result in one (1) Saturday detention.	

Absenteeism – Policy and Regulation 5200

Number of Unexcused Absences	Penalty
2	Mandatory phone call from school administration to parent/legal guardian if student is absent 2 or more days in September.
5 and 7	1 st mandatory phone call from District Attendance Office to parent(s)/legal guardian(s).
10	1 st mandatory home visit conducted by District’s attendance officer; 1 st mandatory attendance hearing with school guidance counselor, principal, and District’s attendance officer. Student is considered “truant” by State law.
15	2 nd mandatory home visit conducted by District’s attendance officer; 1 st mandatory referral of parent(s)/guardian(s) to truancy court. Truancy is a disorderly person’s offense that may result in fines of the court’s discretion.
18	2 nd mandatory phone call from District Attendance Office to parent(s)/legal guardian(s). Student is considered “chronically absent” by State law.
20	2 nd mandatory attendance hearing at the school to discuss possible alternative placement options and possible loss of credit.
25	3 rd mandatory home visit conducted by District’s attendance officer; 2 nd mandatory referral of parent(s)/guardian(s) to truancy court.
30	Mandatory attendance hearing at BOE Central Offices.
40	If all other options were considered and exhausted, the student will lose credit for the year; 3 rd mandatory referral of parent(s)/guardian(s) to truancy court.

Parents will receive an automated phone call each time student is absent from school. Each unexcused absence is an instance of truancy. Absent students must complete all assignments missed. Principal must send any missed assignments home to students who are absent for a known period of time.

Appendix D: Community-Based Providers of Health, Social, and Legal Services

Legal Resources

Education Law Center	(973) 624-1815
NJDOE Office of Special Education	(609) 376-9060
Northeast New Jersey Legal Services	(973) 523-2900
Paterson Education Fund	(973) 881-8914
SPAN Parent Advocacy Network	(973) 642-8100

Government Services

Passaic County Bd. of Social Services	(973) 881-0100
Passaic County Sheriff's Office	(973) 389-5900
Passaic County One-Stop Career Center	(973) 742-9226
Paterson Fire Department	(973) 389-5900
Paterson Free Public Library	(973) 321-1223
Paterson Police Department	(973) 321-1111

Food Pantries

CUMAC	(973) 742-5518
Father English Community Center	(973) 279-7100
Hispanic Multipurpose Service Center	(973) 684-3320
St. Paul's Community Development Corporation	(973) 278-8611

Family Support

Center for Family Resources	(973) 962-0055
Family Intervention Services	(973) 523-0089
Home Care Options	(973) 523-1224
New Destiny Family Success Center	(973) 278-0220
New Jersey Community Development Corporation	(973) 321-1600
Paterson Habitat for Humanity	(973) 595-6868
Paterson Task Force	(973) 279-2333
Wafaa Organization	(973) 766-2406

Domestic Violence

Oasis - A Haven for Women & Children	(973) 881-8307
Passaic County Women's Center	(973) 881-1450

Mental Health & Substance Use

CarePlus Kinship	(201) 265-8200
Eva's Village	(973) 523-6220
Paterson Coalition Against Substance Abuse	(973) 655-6785
Straight & Narrow	(973) 345-6000

Health Services

Partnership for Maternal & Child Health of Northern New Jersey	(973) 942-3630
Passaic County Health Department	(973) 881-4396
Paterson Community Health Center	(973) 278-2600
Paterson Division of Health	(973) 321-1277
Planned Parenthood	(973) 345-3883
St. Joseph's Regional Medical Center	(973) 754-2000
NJ Family Care	(888) 453-2534

Appendix E:
Substance Abuse Policy and Procedures

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