

# **National Park Elementary School**

## **Behavior Code**

**2009**

*No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.*

Emma Goldman

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## **STUDENT CODE OF CONDUCT**

Our every effort has, as its primary goal, the preparation of students to function successfully as adults. Effective citizenship in a democratic society requires balancing individual freedom with responsibility to society. The policies and regulations created by the National Park Board of Education and its administration aim to create a balance of individual privileges with the needs of the school community. Our efforts are designed to help each student understand the value of responsible behavior and accountability for one's actions. In all cases, our primary intent is to help students make better decisions. It is the ultimate responsibility of the student to learn, understand and adhere to school rules.

### **I. CORE VALUES**

The administration and faculty of National Park Elementary School strongly believe that "core values," shared through out the school community, are essential to maintaining a meaningful and effective code-of-conduct. The following principles should guide our efforts as students, parents and educators:

- Children are here to learn, and teachers are here to teach.
- Everyone has the right to be treated with respect, courtesy and dignity at all times.
- School is a special place with its own set of standards.
- Everyone has a right to express him/herself and a right to be heard. There is an appropriate way to do so.
- Disrespect, bullying, verbal and physical aggression, drugs, and weapons, have no place in a school.
- Problems or disagreements should be resolved peacefully, not aggressively.
- Everyone has the right to feel safe.

## **II. GOALS OF THE CODE OF CONDUCT**

The goals of the Behavior Code are established, in part, to provide maximum support for the efforts of classroom teachers, after all available classroom management strategies have been exhausted. Our Code has four very clear goals:

- 1) **To protect learning and instruction**
- 2) **To promote mutual respect for others and the school**
- 3) **To ensure students take full advantage of their educational opportunities**
- 4) **To create a safe learning environment**

In support of these goals, the administration and faculty at National Park School are committed to a basic set of beliefs and values which seek to:

- Encourage and reinforce positive behaviors over punishment
- Provide for intervention and prevention strategies whenever possible.
- Provide consistency and fairness for all students.
- Encourage long term behavior modification to eliminate future disciplinary infractions.
- Allow for developmentally appropriate behavioral differences among students.
- Encourage parental involvement at every level.
- Incorporate "natural consequences" whenever possible.
- Make use of a student's personal time to implement consequences as opposed to loss of school time.
- Allow for "equivalent discipline" when all traditional discipline strategies have been exhausted and proven ineffective,
- Allow for extenuating circumstances in the administration of discipline.

### **III. PARENTAL INVOLVEMENT AND SUPPORT**

No code of conduct or behavior management program can be successful without the support and involvement of parents. Our response to most behavioral infractions by students seeks the active involvement of parents - either through telephone contact, written communication or conference. A student's best interests are served when the parent – school relationship is one mutual trust, respect, cooperation and shared responsibilities.

Misconduct in school affects everyone: other students (and their parents,) teachers, aides and administrators. Each obstruction to, or interference with, the teaching-learning process wastes valuable time, energy and resources. Problems, therefore, must be “owned” by all parties involved, and each needs to be part of the solution. In addition, parents involvement, in any disciplinary action concerning their child, has proven to be the most reasonable and productive approach to bringing about satisfactory change.

It is to be expected that there will be times when parents disagree with decisions regarding their child's discipline. At such times we strongly urge parents to schedule an appointment with an administrator to discuss the matter as soon as possible. It is important to avoid drawing conclusions based on partial information. This can give children the wrong message and negatively affect efforts to teach children responsibility. Please remember that our focus is to teach socially acceptable and appropriate behaviors and protect students against unacceptable behaviors. Punishment for its own sake is in no one's best interest and is usually ineffective. Many of the social interactions and behaviors that your children learn now will follow them throughout their lives.

### **IV: SCHOOL - COMMUNITY CONNECTION**

This year, National Park School will be working in a partnership with the Juvenile Division of the Police Department. In addition to Officers conducting the DARE program, one will be designated as Police Liaison Officer. This partnership represents a proactive, cooperative effort between the Police Department and the school at determining and addressing the needs of our children in school and in the community at large. Our goal is to reinforce in children the understanding that rules and regulations don't end when school is dismissed. Some behaviors and activities of students, which occur off school premises, may result in actions taken by either the school or local law enforcement. Students may be subject to consequence imposed by the school, including but not limited to suspension for actions that are inconsistent with the National Park School District's student Code of Conduct. Additionally, students may be subject to civil charges and / or be required to perform community service. Conduct determined to be legitimate cause for action shall include, but not be limited to, the following:

- Conduct constituting a danger to the physical or emotional safety and wellbeing of another student
- Taking, or attempting to take, personal property or money from another student
- Cyber-bullying
- Physical assault upon another student
- Vandalism

## **V: STUDENT RIGHTS AND RESPONSIBILITIES**

### **Student Rights**

Substantial bodies of state and federal laws address the rights of students. These are outlined in the New Jersey State Administrative Code and summarized in the 1995 State Department document entitled "Student Codes of Conduct," pages 22-35. These documents will guide any questions that may arise in these areas. These rights include:

- The right to a public education;
- The right to attend school in a safe environment;
- First Amendment rights;
- Protection from discrimination and harassment and entitlement to respectful communication;
- Access, confidentiality, and content of pupil records;
- Due process in disciplinary matters;
- Search and seizure rights within a school setting.

### **Lowering of grades**

- Grades cannot be lowered as a result of work missed while a student is suspended.
- A suspended student must be given the opportunity to make up the work.

### **Exclusion from extracurricular activities, school functions or class trips**

A student's entitlement to a thorough and efficient education does not extend to extra curricular activities, school functions, or class trips when denied as part of a disciplinary sanction. The administration has discretionary power to exclude a student from these activities when such measures are reasonable and designed to maintain the order and the integrity of the school environment.

## Student Responsibilities

### 1. Conduct

Students have a fundamental right to a free public education. They have a corresponding responsibility to join with other members of the school community in respecting the rights and responsibilities of others in the community and in establishing a climate conducive to learning within the school. Students have the responsibility to, and are expected to, treat themselves and others with respect. This includes, peers, teachers and other staff members. Students have the responsibility to respect school property and the property of others. In general, they have the responsibility to behave in a manner which guarantees a safe, orderly school environment. It is the responsibility of all members of the school community (students, parents, staff and administration) to see that these expectations are maintained.

### 2. Attendance

Regular attendance at school is a fundamental responsibility of students. Parents and school officials are obliged to ensure their attendance:

N.J.S.A. 18A:38-25 requires “every parent, guardian or other person having custody and control of a child between six and 16 to ensure that such child regularly attends the public schools of the district..... “ School officials are responsible for monitoring such attendance and invoking truancy procedures when necessary.

N.J.S.A. 18A:38-31 states that “a parent or guardian or other person having charge and control of a child between the ages of 6 and 16 years, who shall fail to comply with any of the provisions of the article (N.J.S.A. 18A:38-25) relating to his/her duties, shall be deemed to be a disorderly person and shall be subject to a fine.....” of not more than \$25.00 for the first offense and not more than \$100.00 for each subsequent offense, in the discretion of the court.”

Lateness and excessive or unexcused absenteeism not rising to the level of truancy are also serious matters which, while not resulting in court sanctions against parents, will be a cause for student discipline or other modes of intervention as a matter of policy. **Five unexcused latenesses will be converted to equal 1 half day absence and be recorded as such. Unusually high absenteeism, approved or otherwise, interferes with the continuity of learning and may pose a threat to a student’s promotion to the next grade**

### 3. Application to Studies

Under State law, students are expected to apply themselves to the tasks set out for them by our school. These include striving to attain established goals and objectives, completing assignments, and contributing to the classroom and school environment.

## **VI: PREVENTION**

Experienced teachers know that effective classroom management begins with prevention. Setting clear expectations for behavior, planning stimulating and interesting lessons, keeping students on task, and using effective communication practices are some of the preventive measures teachers use. The less a teacher has to deal with discipline the better the learning environment for the class. A reliance exclusively on corrective and punitive measures to control behavior would reflect classroom management program that is out of balance.

The same holds true for school wide discipline. A discipline, or code-of-conduct, policy that does not emphasize positive behavior and prevention first is a policy that is out of balance. Like the classroom, the less the school has to deal with discipline, the more time we can deal with learning and instruction. So if a discipline or code-of-conduct policy is to be truly comprehensive, it must focus on encouraging positive behavior and incorporate strategies for prevention.

Over the past year, the administration, faculty and staff at our school has been involved in implementing a highly successful, researched base program, endorsed by the NJ Department of Education called *Positive Behavior Support in Schools*. Our staff has received program training through ERIC, the Educational Information and Resource Center. The following are some of the preventative measures emphasized throughout our Code of Conduct.

- Strive to make all students feel connected to the school.
  
- Establish mentor programs. Prevent students from being anonymous in our school. Students who continually impact the discipline system are typically kids who refuse to be anonymous;
  
- Encourage effective communication practices by everyone in the school;
  
- Support and publicize the core values of our school. All members of the staff are expected to model and support these values with students;
  
- Recognize and show appreciation when students behave appropriately.
  
- Analyze where problems are occurring and what can be done to minimize them at a systemic level.
  
- Many times students react in inappropriate ways because they lack the social skills to respond appropriately. Programs addressing necessary social skills are being integrated into the curriculum.

## **Behavioral Support Resources**

Behavioral support offered by National Park School include, but are not limited to:

- Character Education
- Student of the Month recognition assemblies
- Behavior Management Team services
- Child Study Team services
- Individual interventions
- Confidential school based counseling
- Positive reinforcement for good conduct and academic achievement
- Peer mediation
- Confidential on site counseling through Value Options (with parent's permission)
- Staff mentoring

## **VII. GENERAL GUIDELINES FOR CODE IMPLEMENTATION**

1. The Principal maintains the authority to exclude a student from extra-curricular activities including trips, parties, assemblies, and / or dances as part of any consequence for a student's violating our code-of-conduct.
2. Classified students receive the same consequences as all other students with the following exceptions in accordance with Federal Civil Rights statutes and New Jersey law:
  - If a modification to the code-of-conduct policy is stated in the child's I.E.P. These modifications will state alternate consequences but will not exempt any classified student from receiving consequences for violation of school rules. The CST will ensure the building administration receives the I.E.P.'s for these students at the beginning of the year;
  - In accordance with 6A:16-7.2(5)(i), educational services that are comparable to those provided in the school for students of similar grades and attainment shall be provided within five (5) school days of a suspension. In accordance with 6A:14-2.8(a)2, educational services provided to general education students [in accordance with 6A:16-7.2(5)(i)] also applies to students with disabilities. Guidelines in accordance with 6A:14-2.8(c) regarding notice, change of placement, and manifestation determination remain in place.
  - In accordance with 6A:14-2.8(b), school district personnel may, on a case-by-case basis, consider any unique circumstance when determining whether or not to impose a disciplinary sanction or order a change of placement for a student with a disability who violates a school code of conduct.

3. In the event that reasonable attempts to affect change, in any given student, continue to prove ineffective, our school's Behavior Management Team will intervene and work directly with parents to employ non-traditional approaches for modifying behavior. Possible strategies discussed include:

- Referral to Mental Health services
- Administrative detentions- Friday afternoon detentions
- Parent monitors child during the day
  
- Student assignment to clean designated area(s) under supervision of cafeteria or maintenance staff

4. The principal or his/her designee has the authority to assign additional consequences if the infraction warrants it. They also have the authority to modify consequences based on significant instructional factors that come to their attention. In the event that a consequence needs to be modified, such modifications will be discussed between the referring teacher and a building administrator. Modifications to major offenses can only be made with the approval of the Superintendent of Schools.

5. Administration will make a determination as to when police would be notified to aid in addressing a situation.

6. As appropriate, a student can be requested to apologize to the offended party for any given offense.

7. It is an assumption throughout this document that students are, first and foremost, answerable to their classroom teacher. Therefore, the consequences described in this document are those used by the administration after individual teachers have worked with a student to remediate inappropriate behavior. As such, while a consequence may be noted as a "first offense," it can be expected to have followed 3 teacher interventions, especially in less critical situations.

8. Offenses will be viewed cumulatively. If a student is disrespectful for three different teachers, the student is to be addressed at the third level of consequence.

9. In as many cases as possible, contact or notification of parents should be by phone to ensure immediacy of response. A follow-up letter is recommended as well.

10. In some circumstances, students may warrant exclusion from a class/period due to unacceptable behaviors or safety considerations.

11. In school suspension will be assigned also when classroom disruptions continue.

## Loss of Privileges

A previously noted the basic premise of our entire approach to discipline and behavior management is to recognize and reinforce students' positive behavior. Many of the consequences outlined in the current Code of Conduct support the concept of "positive punishment," or the decreasing a behavior by assigning an aversive stimulus. In the majority of situations, this approach is successful. Still, there are those cases wherein this approach does not achieve the desired results. In such cases, the concept of "negative punishment," or the decreasing of a behavior by removing a pleasant stimulus, is employed. Once a student has exceeded a predetermined limit of "privilege demerits," for misconduct, a privilege is removed. Privilege demerits are cumulative. Consequences for grades 5 and 6 follow:

Number of Privilege Demerits	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
2	Privilege lost	Privilege lost	Privilege lost	Privilege lost	Privilege lost	Privilege lost	Privilege lost
	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	Recess
3	<b>Assemblies Including Student of the Month</b>	<b>Assemblies Including Student of the Month</b>	<b>Assemblies Including Student of the Month</b>	<b>Assemblies Including Student of the Month</b>	<b>Assemblies Including Student of the Month</b>	<b>Assemblies Including Student of the Month</b>	Assemblies Including Student of the Month
4	<b>Classroom party/activity</b>	<b>Classroom party/activity</b>	<b>Classroom party/activity</b>	<b>Classroom party/activity</b>	<b>Classroom party/activity</b>	<b>Classroom party/activity</b>	Classroom party/activity
5	Field trips Fun Day	Field trips Fun Day	Field trips Fun Day	Field trips Fun Day	Field trips Fun Day	Field trips Fun Day	Dances Field trips Fun Day

While subject to the same general principles of the Code of Conduct, consideration and modifications will be made for students in grades K – 4 based on their cognitive development and age appropriate behavior. These classes will have their own system of, and criteria for, "Privilege Demerits"

The expectations for Fifth and Sixth grades are necessarily higher because of their ages and to better prepare them for the behavioral expectations they will experience at Gateway Middle and High Schools.

## VIII: DISCIPLINARY CONSEQUENCES

### GOAL 1.0: TO PROTECT LEARNING AND INSTRUCTION

#### 1.1 Violation: Interfering with the teaching-learning process - Inappropriate Behavior

##### Definition:

Any deliberate behavior that disrupts the educational process during formal instruction.

##### Consequences:

###### 1st Offense

- 1 Morning detention, 8:00 – 8:30 AM

###### 2nd Offense

- 1 Lunch time detention

###### Subsequent Offense

- Afternoon detention, 3:00-3:50 PM
- Administrative conference

#### 1.2 Violation Academic dishonesty

Definition: Any copying or cheating including plagiarism.

##### Consequences:

###### 1<sup>st</sup> Offense

- Consequence(s) determined by classroom teacher
- Teacher will notify parent of offense.

###### 2nd Offense

- Zero (0) for test/assignment
- 1 After school detention, 3:00-3:50 PM
- Mandatory counseling with school counselor

###### Subsequent Offenses

- 1-Administrative detention, Friday, 3:00-4:30
- Parent conference with administration
- Zero (0) for test/assignment
- 1 Privilege demerit

### 1.3 Violation: **Use of unauthorized electronics**

#### Definition:

Use or display of cellular telephones, (or in possession of pagers or beepers, headphones, radio/player/recording device, i-pod and/or any accessories) in school, during the instructional school day.

#### Consequences:

##### 1st Offense

- Confiscate device(s).
- Contact parent
- Device(s) returned to student after parent contact.
- Morning detention, 8:00-8:30 AM

##### Subsequent Offense

- Confiscate device(s)
- Contact parent.
  - Devices returned to parent after contact is made.
  - Zero for test / assignment if during class
- After school detention, 3:00-3:50 PM

**GOAL 2.0: TO PROMOTE MUTUAL RESPECT FOR OTHERS AND THE SCHOOL**

2.1 Violation: **Harassment / Degradation**

Definition: Communication or behavior in any manner as to be threatening, intimidating, humiliating or causing severe discomfort to another. This includes harassment based on race, color, creed, religion, ancestry, national origin, sexual orientation, social or economic background or disability. This includes any form of hate or bias behavior. Any intentional behavior that promotes public humiliation of another student.

2.2 Violation: **Sexual Harassment**

Definition: Any physical contact, gestures, displays, writing, or verbalizing anything of an unwanted sexual nature, that can be considered offensive. This can also include possession or distribution of sexually suggestive drawings or written materials.

Consequences: Immediate referral to administration and

1st Offense

- Parental Contact/Conference
- 2 – Administrative detentions -Friday, 3:00-4:30 PM
- 2 – Privilege demerits
- Meet with school counselor
- Affirmative Action Officer notified, as appropriate
- Police notification, as appropriate

2nd Offense

- Parental Conference
- Mandatory meeting with Affirmative Action Officer
- Police notification, as appropriate
- 3 day Out of School Suspension

Subsequent Offenses

- Referred to the Board of Education for expulsion

2.3 Violation: **Bullying**

Definition: A pattern of behavior manifested by physical or verbal intimidation of another student, extortion, use of force to obtain goods, money or services from another through intimidation or abuse of power. Instances of “Cyber Bullying” will be justification for mandatory counseling or notification of police.

Consequences:

1st Offense

- Parental Contact / Conference
- Conflict Resolution / Mediation with School Counselor
- 1 – Administrative detention -Friday, 3:00-4:30PM
- 1 Privilege Demerit
- Police notification (Cyber bullying)

2nd Offense

- 2 – Administrative detentions -Friday, 3:00-4:30PM
- 2 Privilege Demerits
- Mandatory meeting with Affirmative Action Officer
- Referral to Community Counseling
- Parental Conference

3<sup>rd</sup> Offense

- Report to Police Department
- 3 day Out of School Suspension
- 5 Privilege Demerits

Subsequent Offense

- Referral to Board of Education for expulsion

2.4 Violation: **Disrespectful Behavior**

Definition:

Behavior characterized by discourteous remarks, gestures or profanity used to describe or directed toward students/staff.

Consequences:

1st Offense

- Parental Contact
- 1-After school Detention, 3:00-3:50 PM

2nd Offense

- 1-Administrative detention- Friday, 3:00-4:30PM
- Parental Contact/Conference
- Meet with school counselor
- 1-Privilege demerit

Subsequent Offense

- 3-Administrative detentions- Friday, 3:00-4:30PM
- Parent Contact/ Conference

- 3 Privilege demerits
- Behavior Management Team referral

2.5 Violation: **Insubordination / Willful Disobedience**

Definition: Any flagrant, deliberate, defiant language or behavior towards staff.

Consequences:

1st Offense

- 1 – Administrative detention -Friday, 3:00-4:30PM
- 1-Privilege demerit
- Parent Contact

2<sup>nd</sup> Offense

- 2-Administrative detentions -Friday, 3:00-4:30PM
- 2-Privilege demerits
- Parent Contact

Subsequent Offense

- 3– Administrative detention -Friday, 3:00-4:30PM
- Parent Contact/Conference
- 3-Privilege demerits
- Behavior Management Team referral

2.6 Violation: **Throwing Objects or Food**

Definition:

Throwing objects or food in a manner that is determined to be disruptive or that may cause bodily harm or injury.

Consequences:

1st Offense

- Pick up/clean anything that was thrown
- 1 – Administrative detention -Friday, 3:00-4:30PM
- Parental contact
- Financially responsible for any damages
- 1 Privilege Demerit

2nd Offense

- Pick up/clean anything that was thrown

- lunch detentions
- Parent Contact
- Financially responsible for any damages
- 1 Administrative Detention- Friday 3:00-4:30 PM
- 1 Privilege Demerit

Subsequent Offenses

- Loss of cafeteria privileges for one week: Student must be picked up from school and returned after lunch
- 2 Privilege demerits

2.7 Violation: **Disorderly Conduct**

Definition: Includes running, pushing, loud or boisterous behavior

Consequences:

1st Offense

- 1- Administrative detention- Friday, 3:00 to 4:30 PM
- 1 privilege detention
- Parent Contact

2<sup>nd</sup> Offense

- 2- Administrative detentions- Friday, 3:00 to 4:30 PM
- 2 Privilege demerits

Subsequent Offense

- 1 day out of school suspension
- Referral to the Behavior Management Team

2.8 Violation: **Inappropriate Language**

Definition: Using language that can be considered foul or offensive to others but not intended to be hostile or defiant

Consequences:

1st Offense

- 1- After school detention, 3:00-3:50 PM
- Parent contact

## 2nd Offense

- 1-Administrative detention- Friday 3:00-4:30 PM
- 1 Privilege demerit
- Parental contact

## Subsequent Offense

- 2-Administrative detentions- Friday 3:00-4:30PM
- 2 Privilege demerits
- Parental Contact
- Referral to community counseling

## 2.9 Violation: **Inappropriate Use of Computer Services**

Definition: Intentional accessing and/or sharing of websites that could reasonably be determined as inappropriate for elementary school students; changing of another student's password or deletion of another student's files

### Consequences:

#### 1st Offense

- Parental Contact
- Restricted computer access
- Morning detention, 8:00-8:30 AM

#### Subsequent Offense

- 1-Administrative detention- Friday 3:00-4:30 PM
- 1-Privilege demerit
- Indeterminate loss of internet privilege pending administrative review and parent conference
- Referral to School Counselor
- Depending on circumstances, alternate consequences may apply

## 2.10 Violation: **Vandalism**

### Definition:

Deliberate and intentional defacing/destruction of any personal, public or private property while in school, on the way to school or on the way home from school.

### Consequences:

#### 1st Offense

- Parental Contact/Conference

- 2-Administrative detentions- Friday, 3:00-4:30 PM
- Financially responsible for damages, if applicable
- Student may be required to clean or repair damaged property
- Possible filing of charges with local police by property owner
- 2-Privilege demerits

#### Subsequent Offense

- Parental Conference
- 3-Administrative detentions- Friday, 3:00-4:30 PM
- Financially responsible for damages
- Possible filing of charges with local police by property owner
- Mandatory counseling with guidance counselor
- Student may be required to clean or repair damaged property
- 3-Privilege demerits

#### 2.11 Violation: **Theft**

Definition: Deliberate taking of school or personal property.

Consequences:

##### 1st Offense

- Parent Contact
- 1-Administrative detention- Friday, 3:00-4:30 PM
- 1 Privilege Demerit
- Financial responsibility for stolen items
- Possible filing of charges with local police
- Mandatory counseling with school counselor

##### Subsequent Offense

- Parent Contact
- 2-Administrative detentions, Friday- 3:00-4:30 PM
- 2-Privilege demerits
- Financially responsible for stolen items
- Possible filing of charges with local police
- Referral to community counseling

#### 2.12 Violation: **Failure to Comply with Consequences**

Definition: Non compliance with consequences / detentions assigned by the teacher or the administration.

Consequences:

### 1st Offense

- Morning detention, 8:00-8:30 AM
- Teacher detention

### 2nd Offense

- After school detention, 3:00-3:50 PM
- Teacher detention
- Parent contact

### Subsequent Offense

- 1-Administrative detention, Friday- 3:00-4:30 PM
- 1 Privilege Demerit
- Teacher detention

## 2.13 Violation: **Failure to Attend Teacher Detention**

### Consequences:

#### 1st Offense

- Morning detention, 8:00-8:30 AM
- Teacher detention

#### 2nd Offense

- After school detention, 3:00-3:50 PM
- Teacher detention
- Parent contact

#### Subsequent Offense

- 1-Administrative detention, Friday- 3:00-4:30 PM
- 1 Privilege Demerit
- Teacher detention

2.14 Violation: **Failure to attend Administratively assigned Detention (morning and/or lunch)**

Consequences:

1st Offense

- 1-After school detention, 3:00-3:50 PM
- Parent Contact

2nd Offense

- 2-After school detentions, 3:00-3:50 PM
- Parent contact

Subsequent Offense

- 1-Administrative Detention- Friday, 3:00-4:30 PM
- 1 Privilege demerit
- Parental conference

2.15 Violation: **Failure to Attend Administrative Detention (Friday 3:00-4:30PM)**

Consequences:

1st Offense

- 2-Administrative detentions- Friday, 3:00-4:30 PM
- 2 Privilege Demerits
- Parent Contact

Subsequent Offense

- Parent conference
- 2 Privilege demerits
- 1 day Internal Suspension

**NOTE: Student does not return to regular day program until successful completion of assigned detentions.**

## 2.16 Violation: **Inappropriate Attire**

The school has the authority to regulate pupil dress and personal appearance so as to maintain an atmosphere conducive to learning. Attire should be neat, clean and age appropriate. Students whose attire is deemed inappropriate will be sent to the nurse's office, where they will be instructed to remove, replace, or conceal, the article of clothing. In certain circumstances, students may need to be removed from the normal school schedule until the problem can be resolved. They may require contacting home for a change of clothing. The administration reserves the right of final determination and to take action on attire that may not be covered by the Dress Code if it could potentially disrupt an orderly academic environment.

Definition: Any clothing, attire and accessories deemed inappropriate, unsafe, distracting or offensive.

### Guidelines:

- 1) Shorts, skirts, or dresses shall be mid-thigh length and fit properly round the waist. Blouses/shirts shall not reveal a bare skin midriff, abdomen or back.
- 2) All tops must have at least 3 inch shoulder straps.
- 3) Undergarments are not to be visible.
- 4) Hats, hoods, coats or jackets may not be worn in the building and are to be stored in home rooms until dismissal.
- 5) Jewelry or accessories which may be considered dangerous or offensive is not permitted.

Any clothing having material printed on it which could be offensive must not be worn (e.g., promoting alcohol, tobacco, violence, demeaning to any group or person, or of a sexual nature, etc.).

### Consequences:

#### 1st Offense

- Parental Contact
- Change attire or change to clothing as provided by parent

#### 2nd Offense:

- Change attire or change to clothing as provided by parent
- After school detention, 3:00-3:50 PM

#### Subsequent Offenses

- Change attire
- Parent Conference
- 1-Administrative Detention- Friday, 3:00-4:30PM
- 1-Privilege Demerit

## **GOAL: 3.0 TO ENSURE STUDENTS TAKE FULL ADVANTAGE OF THEIR EDUCATIONAL OPPORTUNITIES**

### 3.1 Violation: Chronic Absenteeism, Multiple Unexcused Absences, or Truancy

Definition: Chronic absenteeism is defined as absences that exceed 10 days for any reason that is not medically excused with a physician's note.

The frequent absence, tardiness or early dismissal of pupils from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of pupils to complete the prescribed curriculum requirements successfully.

On the day that the student returns to school a note from a parent/guardian or doctor is required. This note should include the student's name, date, day(s) of absence/lateness, reasons for absence/lateness and a parent/guardian signature.

Frequent or prolonged absences or repeated tardiness without satisfactory explanation shall be grounds for disciplinary action.

Note: A doctor's note **is required** after five consecutive days of absence or absence approved by School Nurse.

#### ABSENTEEISM

Each student in a full-day program is required to attend 2 hours to be marked as half-day present and 4 hours to be given credit for a full day. Students arriving after scheduled start time will be marked tardy. Students in the Pre-K program are required to attend 1/2 of their assigned session time to be marked as present.

Excused absence will occur only for the following reasons:

1. Personal illness verified with a physician's certification.
2. Death in the family.
3. Attendance required in court.
4. Religious holidays as listed by Commissioner of Education
5. School sponsored activities.

Students shall not be considered absent while participating in school-sponsored activities

#### Unexcused Absences

##### 1. Absence Notes

Students are required to present an absence note from their parents or guardians after each absence explaining their reason for absence. Personal illnesses need to be verified by a doctor's note to be considered as excused. Absences will be verified by a parent note but not excused without doctor's verification.

The absence is unexcused if no note is received. The school reserves the right to require official medical notes and legal documentation when necessary. The school may use discretion in this matter. School responses for unexcused absences:

- i. For up to four unexcused absences, the school district shall:
  - 1) Make a reasonable attempt to notify the student's parents/guardians of each unexcused absence prior to the start of the following school day;(office)

- 2) Conduct an investigation of the cause of each unexcused absence, including contact with student's parents;(nurse)
- 3) Develop an action plan in consultation with the student's parents/guardians designed to address patterns or unexcused absences if any, and to have the child return to school and maintain regular attendance;
- 4) Proceed in accordance with the provisions of NJSA 9:6-1 et seq. And NJAC 6A:11-11, if child abuse and neglect is suspected; and,
- 5) Cooperate with law enforcement and other authorities and agencies.

ii. For between five and nine cumulative unexcused absences, the school district shall:

- 1) Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the next school day;(nurse/social worker)
- 2) Conduct a follow-up investigation, including contact with the student's parents, to determine the cause of each absence;(nurse/social worker)
- 3) Evaluate the appropriateness of the action plan previously developed;
- 4) Revise the action plan as necessary, to identify patterns or unexcused absences and establish outcomes based upon the student's needs and specify the interventions for achieving the outcomes, supporting the student's return to school and regular attendance that may include any or all of the following:
  - (A) Refer or consult with the building's social worker pursuant to NJAC6A:16-8.
  - (B) Conduct assessment of student's academic, behavior and health needs.
  - (C) Consider an alternate placement.
  - (D) Make a referral to health agency or other resource.
  - (E) Refer to court program designated by the New Jersey Administrative Office of the Court; and,
  - (F) Proceed in accordance with the provisions of NJSA 9:6 and NJAC 6A:16-11, if abuse or neglect is apparent and cooperate with proper authorities.

iii. For cumulative unexcused absences of 10 or more, the student is truant, pursuant to NJSA, 18A:38-27, and the school district shall:

- 1) Make a mandatory referral to the court program required by the New Jersey Administrative Office of the Court;
- 2) Make a reasonable attempt to notify the student's parents of the mandatory referral;
- 3) Continue to consult with parent and involved agencies to support the student's regular attendance
- 4) Cooperate with law enforcement officials
  - 5) Proceed in accordance with NJSA 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statues, as required.

### **Court Action**

New Jersey state law mandates that students, who fall within the compulsory ages, maintain good, regular attendance and that it is the parent's responsibility to have students attend school. Failure to comply with this requirement will result in court action being taken by the school district against the parents of the student.

**NOTE:** Chronic Absenteeism may be cause for retention.

Vacations during the school year are strongly discouraged. Administration must receive prior notification of such absences. In this event, the absence will be note, but the student will not be considered truant.

### 3.2 Violation: **Unauthorized departure from school grounds**

Definition: Students leaving school grounds without permission while classes are in session.

Consequence:

1st Offense

- 2-Administrative Detentions-Friday, 3:00-4:30 pm
- Parental contact
- 2-Privilege Demerits

2nd offense

- 2-In School Suspension days
- Parent conference
- Meet with school counselor

Subsequent Offenses

- 4-In School Suspension days
- Parent conference
- Behavior Management Team Referral

## **GOAL: 4.0 TO CREATE A SAFE ENVIRONMENT FOR LEARNING**

### 4.1 Violation: **Aggravated Misconduct**

Definition: Action by a student directed at another student which exceeds simple inappropriate behavior and has malicious or harmful intent (i.e., instigating a fight).

Consequences:

1st Offense

- Administrative Detention-Friday, 3:00-4:30pm
- 1-Privilege Demerit
- Parent Contact

2nd Offense

- 2 days- In School Suspension

- 2 Privilege demerits
- Parent Conference
- Meet with school counselor

#### Subsequent Offenses

- 4-Days- In School Suspension
- 4 Privilege Demerits
- Parent Conference
- Behavior Management Team referral

#### 4.2 Violation: **Making Threat of Violence**

Definition: Exhibiting behavior, making verbal or written statements, displays, or gestures which threaten physical or emotional harm to students. ("I'll beat you up." or "I'll kill you.")

#### Consequences:

##### 1st Offense

- Parent notification
- Suspension pending Risk Assessment
- Possible Police Notification

##### 2nd Offense

- 2-Days, Internal Suspension
- 4-Privilege demerits
- Police Notification as appropriate
- Referral to BOE with recommendation for expulsion

#### 4.3 Violation: **Use of Violence Toward Another Student.**

Definition: Using physical violence to settle disputes or to intimidate with intent to harm.

#### Consequences:

##### 1st Offense

- Out of School Suspension pending Risk Assessment outcome
- Peer Mediation, if appropriate
- Recommendation for professional counseling
- Parent Conference Possible
- Filing of Charges with Police

## 2nd Offense

- Administrative meeting regarding possible expulsion
- Consideration of charges filed with police
- Parental Conference
- 7 day –Out of school suspension
- 7 Privilege Demerits

### 4.4 Violation: Assault on a Staff Member

Definition: **Striking, pushing, biting, kicking or any physical attack on a staff member in a hostile manner.**

Consequences: All instances

- Mandatory Risk Assessment
- 5 day Out of School suspension
- Referral to Board of Education for extended suspension or expulsion proceeding as per N.J.S. 2C: 12-1 and N.J.A.C.18A:37-2.1
- Parental conference
- Police notified, charges filed
- 5 Privilege demerits
- Mandatory community counseling

### 4.5 Violation: Weapons and Look-a-like Weapons

Definition: Possession of any item that qualifies as a weapon under New Jersey Statute, any item which is capable of causing harm or bodily injury for which there is no educational or instructional purpose or any item which has been observed to have been displayed or used as a weapon. This definition includes, but is not limited to water guns, guns, knives, stun guns, aerosols, teargas, brass knuckles, blackjacks and martial arts weapons, sling shots, fireworks.

Consequences: Any Offense

- 10 days out of school suspension
- Mandatory Risk Assessment
- Hearing before the Board of Education to determine alternate educational or expulsion
- Filing of charges with police department
- 7- privilege demerits
- Parent Conference
- Removal of privileges at the discretion of school administration

#### 4.6 Violation: **Inappropriate Behavior on Bus while attending school sponsored trip**

Definition: Any deliberate behavior that distracts or disturbs the bus driver, creating an unsafe driving situation.

Consequences:

1st Offense

- Parent contact
- 2 day Administrative Detention- Friday, 3:00-4:30 pm
- 2 Privilege demerits

Subsequent Offense

- 4 Privilege demerits
- 1 day In School Suspension
- Parent Conference

#### 4.7 Violation: **Bomb Threat Against the School**

Definition: Calling in or writing a note reporting falsely the presence of an explosive device on school grounds.

Consequence: Any offense

- Immediate suspension pending Risk Assessment outcome
- Referral to Board of Education for consideration of expulsion
- Filing of charges with local police