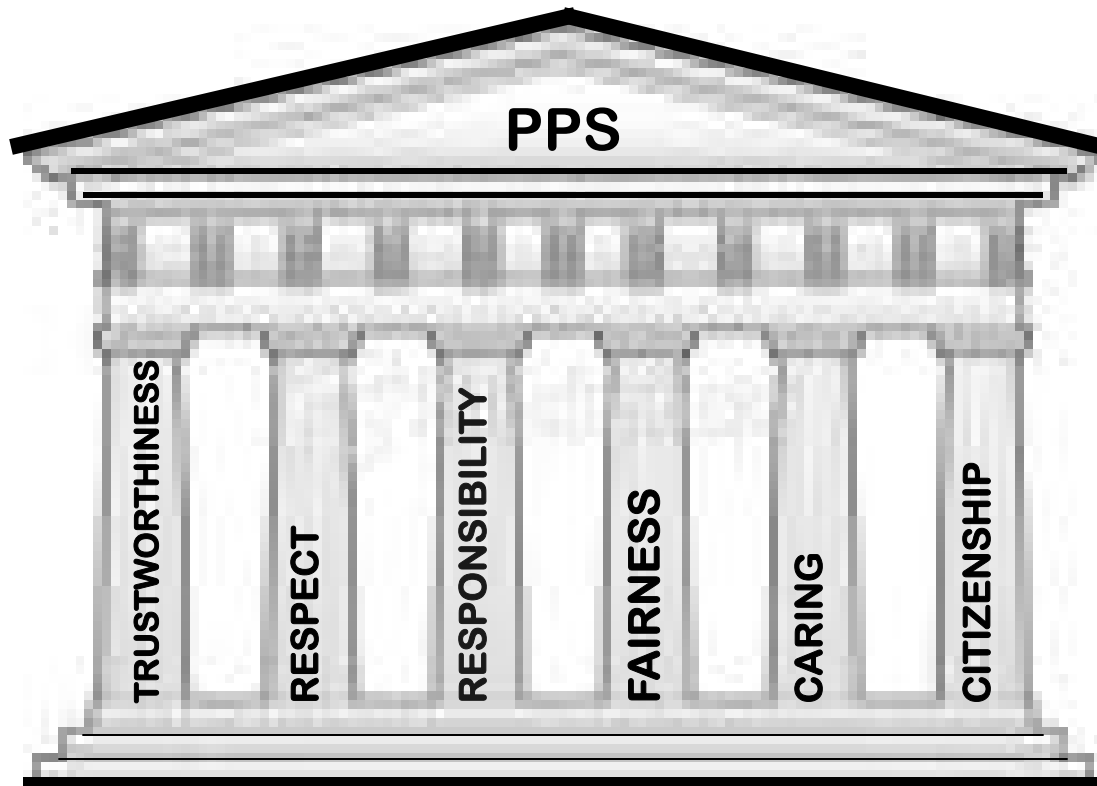


PLAINFIELD PUBLIC SCHOOLS



2010-2011

Student Code of Conduct Handbook

STUDENT CODE OF CONDUCT HANDBOOK

2010 – 2011 PLAINFIELD SCHOOL DISTRICT

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CODE OF CONDUCT

MISSION STATEMENT

District Mission Statement

The Plainfield Public Schools in partnership with its community shall do whatever it takes for every student to achieve high academic standards – No Alibis! No Excuses! No Exceptions!

Code of Conduct Mission

The Plainfield Public Schools' Code of Conduct sets high standards and expectations which challenge each student and provides opportunities for students to learn how to make good decisions, resolve conflict, work together and develop students into mature, responsible, citizens of the future.

PURPOSE OF THE CODE OF CONDUCT

Education in this community represents a significant commitment to our students and their development. The benefits a student derives from this investment depend very much on the student's attitude toward learning and the student's behavior. Providing a safe and secure campus-learning environment for every student is a goal of the Plainfield School District. A proper balance between expectations and responsibilities is essential if the district is to provide a safe and secure educational system that allows student to develop to their fullest potential.

The Purpose:

- To support a positive school climate where learning takes place for all stakeholders of the school community.
- To provide clear expectations for positive recognition, academic and social standards and social and emotional learning opportunities for all students within our district.
- To support character building that is necessary for success in life.
- To provide a method of corrective instruction and interventions for responding to conduct offenses.

ACKNOWLEDGEMENT REFERRAL PROCESS

Within the Plainfield Public Schools, good behavior and good decision making does not go unnoticed. Through our Student Code of Conduct Handbook we provide opportunities to acknowledge student achievement and other positive behaviors. Students are recognized through district celebrations as well as school wide events where their peers, parents and the community can share in their accomplishments.

Students are expected to conduct themselves as good citizens both in and out of school at all times. We expect our students to represent their school in a positive manner and serve as good role models to other students and to the members of the community.

It is our aim to recognize our model students who exhibit commendable character along with students that aspire to improve within the areas of: academics, personal behavior, school/community support, attendance, and uniform compliance.

One of the greatest motivators for students is to provide incentives and rewards for their appropriate behaviors. Our **Acknowledgement Referral** recognizes students who make conscience choices to exhibit positive character and improve in the areas of: caring, citizenship, fairness, respect, responsibility and trustworthiness.

Please see Form F in the appendix

ACADEMIC HONESTY

In order for teachers to teach and for students to learn, an atmosphere conducive to learning must be consistently maintained. Well-ordered behavior is essential to reach quality educational goals.

Parents in partnership with educators and the community must assume the responsibility of providing opportunities for students to learn how to make good decisions, resolve conflict, and work together. These learning opportunities enable students to become self-disciplined. Educators must also actively attempt to involve parents and other community agencies in assisting students to manage their own behavior.

Plainfield Public Schools (PPS) is committed to and values intellectual integrity and requires academic honesty and ethical behavior on the part of all students. The PPS Student Code of Conduct prohibits conduct that is dishonest, embodies a lack of integrity or trustworthiness, or may unfairly intrude on the rights or privileges of other students who attend the Plainfield Public School System. PPS has a responsibility to promote academic honesty and intellectual integrity; to develop policies and procedures to effectively inform and educate students about the consequences of academic dishonesty, and its negative impact on the school climate and learning environment.

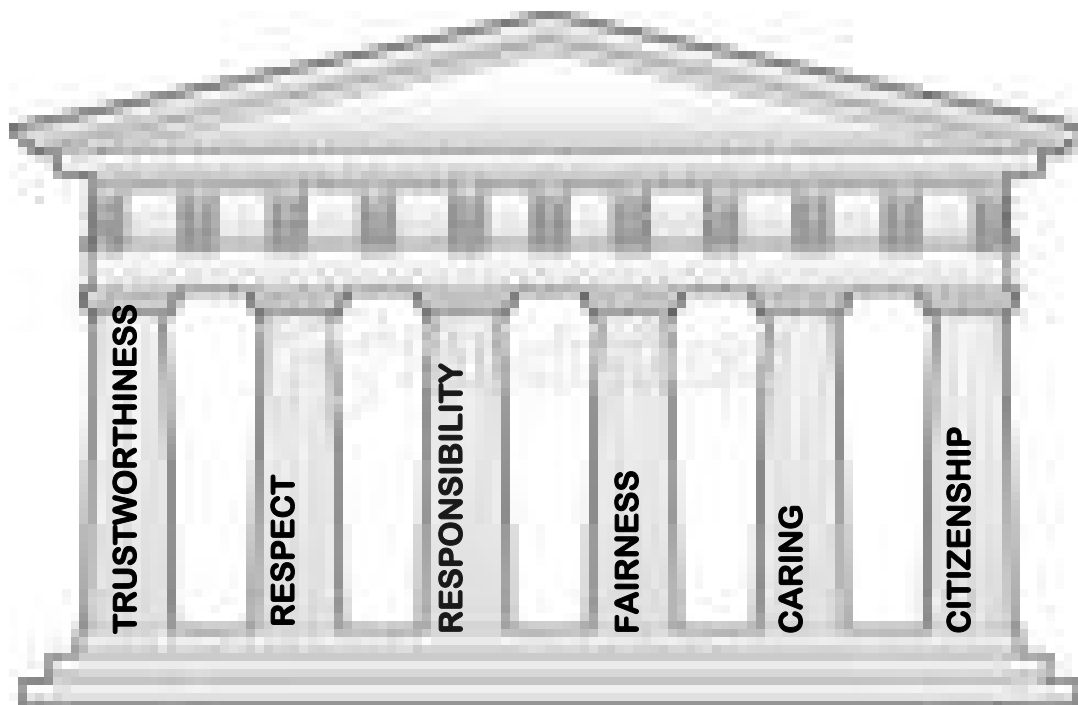
PPS also has a responsibility to impose appropriate disciplinary sanctions when students are found to be in violation of the District's Code of Conduct. In short, students are responsible for the honest completion and representation of their work! Students who violate the District's Code of Conduct must be confronted and must accept the consequences of their actions.

The National Association of Student Personnel Administrators defines academic dishonesty by the following:

- Cheating intentionally: using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representing the words or ideas of another as your own in any academic exercise.
- Facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

SIX PILLARS OF CHARACTER EDUCATION

The Plainfield Public Schools' standards of character education are an essential component of the District's Code of Conduct. We believe with appropriate infusion of character education into our curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education. PPS provide an opportunity for our students to be exposed to important values which will help them not only develop into successful students in school but become successful citizens and human beings in life.



Trustworthiness – Be Honest~ Don't deceive cheat or steal~ Be reliable – do what you say you'll do ~ Have the courage to do the right thing ~Build a good reputation~ Be loyal – stand by your family, friends and community

Respect – Treat others with respect~ Be tolerant of differences~ Use good manners~ No bad language~ Be considerate of the feelings of others~ Don't threaten, hit or hurt anyone ~ Deal with anger, insults and disagreements peacefully

Responsibility – Do what you are supposed to do ~ Persevere: Keep on trying! ~ Always do your best ~Use self-control ~ Be self-disciplined ~ Think before you act- consider the consequences ~ Be accountable for your choices

Fairness – Play by the rules ~ Take turns and share ~Be open minded; listen to others ~ Don't take advantage of others~ Don't blame others carelessly

Caring – Be kind ~ Be compassionate and show you care ~ Express gratitude ~ Forgive others ~ Help people in need

Citizenship – Do your share to make your school and community better ~ Cooperate ~ Get involved in Community affairs~ Stay informed; ~ Be a good citizen ~ Obey laws and rules ~ Respect authority ~ Protect the environment

ATTENDANCE

New Jersey laws require that “every parent, guardian or other person having custody and control of a child between the ages of 6 and 16 years shall cause such child regularly to attend....school” (New Jersey Law Title 18A:38-25). That means we must work together to make sure your child attends school on a regular basis. The Board of Education, the Plainfield Police Department and the Union County Prosecutor’s Office all believe that the education of children is a shared responsibility. If a child is not in school, they cannot learn and achieve success. Any child who is repeatedly absent without a proper excuse from school shall be considered a truant.

STUDENT’S BEHAVIORAL/EXPECTATIONS

- Take pride in your home, school, and community.
- Obey all school rules.
- Obey all state and federal laws.
- Make informed choices.
- Do your best at all times.
- Take responsibility for your own actions.
- Set goals (short & long term).
- Don’t give up, finish what you start.
- Do what’s right, and not just what’s easy.
- Think about others’ needs and feelings.
- Be able to disagree with someone without anger or violence.
- Stand up for what you know is right.

STUDENT’S RESPONSIBILITIES (K - 12th Grade)

1. To be aware of and follow school policies, regulations and guidelines regarding acceptable behavior.
2. To refrain from disruptive behavior which may interfere with a teacher’s right to teach and a student’s right to learn; to treat each other and school staff with respect and to help keep classrooms quiet and orderly.
3. To treat all students, school staff, parents and personnel with respect.
4. To seek assistance from school personnel to prevent or resolve conflicts.
5. To report incidents or activities that may threaten or disrupt the school environment.
6. To attend classes regularly and punctually, prepared with necessary materials and completed assignments.
7. To participate in, or help develop, student government organizations and guidelines that promote a safe and orderly environment for learning.
8. To become advocates for programs such as conflict resolution, peer mediation, anger management, etc.
9. To encourage and assist other students in their academic pursuits.
10. To develop a school/community spirit and encourage and supports pride in

- one's self, family, home, school and community.
11. Individual schools may identify additional responsibilities based on their schools norms.

PARENT/GUARDIAN'S RESPONSIBILITIES

1. To teach the child self-discipline and respect for authority.
2. To cooperate with the school to require and reinforce self-discipline.
3. To familiarize the child with the School Discipline Code and procedures and to ensure that the child understands the dangers and consequences of committing acts which violate it.
4. To see that the child attends school regularly, on time and well prepared.
5. To provide school personnel with emergency phone numbers and other pertinent information available.
6. To be available for meetings and conferences when necessary, and to cooperate with the school for the benefit of the child.
7. To be responsive to all school memos that are sent home regarding discipline.
8. To review and agree to the Parent/Student Contract distributed by individual schools.

TEACHER'S RESPONSIBILITIES

1. To develop classroom management strategies that support students taking responsibility for their own behavior.
2. To establish effective discipline in the classroom and school. Classroom discipline procedures should include an emphasis on efficacy principles of development.
3. To post the rules for acceptable classroom behavior and provide copies of the rules to parents/guardians.
4. To confer with the Department of Student Intervention and Family Support Services personnel (SIFSS) in seeking possible solutions to resolve discipline problems.
5. To inform students of individual classroom behavior expectations and to use rewards for good behavior.
6. To avoid ridicule and negative comparisons.
7. To follow due process in correcting inappropriate conduct while consistently applying rules.

8. To report to parents/guardians at regular reporting periods the acceptability of a student's conduct and to keep adequate records of disorderly conduct.
9. To protect the rights of other students by initiating action to remove dangerous or disruptive students.
10. To discuss behavior and discipline problems with the student, and unless the seriousness of the offense merits immediate action, warn the student that continued misbehavior will result in definite consequences.
11. To initiate the following actions if the problems persist: (a) Contact the parent/guardian by telephone/letter for input and cooperation when necessary; (b) Document intervention strategies; (c) Fill out the Code of Conduct Report and submit it in a timely manner; (d) Refer the student to the Guidance Counselor; (e) Consult with the Principal concerning the misbehavior; (f) Decide whether or not a referral to the SIFSS Team is appropriate. Submit referral to SIFSS Team when necessary.
12. To attend necessary and mandatory conferences, staff meetings and staff development trainings.
13. To assist in the identification and referral of students involved with illegal substances, and to report students involved in substance abuse to the appropriate personnel in a timely fashion.

SCHOOL LEADERSHIP TEAM (SLT) RESPONSIBILITIES

1. To monitor safety issues in the school by conducting periodic assessments of safety issues.
2. To maintain and analyze data on student infractions of the School Discipline Code.
3. To communicate the expectation that school safety is a school-wide responsibility.
4. To periodically assess the climate of the school and take necessary actions to develop and maintain a positive environment for teaching and learning.
5. To address issues related to developing and maintaining a safe school in the annual school improvement plan.
6. To make recommendations to the district (SLT) concerning issues related to safe schools.



PRINCIPAL/SUPERVISOR'S RESPONSIBILITIES

1. To maintain and, if necessary, to restore a safe, secure, and orderly school environment.
2. To explain the School Discipline Code and procedures to all staff so that they can help students understand and accept the rules. The principal or vice principal should discuss the School Discipline Code and procedures at a school assembly with the entire student body present.
3. To ensure that there is agreement and consistency in behavior management in each school.
4. To monitor the return of the forms to be signed by parents stating that they have received and read the School Discipline Code and procedures.
5. To ensure that all system-wide regulations, laws, and school rules regarding discipline, drugs, and alcohol are applied consistently.
6. To submit accurate reports of school violence and vandalism to the appropriate authorities.
7. To give support to staff members including modeling successful and effective strategies at staff meetings.
8. To establish and monitor procedures that ensure (a) immediate action for referred and documented violations of discipline regulations; (b) informing parent/guardian when appropriate; (c) informing the involved staff member, in writing, of actions taken on referred violations; (d) maintaining a file of all discipline actions and referrals on each student.
9. To take immediate action for any student in need of assessment, intervention, re-entry assistance, or disciplinary action necessary for violations of alcohol and drug regulations.
10. To inform the parent/guardian and student when disciplinary action is needed.
11. To give support to faculty in making referrals and to advise them of appropriate methods of referral.
12. To support the development of a SIFSS Team consisting of staff members who will have responsibility for implementing a program for the purpose of assessing and facilitating strategies for students exhibiting at-risk behaviors.
13. To consistently communicate the expectation that all staff are responsible for responding to problems in a constructive and effective manner with administrative support.

14. To establish positive incentives for appropriate behavior and/or improved behavior. Examples would be Principal's Award, parent recognition, etc.
15. To distribute and discuss the School Discipline Code and procedures with all staff members, parents and students.
16. To review and/or inform new students and their parent/guardian of the School Discipline Code and procedures when they transfer into a school during the year.

SUPERINTENDENT'S/CENTRAL OFFICE RESPONSIBILITIES

1. To develop a safe school plan that will create a secure and orderly environment that is conducive to learning.
2. To give counsel and provide staff development opportunities, advice and support to staff/students and parents.
3. To ensure the consistency of the application of the discipline code and regulations in the school system are maintained.
4. To encourage the exploration of new approaches to student behavior management by providing resources for in-service training for certificated and non-certificated staff in managing discipline problems.
5. To coordinate Board Disciplinary Hearings with school administration.
6. To provide an orientation and continued training for new teachers on the discipline code and procedures.
7. To maintain data collection while periodically reviewing and evaluating data and information with administration and staff.

BOARD OF EDUCATION'S RESPONSIBILITIES

1. To adopt a fair and consistent discipline policy.
2. To ensure the fair and consistent application of the discipline policy by all staff members.
3. To ensure through policies and actions that every Plainfield school provides a safe, secure, and orderly environment where there is a climate of respect and that appropriate personal conduct is a priority for all students and all school personnel.

EQUAL EDUCATIONAL OPPORTUNITY

The district shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities and services and give them maximum opportunity to achieve their potential regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, nationality, place of residence within the district, social or economic condition, or disability. Enforcement of other district affirmative action/equity policies (2224, 4111.1, 4211.1 and 6121) contribute to this legally required equality of educational opportunity.



GRIEVANCE PROCEDURE FOR DISCRIMINATION COMPLAINTS

It shall be a violation of these policies for any member of the Plainfield Public Schools' staff, student body or contractors to engage in discriminatory practices. Discriminatory practices means a policy, action, or failure to act that limits or denies equal access to or benefits from the educational activities or programs of a school, or that generates or permits injustice or unfair or otherwise inequitable treatment of students or staff that is reasonable perceived as being motivated by any actual or perceived characteristic such as race, color, creed, religion, ancestry, national origin, gender, affectional or sexual orientation, gender identify and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristics, that takes place on school property, at any school-sponsored function or on a school bus.

Students, employees, and parents/guardian are encouraged to seek redress for an alleged violation of these policies through the school or department administrator. However, they may submit the complaint directly to the Affirmative Action Officer through the use of the Grievance Procedure for discrimination complaints. Copies can be obtained in the school or department or from the district's Affirmative Action Officer.

SUSPENSION/EXPULSION PROCEDURES

The administration shall establish, and the Board shall approve, specific procedures for dealing with suspension cases. Regulations ensuring due process to all pupils before a suspension is imposed shall be developed with the advice of the Board attorney and shall include at least:

- (A) Informing the pupil of the charges against him/her;
- (B) Giving the pupil a chance to reply to them.

These regulations shall also include safeguards for the dismissal of pupils suspended from school, procedures for calling an immediate conference with parents/guardians, limitations on the length of suspensions, and specifics for the reinstatement of pupils.

When the chief school administrator imposes a suspension, he/she must report it to the Board. No suspension may continue beyond the second regular meeting of the Board following the suspension without Board action. A suspended pupil may be reinstated by the chief school administrator before Board action.

Each pupil shall be afforded an informal hearing before the suspension or, if circumstances prohibit, as soon as possible after the suspension except that, when extraordinary circumstances involving the health and safety of the pupil or others in the school require immediate exclusion, the hearing may be delayed to such time as circumstances permit.

In all cases, juvenile authorities and law enforcement agencies may be notified or consulted.

SHORT-TERM SUSPENSION

If, after the informal hearing, the building principal determines that a short-term suspension is appropriate, written notice shall be provided to the parent/guardian, or the student if s/he is over the age of eighteen (18), which shall state that the student has been suspended, the reason(s) for and terms of the suspension, the length of the suspension and the student's/parents' right to appeal the suspension in accordance with law. The letter shall provide notice that further engagement by the student in conduct warranting suspension or expulsion shall amount to a knowing and voluntary waiver of his/her right to a free public education.

The building principal shall immediately inform the Superintendent of any pupil suspension. The Superintendent shall report the suspension to the Board at its next regularly scheduled meeting.

LONG-TERM SUSPENSION

If, after the informal hearing, the building principal determines that a long-term suspension is warranted, written notice to the parent/guardian, or the student if over the age of eighteen (18), shall be provided within *two* days of the informal hearing, which shall state that the student has been suspended, the reason(s) for and terms of the suspension, the length of the initial suspension (which shall not exceed thirty (30) days) and notification of the student's right to a formal hearing before the Board of Education. The letter shall provide notice that further engagement by the student in conduct warranting suspension or expulsion shall amount to a knowing and voluntary waiver to his/her right to a free public education. The building principal shall arrange to provide home or out-of-school instruction for the student consistent with the requirements of New Jersey regulations. The student's absence shall be marked as excused and the student is responsible for making up all work missed during the time of suspension.

The building principal shall immediately transmit a copy of the written notice(s), a copy of any incident report(s), witness statements, and a copy of the student's file, including the disciplinary file, to the Superintendent with the building principal's recommendation relative to the length of the suspension. The Superintendent shall transmit these materials to the Board Attorney and schedule the formal hearing to be held no later than thirty (30) days from the date of the initial suspension.

In no event shall a student suspension continue past the second regular meeting of the Board, after the date of suspension, unless it is continued by action of the Board.

If at any time, it is found that the student did not commit the violation/offense, the student shall be immediately returned to the general education program.

BOARD-LEVEL HEARING

The Board Attorney shall cause the appropriate notice scheduling the formal hearing to be sent to the student and/or the student's parent/guardian. In addition to providing all necessary due process notifications, the notice may provide for the exercise of an option to waive the student's right to the hearing or to request a postponement of the hearing.

The student must receive:

- (A) Notification of the charges against him/her;
- (B) The names of the adverse witnesses;
- (C) Copies of the statements and affidavits of those adverse witnesses;
- (D) The opportunity to be heard in his/her own defense;
- (E) The opportunity to present witnesses and evidence in his/her own defense;
- (F) The opportunity to cross-examine adverse witnesses; and
- (G) The opportunity to be represented by counsel.

The student's suspension may be continued beyond thirty days by agreement of the parent/guardian or adult pupil. The formal hearing shall be held at the time and place specified in the notice unless otherwise agreed between the Board and the parent/adult pupil and/or the pupil's representative. The Board shall determine whether any further suspension/action is warranted based upon the preponderance of the competent and credible evidence presented at the hearing.

The Board shall notify the parents in writing of its decision within five (5) days of the hearing. If the Board determines that no further action is warranted, the student shall be immediately returned to the general education program following the determination.

Any appeal of the Board's decision shall be made to the Commissioner of Education within 90 days of the Board's decision.

EXPULSION

A recommendation for the expulsion of a pupil will be made in strict compliance with the law and District Policy and only when all other means of discipline have been exhausted, or if the nature of a single act presents a clear danger to others such that immediate, definitive action is required.

The student and, if applicable, the parent/guardian shall be afforded all due process rights set forth above.

The District must continue to provide an appropriate educational program and/or educational services that are comparable to those provided by the District for students in the same grade, until final action is taken by the Board, or in the event of an appeal of the Board's decision, the final decision of the Commissioner of Education.

DISCIPLINARY PROCEDURE FOR STUDENTS WITH DISABILITIES

Students with disabilities follow the same code of conduct as other students; however, the Plainfield Public Schools may consider the child's unique circumstances when determining whether a change in placement is appropriate as a disciplinary action for violating a code of student conduct. Students with disabilities are entitled to the following safeguards:

1. All children with disabilities are subject to the same discipline procedures as the general student population, unless otherwise exempted or modified within the child's Individualized Education Program (IEP), with the exception of preschool children, who are not to be suspended under any circumstances.
2. There is no applicability of an IEP modification or exemption in situations that involve the possession or use of a weapon, the possession or use of an illegal drug, or the inflicting serious bodily injury to others.
3. Children with disabilities may be suspended/removed from their educational placement for up to 10 days within a school year under the same rules that apply to all children, according to the district's code of conduct.
4. Whenever a school official suspends/removes a child with a disability under the discipline policy, he/she must notify the case manager and the parent in writing of the removal, provide a reason, and specify the number of days.
5. When a child with a disability has been removed for 10 days within a school year, the following shall apply:
 - a. If the 10 days are non-consecutive, the school official in collaboration with the case manager will determine whether or not the pattern of removals constitute a change in placement, taking into consideration the length of each removal, the total amount of time for the removals, and the proximity of the removals to one another.
 - b. If the determination is a NO, thus there has not been a change in placement, the child may be further disciplined under the same rules that apply to all children, according to the district's code of conduct. However, educational services must be provided to ensure IEP implementation.
 - c. If that determination is a YES and therefore there has been a change in placement, the child may not be further suspended/removed, and the district must follow specific steps as outlined below starting with a meeting of the IEP team; or
 - d. If the 10 days are consecutive, in fact there is an "automatic" change in placement, thus the child may not be further suspended/removed, and the district must follow specific steps as outlined below, starting with a meeting of the IEP team.
 - e. At this juncture, upon the 10th day of removal, whether consecutive or nonconsecutive, the administrator at the school level must immediately notify the parents in writing of his/her decision, and include a copy of the procedural safeguards statement.
6. For all discipline situations involving children with disabilities, in which there has been a change of placement due to the 10-day removal as outlined above, with the exception of situations as defined in #2. above, a meeting must be convened

quickly to include the parent, the student as appropriate, and all other relevant members of the IEP team to review the student's file including the IEP, any observations by teachers, and consider information provided by the parents, in order to make a determination known as "manifestation determination" (MD) as defined below.

- a. Manifestation determination is a review of the relationship between the child's disability and the conduct/behavior subject to disciplinary action.
 - b. The IEP team must answer two key questions:
 - i. Whether the conduct was caused by, or had a direct and substantial relationship to the child's disability;
 - ii. Whether the conduct was a direct result of the district's failure to implement the child's IEP.
7. If the manifestation determination meeting results in a conclusion that the Child's conduct does not constitute a manifestation of his/her disability nor resulted from the district's failure to implement the IEP, the child may be further disciplined under the same rules that apply to all children, according to the district's code of conduct. However, educational services must be provided to ensure IEP implementation.
8. If the manifestation determination meeting results in a conclusion that the Child's conduct does constitute a manifestation of his/her disability or that it resulted from the district's failure to implement the IEP, the district may not further suspend/remove the child, and must take further steps as follows:
- a. Review, the child's current Behavior Intervention Plan (BIP), if there is one, and modify it as necessary; if there is no plan in place, conduct a Functional Behavior Assessment (FBA);
 - b. Consider a change in the child's program to address the persistent behavior issues and modify the IEP accordingly;
 - c. Unless the parent and the IEP team agree to change the child's placement, return the child to the placement which was in effect prior to the manifestation determination meeting.
9. For situations that involve a student's possession or use of a weapon, the possession or use of an illegal drug, or the inflicting of serious bodily injury to others, a school official may remove the student for 45 calendar days to an Interim Alternative Education Setting (IAES). This authority is held by the district regardless of whether or not the manifestation determination resulted in a conclusion that the student's conduct was caused by, or had a direct and substantial relationship to the child's disability.
- a. The IEP team will make the choice of placement for the 45-day removal, and will ensure that the placement chosen will enable the student to progress appropriately in a general curriculum, and provide sufficient services to enable the student to advance appropriately toward achieving his/her IEP goals.

10. All decisions made via the processes outlined above, including the decision resulting from a manifestation determination meeting, and the decision to remove a student to a 45-day interim alternative education setting may be appealed by parents, as outlined in the procedural safeguards statement provided to the parents when a child has been suspended/removed for a total of 10 days in a school year.
11. The district Board of Education may file an appeal in response to a parent's formal objection to its disciplinary action, when it has determined that keeping a student in the current placement rather than removing him/her to an interim alternative education setting is substantially likely to cause injury to himself/herself or others.

LOCKERS/SEARCH AND SEIZURE

Each student is assigned a locker for his/her use. Students are to use only the locker assigned to him/her. Students are to keep their lockers neat and clean, and free of graffiti. Locker doors are to be closed and locked at all times when not in use. The school district is not responsible for the contents of any locker and advises all students not to leave valuables in the lockers. Students who do not maintain lockers accordingly may be referred for appropriate disciplinary consequences and/or be fined for damages caused to locker which require cleaning or repairs.

The law protects all students from unreasonable search and seizure. **However, school lockers remain the property of the District even when used by students.** Lockers are subject to administrative search when "reasonable suspicion" exists in the interest of school safety, sanitation, or the enforcement of discipline and other school regulations, and to search by law enforcement officials on presentation of a proper warrant. **Expect lockers to be searched by the administration periodically during the year.**

A student's person, possessions, and locker may be searched by a school official provided the official has reasonable grounds to suspect that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and gender of the student and the nature of the infraction.

At the end of each school year, students must empty lockers of all contents. Any books found will be returned to the appropriate department supervisor. All clothing, and/or personal belongings left in the lockers at the end of the school year will be donated to a charitable organization or thrown away.

INFRACTIONS WITH CONSEQUENCES

*These consequences are the **minimum** for the infraction listed for students in grades K through 12; however, the building principal, Administration or Board may enhance the penalty as necessary, in the reasonable exercise of their discretion, to reflect the severity of the offense. In exercising discretion whether to enhance the minimum penalty, the Administration may consider the entirety of a student's disciplinary record throughout his or her enrollment in the school system, to the extent relevant to the proper consequence for the infraction at hand.*

MISCONDUCT AND DISCIPLINARY OPTIONS

Students suspended from school are not eligible to participate in school programs and activities.

ARSON

The crime of maliciously, voluntarily, and willfully setting fire to the building, buildings, or other property of another or of burning one's own property for an improper purpose.

Incident 1

Intervention Strategies:

- a. Notify Parent/Guardian: same day mandatory Administrator/Parent/Guardian conference
- b. Notify Police and Fire Department
- c. Notify Superintendent's Office
- d. Contact SIFSS Team Member
- e. 10-Day Suspension: mandatory Administrator/Parent/Guardian conference upon return
- f. Possible Referral for Superintendent's Hearing
- g. Possible Board Disciplinary Hearing

Incident 2

Intervention Strategies:

- a. Notify Parent/Guardian: same day mandatory Administrator/Parent/Guardian conference
- b. Notify Police and Fire Department
- c. Notify Superintendent's Office
- d. Contact SIFSS Team Member
- e. 10-Day Suspension: mandatory Administrator/Parent/Guardian conference upon return
- f. Referral for Superintendent's Hearing
- g. Possible Board Disciplinary Hearing

ASSAULTING /ATTACKING SCHOOL PERSONNEL

Physical violence against a staff member or board member is defined as any form of intimidation, harm, or offensive contact.

Incident 1

Intervention Strategies:

- a. Notify Parent/Guardian: same day mandatory Administrator/ Parent /Guardian conference
- b. Notify Police Department
- c. Notify Superintendent's Office
- d. Contact SIFSS Team
- e. Immediate Suspension
- f. Board Disciplinary Hearing

ASSAULT (SIMPLE) OF ANOTHER STUDENT

A person commits a simple assault if he/she attempts, by physical menace, to put another in fear of imminent serious bodily injury.

Incident 1

Intervention Strategies:

- a. Notify Parent/Guardian: same day mandatory Administrator/Parent/ Guardian conference
- b. Contact SIFSS Team
- c. Mandatory 1-10 Day Suspension: mandatory Administrator/ Parent/ Guardian conference upon return
- d. Possible notification of Police Department

Incident 2

Intervention Strategies:

- a. Notify Parent/Guardian: same day mandatory Administrator/Parent/ Guardian conference
- b. Contact SIFSS Team
- c. Mandatory 5-10 Day Suspension: Mandatory Administrator/Parent/ Guardian conference upon return
- d. Referral for Superintendent's Hearing
- e. Possible notification of Police Department

Incident 3

Intervention Strategies:

- a. Notify Parent/ Guardian: same day mandatory Administrator/Parent/ Guardian conference
- b. Contact SIFSS Team
- c. Mandatory 10 Day Suspension: Mandatory Administrator/ Parent/ Guardian conference upon return
- d. Referral for Superintendent's Hearing
- e. Possible Board Disciplinary Hearing
- f. Possible notification of Police Department

ASSAULT OF SCHOOL PERSONNEL OR A STUDENT WITH A WEAPON

A student is guilty of assault with a weapon if he/she purposely or knowingly causes or attempts to cause bodily injury to another with a weapon.

Incident 1

Intervention Strategies:

- a. Notify Parent/ Guardian: same day mandatory Administrator/Parent/ Guardian conference
- b. Notification of Police Department
- c. Contact SIFSS Team
- d. Immediate Suspension
- e. Expulsion/Board Hearing
- f. Suspension for a period not to exceed one calendar year.

BULLYING AND HARASSMENT

Any gesture or written, verbal or physical act 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 handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus.

Incident 1

Intervention Strategies:

- a. Notify Parent/Guardian:
- b. Contact SIFSS Team
- c. 1-3 Day Suspension: mandatory HHSC/ Parent/Guardian conference upon return
- d. Possible notification of Police Department

Incident 2

Intervention Strategies:

- a. Notify Parent/Guardian:
- b. Contact SIFSS Team
- c. 5 Day Suspension: mandatory Administrator/ Parent/ Guardian conference upon return
- d. Possible notification of Police Department

Incident 3

Intervention Strategies:

- a. Notify Parent/Guardian: same day mandatory Administrator/Parent/ Guardian conference
- b. Possible notification of Police Department
- c. Contact SIFSS Team
- d. 10 day or Long-term Suspension
- e. Referral for Superintendent's Hearing
- f. Possible Expulsion/Board Proceedings

CUTTING CLASS

Unauthorized absence from class.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
Intervention Strategies: a. Notify Parent/Guardian b. Mandatory Teacher/ Student conference for interventions c. 2 day Teacher Detention d. Possible 1-2 day Suspension	Intervention Strategies: a. Notify Parent/Guardian Mandatory Teacher/Parent/ Guardian conference for Interventions b. Contact SIFSS Team c. 3 day Central Detention d. Possible 3 day Suspension	Intervention Strategies: a. Notify Parent/Guardian b. Mandatory Administrator/ Parent/ Guardian conference c. Contact SIFSS Team d. 5 Day Central Detention e. Possible 3 day f. Suspension

CYBERBULLYING

The act of communicating harmful, violent and/or malicious words and/or pictures through the means of technology. Cyber-bullying (also spelled cyber-bullying, cyber bullying or online bullying) is the term used to refer to bullying and harassment by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, mobile phones, pages, and websites.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
Intervention Strategies: a. Notify Parent/Guardian b. Contact SIFSS Team Administrator/ Parent c. 0-3 Day Suspension: mandatory Administrator/ Parent/ Guardian conference upon return d. Possible referral for Superintendent's Hearing e. Community Service	Intervention Strategies: a. Notify Parent/Guardian b. Contact SIFSS Team c. 3-5 day Suspension Mandatory Administrator/ Parent/Guardian conference upon return d. Possible 3-5 day Suspension e. Possible referral for Superintendent's Hearing f. Community Service	Intervention Strategies: a. Notify Parent/Guardian: same day mandatory Administrator/ Parent/Guardian conference upon return b. Possible notification of Police Department c. Contact SIFSS Team d. 5-10 Day Suspension referral for Superintendent's hearing e. Possible Board Disciplinary Hearing



DEFIANCE (OPEN) OF AUTHORITY

Refusal to follow directions, talking back, and/or socially rude interactions and behavior.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
Intervention Strategies: a. Notify Parent/Guardian b. Contact SIFSS Team c. Mandatory Teacher/ Student conference for intervention (s) d. Possible 1-3 Day Central Detention e. Possible 1-3 Day Suspension	Intervention Strategies: a. Notify Parent/Guardian b. Contact SIFSS Team c. Community Service Program d. Parent/Guardian/ Teacher conference upon return e. Possible 3 Day Suspension	Intervention Strategies: a. Notify Parent/Guardian b. Contact SIFSS Team c. 3-5 Day Suspension: mandatory Administrator/ Parent/Guardian conference upon return d. 5-10 Day Suspension

DESTRUCTION OR DEFACING SCHOOL PROPERTY

Defacing or injuring school property or the property of others.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
Intervention Strategies: a. Notify Parent/ Guardian: possible same day mandatory Administrator/ Parent/ Guardian conference b. Notify Police Department c. Community Service d. Mandatory Administrator/ Parent/Guardian conference upon return e. Restitution f. Possible 1-3 Day Suspension g. Possible In-School Suspension	Intervention Strategies: a. Notify Parent/ Guardian: possible same day mandatory Administrator/ Parent/ Guardian conference b. Notify Police Department c. Restitution d. Contact SIFSS Team e. 3-5 Day Suspension mandatory Administrator/ Parent/ Guardian conference upon return f. Community Service g. Possible Superintendent's Hearing	Intervention Strategies: a. Notify Parent/ Guardian: possible same day mandatory Administrator/ Parent/ Guardian conference b. Notify Police Department c. Contact SIFSS Team d. Community Service e. Superintendent's Hearing f. Possible 10 Day Suspension: mandatory Administrator/ Parent/Guardian Conference upon return g. Restitution



DISRUPTION IN OR ON BUS* /CLASS/CAFETERIA/SCHOOL

Behavior causing disruption in a class/cafeteria/bus or school activity. Disruption includes sustained loud talk, yelling or screaming, noise with materials, horseplay or roughhousing, and/or sustained out-of-seat behavior.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/ Guardian b. Teacher/ Student conference for intervention c. Central Detention <p style="margin-top: 10px;">*Refer to Misconduct subject to Disciplinary Action for Intervention Strategies</p>	<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/ Guardian b. Contact SIFSS Team c. 1-3 Day In-School Suspension: Mandatory Administrator/ Parent Guardian conference upon return 	<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian b. Contact SIFSS Team c. Community Service Program d. Parent/Guardian conference upon return e. Possible referral for Superintendent's Hearing f. Possible 1-3 Day Suspension

DRESS CODE VIOLATION

The dress and grooming of students shall be neat and clean, promoting a positive educational environment. As per Board of Education Policy 5132.1 (May 2009), students are to wear school uniforms. Apparel that disrupts educational activities and processes will result in the removal of the student from the regular school environment. Principals, faculty, and staff members will enforce the dress code.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/ Guardian b. Mandatory School/ Counselor/ Student conference c. Confiscation of item (s): Administrator to send student home to change garment in case of inappropriate attire d. Return of item to Parent within 30 days. e. Possible 1 Day Central Detention 	<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian: mandatory School Counselor/Parent/ Guardian conference b. Confiscation of item (s): Administrator to send student home to change garment in case of inappropriate attire c. 2 Day Central Detention d. No return of confiscated item (s) 	<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian: Administrator/ Parent/ Guardian conference b. Confiscation of item (s): Administrator to send student home to change garment in case of inappropriate attire c. 5 Day Central Detention d. No return of confiscate item (s) e. Possible Overnight Suspension



DRUGS — POSSESSION OF DRUGS OR ALCOHOL (CONTROLLED DANGEROUS SUBSTANCES)

Student is found with alcohol, marijuana, and/or any other drug (controlled dangerous substance, including anabolic steroids, but not including cigarettes) in his/her locker or vehicle, or on his/her person. Includes possession of unauthorized prescription drugs and drug paraphernalia.

Incident 1

Intervention Strategies:

- a. Notify Parent/Guardian: same day mandatory Administrator/Parent/Guardian conference
- b. Notify Police
- c. Contact SIFSS Team Members: School Nurse,
- d. Substance Abuse Counselor and HHSC
- e. 10 Day Suspension: mandatory
Administrator/Parent/Guardian conference upon return
- f. Referral for Superintendent's Hearing, possible referral for
Board Disciplinary Hearing

EXTORTION AND/OR GAMBLING

Obtaining money or other material things (regardless of value) from another by means of stated or implied threat of future violence. Participation in games of chance for the purpose of exchanging money.

Incident 1

Intervention Strategies:

- a. Notify Parent/ Guardian
- b. Notify Police Department
- c. Restitution
- d. Possible 1-3 Day
Suspension:
Administrator/ Parent/
Guardian conference
upon return

Incident 2

Intervention Strategies:

- a. Notify Parent/Guardian
- b. Notify Police Department
- c. Restitution
- d. Contact SIFSS Team
- e. 3-5 Day Suspension:
mandatory Administrator/
Parent/ Guardian
conference upon return

Incident 3

Intervention Strategies:

- a. Notify Parent/Guardian
- b. Notify Police Department
- c. Restitution
- d. Contact SIFSS Team
mandatory
- e. Referral for
Superintendent's Hearing
- f. 5-10 Day Suspension:
mandatory Administrator/
Parent/ Guardian
conference upon return



FALSE FIRE ALARM (ACTIVATING)

Activating a school alarm for other than the intended purpose of the alarm is prohibited.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
Intervention Strategies: a. Notify Parent/ Guardian b. Notify Fire and or Police Department c. Referral to SIFSS Team: mandatory Administrator/ Parent/ Guardian conference upon return d. Referral to Community Service Program e. 1-3 Day Suspension mandatory	Intervention Strategies: a. Notify Parent/Guardian b. Notify Fire and/or Police Department c. Contact SIFSS Team School Counselor d. 3-5 Day Suspension: mandatory Administrator/Parent/ Guardian conference upon return e. Referral for Superintendent's Hearing	Intervention Strategies: a. Notify Parent/ Guardian b. Notify Fire and/or Police Department c. Contact SIFSS Team School Counselor d. 10 Day Suspension: mandatory Administrator/ Parent/ Guardian conference upon return e. Referral for Superintendent's Hearing

FIGHTING

Physical altercation/ conflict, or the instigation, promotion and/or encouragement of fights causing a disruption of the educational process.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
Intervention Strategies: a. Notify Parent/Guardian b. Contact SIFSS Team c. Possible options: <ul style="list-style-type: none">• 2-5 Day Central Detention• In-School suspension• Referral to Community Service Program• Possible 1-3 Day Suspension	Intervention Strategies: a. Notify Parent/Guardian b. Contact SIFSS Team c. 3-5 Day Suspension: mandatory Administrator/ Parent/ Guardian conference upon return d. Possible referral to Superintendent's Hearing	Intervention Strategies: a. Notify Parent/ Guardian b. Contact SIFSS Team c. 5-10 Day Suspension: mandatory/ Administrator/ Parent/Guardian conference upon return d. Possible Referral for Superintendent's Hearing



FIREARMS – DANGEROUS WEAPONS

The possession, use of any firearm (operable or inoperable, loaded or unloaded) including, but not limited to pistol, revolver, rifle, or shot gun.

Incident 1

Mandatory Strategies:

- a. Possession of a firearm shall result in immediate removal from the school's regular education program pending a hearing before the Board of Education to remove the pupil from the regular education program for a period of not less than one calendar year.
- b. The principal/ designee shall be responsible for the removal of such a pupil and shall immediately report the removal to the chief school administrator who may modify a pupil's removal on a case-by-case basis.
- c. Disciplinary action shall be taken against students who possess, handle, transmit or use firearms, other weapons or dangerous instruments.
- d. The chief school administrator shall determine at the end of the year whether the student is prepared to return to the regular education program in accordance with procedures established by the Commissioner of Education.

FORGERY

Writing false or misleading information. The forging of parent(s) and/or guardian(s) or another student's signature on any letter to the school or any school document and/or falsely representing a parent and/or guardian in any way. Students may not alter school records, documents, files, or any other documents for their own purposes or with malicious intent.

Incident 1

Intervention Strategies:

- a. Notify Parent/Guardian
- b. Mandatory Teacher/Parent/Guardian/ Student conference
- c. Contact SIFSS Team
- d. 3 Day Central Detention

Incident 2

Intervention Strategies:

- a. Notify Parent/Guardian
- b. Mandatory Administrator/Parent/ Guardian conference
- c. Contact SIFSS Team
- d. In-School Suspension 5 Day Central Detention

Incident 3

Intervention Strategies:

- a. Notify Parent/Guardian
- b. Referral to Community Service Program
- c. Mandatory Administrator/ Parent/ Guardian conference upon return

Incident 4

Intervention Strategies:

- a. Notify Parent/Guardian
- b. Administrator/Parent/Guardian conference upon return
- c. 0-5 Day Suspension

GANG FIGHTING

A gang is defined as any three or more individuals who have a name, claim a territory, use graffiti to mark a school, territory, or themselves, have rivals, enemies or interact together at the exclusion of the other people. The existence of such gang affiliation may be established by evidence of a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics. A fight between two or more members of identified groups or an assault by two or more members of one group upon members of another group may be gangs, per se, or cliques or groups of students "working together," even though the groups may not have a formal partnership.

<p style="text-align: center;"><u>Incident 1</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian b. Contact SIFSS team c. Possible options <ul style="list-style-type: none"> • 2-5 Day Central Detention • In-School Suspension • Referral to Community Service Program • 0-5 Day Suspension 	<p style="text-align: center;"><u>Incident 2</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian b. Contact SIFSS team c. 5-10 Day Suspension: mandatory Administrator/ Parent/Guardian conference upon return d. Possible Superintendent's Hearing 	<p style="text-align: center;"><u>Incident 3</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian b. Contact SIFSS team c. 10 Day Suspension mandatory Administrator/ Parent/ Guardian conference upon return d. Referral for Superintendent's Hearing
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LATENESS TO CLASS

All students are expected to attend class punctually. Late is defined as getting to class after the bell rings. The only time a student will be excused for lateness is with a note from parent, school personnel or medical excuse.

<p style="text-align: center;"><u>Incident 1</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Student/ Teacher conference 	<p style="text-align: center;"><u>Incident 2</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian b. Teacher/Student conference c. 2 Day Teacher/Central Detention
<p style="text-align: center;"><u>Incident 3</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Mandatory Counselor/ Teacher/ Parent/Guardian conference b. Contact SIFSS Team c. In-School suspension 	<p style="text-align: center;"><u>Incident 4</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Mandatory Counselor/Teacher/ Parent/Guardian conference b. Parent conference with Counselor to review grading policy. c. In-School Suspension



LATENESS TO SCHOOL

All students are expected to attend school punctually. Late is defined as getting to class after the bell rings. Late students must present a note from a parent/guardian explaining the lateness. The only time a student will be excused for lateness is with a medical excuse.

<p style="text-align: center;"><u>Incident 1 (1-3 Days Late)</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian b. 2 Day Central Detention c. Student/Counselor conference 	<p style="text-align: center;"><u>Incident 2 (3-5 Days Late)</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian mandatory Administrator/ Parent/Guardian/ conference b. Referral to SIFSS Team c. 4 Day Central Detention 	<p style="text-align: center;"><u>Incident 3 ((5+ Days Late)</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian mandatory Administrator/ Parent/Guardian/ conference b. Referral to SIFSS Team c. 5 Day Central Detention
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LEAVING SCHOOL GROUNDS WITHOUT PERMISSION

No students, after arrival, may leave school grounds without approval of the principal or a designee.

<p style="text-align: center;"><u>Incident 1</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian mandatory Administrator Parent/Guardian conference b. Notify Police c. Contact SIFSS Team d. 3 Day Central Detention e. Possible 0-3 Day Suspension 	<p style="text-align: center;"><u>Incident 2</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian mandatory Administrator Parent/Guardian conference b. Notify Police c. Referral to SIFSS Team d. Referral to Community Service Program e. Possible 3-5 Day Suspension 	<p style="text-align: center;"><u>Incident 3</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian mandatory Administrator Parent/Guardian conference b. Contact SIFSS Team c. In-School Suspension d. Possible 5 Day Suspension
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PARKING–UNAUTHORIZED AREA

Students are granted the privilege to drive a motor vehicle to school provided they are issued a school parking permit. These permits may be obtained from the Principal of Plainfield High School and issued by the Department of Security.

<p style="text-align: center;"><u>Incident 1</u></p> <p>Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/Guardian b. Confiscation of parking permit/ticketing c. Towing of vehicle d. 1 Day Central Detention
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PROHIBITED ITEMS

Possession of property that is prohibited by school rules, such as food, beverages, and electronic equipment (i.e., cell phones, IPODS, PSPs), and that is otherwise disruptive to the teaching and learning of others.

<p style="text-align: center;"><u>Incident 1</u></p> <p style="text-align: center;">Intervention Strategies:</p> <ul style="list-style-type: none">a. Notify Parent/ Guardianb. Teacher/ Administrator confiscationc. Teacher/Student conferenced. Return item (s) to parent only	<p style="text-align: center;"><u>Incident 2</u></p> <p style="text-align: center;">Intervention Strategies:</p> <ul style="list-style-type: none">a. Notify Parent/ Guardianb. Teacher/ Administrator/ confiscationc. School Counselor/ Teacher/Parent/ Guardian/Student conferenced. 3 Day Central Detentione. No return of confiscated item(s)f. Pets may be given to animal shelter
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PROFANITY (GROSS DISRESPECT)

Use of abusive, vulgar, or disrespectful language.

<p style="text-align: center;"><u>Incident 1</u></p> <p style="text-align: center;">Intervention Strategies:</p> <ul style="list-style-type: none">a. Notify Parent/ Guardianb. Teacher/Student conferencec. 1 Day Central Detention	<p style="text-align: center;"><u>Incident 2</u></p> <p style="text-align: center;">Intervention Strategies:</p> <ul style="list-style-type: none">a. Notify Parent/ Guardian mandatory School Counselor/ Parent/Guardian/ Student conferenceb. Contact SIFSS Teamc. 3 Day Central Detention
<p style="text-align: center;"><u>Incident 3</u></p> <p style="text-align: center;">Intervention Strategies:</p> <ul style="list-style-type: none">a. Notify Parent/ Guardian mandatory Administrator/Parent/ Guardian/ Student conferenceb. Contact SIFSS Teamc. In-School Suspension	<p style="text-align: center;"><u>Incident 4</u></p> <p style="text-align: center;">Intervention Strategies:</p> <ul style="list-style-type: none">a. Notify Parent/ Guardian mandatory Administrator/Parent/Guardian/Student conferenceb. Contact SIFSS teamc. Possible referral to Community Service Programd. Possible referral to Child Study Teame. Possible 1-3 Day Suspension

SEXUAL HARASSMENT

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/ Guardian of all parties involved b. Contact SIFSS Team c. 1-3 Day Suspension mandatory Administrator/ Parent/Guardian conference of all parties involved upon return 	<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/ Guardian of all parties involved b. Referral to SIFSS Team c. 3-5 Day Suspension mandatory Administrator/ Parent/Guardian conference of all parties involved upon return 	<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/ Guardian b. Contact SIFSS Team c. Referral for Superintendent's Hearing d. 5 - 10 Day Suspension Mandatory; possible long-term suspension e. Possible Board Disciplinary Hearing

S M O K I N G

Smoking is the inhalation of the smoke of burning tobacco encased in cigarettes, pipes and cigars.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/ Guardian b. Mandatory School Counselor Parent/ Guardian conference c. Contact SIFSS Team d. 2 Day Central Detention 	<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/ Guardian mandatory Administrator/ Parent/Guardian conference b. Contact SIFSS Team c. 4 Day Central Detention 	<p style="text-align: center;">Intervention Strategies:</p> <ol style="list-style-type: none"> a. Notify Parent/ Guardian mandatory Administrator/ Parent/Guardian conference b. Contact SIFSS Team c. Possible options: <ol style="list-style-type: none"> 1) 3-5 Day In-School Suspension 2) Referral to Community Service Program



THEFT

Taking of the district's or a person's belongings or property without consent.

<u>Incident 1</u>	<u>Incident 2</u>	<u>Incident 3</u>
Intervention Strategies: a. Notify Parent/ Guardian mandatory same day Parent/ Guardian/ Teacher conference b. Restitution c. Contact SIFSS Team d. 3-5 Day Central Detention or 1-3 Day Suspension e. Notify Plainfield Police Department	Intervention Strategies: a. Notify Parent/ Guardian mandatory same day Counselor/ Parent/ Guardian conference b. Restitution c. Contact SIFSS Team d. Possible options: 1) 1-3 Day Suspension 2) In-School 3) Referral to Community Service Program	Intervention Strategies: a. Notify Parent/ Guardian b. Contact SIFSS Team member School Counselor c. Restitution d. 3-5 Day Suspension mandatory Administrator/ Parent/Guardian conference upon return e. Possible referral for Superintendent's Hearing

THREATENING (STAFF OR STUDENTS)

Attempting by physical menace (e.g., verbal threats) to put another in fear of future serious bodily injury. (Do not include bomb threats in this category.) One needs to consider age and developmentally appropriate behavior before using this category.

<u>Incident 1</u>
Intervention Strategies: a. Notify Parent/Guardian b. Administrator/ Student/ Teacher conference c. Possible Notify Police Department d. Contact SIFSS Team conference upon return e. Mandatory 1-10 day Suspension; Possible long-term suspension, including expulsion. f. Possible Referral for Superintendent's Hearing g. Possible Board Disciplinary Hearing

THREATENING TO DO BODILY HARM WITH A WEAPON OR DANGEROUS INSTRUMENT

The possession, use or control of any instrument or object, other than a firearm, which could be used to inflict harm on or to intimidate another person. Included in this category are objects such as BB or pellet guns, knives of any kind, chains, pipes, razor blades, ice picks, other pointed instruments (including pencils or pens), nunchakas, brass knuckles, explosives, Chinese stars, billy clubs, tear gas guns, or electrical/chemical weapons or devices. Also included is anything represented to be a firearm if used in an intimidating manner toward another person.

<p><u>Incident 1</u></p> <p style="text-align: center;">Intervention Strategies:</p> <ul style="list-style-type: none"> a. Notify Superintendent's Office b. Notify Parent/Guardian c. Possible Notification of Police Department d. Mandatory 10 Day Suspension e. Referral for Superintendent's Hearing f. Board Disciplinary Hearing
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TRESPASSING

Entering and/or remaining on property without authorized permission or refusing to leave when told to do so. Students returning to the school campus, without administrative approval, while on suspension are subject to additional suspension days and/or arrest.

<p style="text-align: center;"><u>Incident 1</u></p> <p style="text-align: center;">Intervention Strategies:</p> <ul style="list-style-type: none"> a. Notify Administrator b. Attempt to identify Student and notify Parent/Guardian c. Possible Notification of Police Department d. 3-Day Detention e. Possible 1-3 Day Suspension 	<p style="text-align: center;"><u>Incident 2</u></p> <p style="text-align: center;">Intervention Strategies:</p> <ul style="list-style-type: none"> a. Notify Administrator b. Possible Notification of Police Department c. Attempt to identify student and schedule mandatory School Counselor/ Parent/ Guardian conference upon return d. Contact SIFSS Team e. In-School Suspension f. 3-5 Day Suspension 	<p style="text-align: center;"><u>Incident 3</u></p> <p style="text-align: center;">Intervention Strategies:</p> <ul style="list-style-type: none"> a. Attempt to identify Student and notify Parent/Guardian b. Notify Administrator c. Notify Police Department d. Contact SIFSS Team e. 5 Day Suspension mandatory Administrator/ Parent/Guardian conference upon return
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TRUANCY

Ten or more cumulative unexcused student absences, as determined by the district board of education pursuant to N.J.A.C. 6A:16-7.8(a)3, for any of the hours that the school is in session.

Incident 1

Intervention Strategies:

- a. Notify Parent/Guardian
- b. Notify Administrator
- c. School Counselor/
Parent/ Guardian/Student
Conference upon return
to school
- d. Contact SIFSS Team
- e. 2 Day Central Detention
where applicable.

Incident 2

Intervention Strategies:

- a. Notify Parent/Guardian
- b. Notify Administrator/
- c. Truancy Officer/ Parent/
Guardian/ Student
conference upon return to
School
- d. Referral SIFSS Team
- e. Possible options:
 - 3-5 Day Central
Detention
 - In-School
Suspension

Incident 3

Intervention Strategies:

- a. Notify Parent/Guardian
- b. Notify Administrator/
- c. Administrator/Parent/
Guardian/ Student
conference upon return to
School
- d. Contact SIFSS Team
- e. Possible grade reduction,
loss of credit
- f. Possible options:
 - 5 Day Central
Detention
 - In-School
Suspension
 - Referral to
Community
Service Program



WEAPONS AND DANGEROUS INSTRUMENTS

The possession, use or control of any instrument or object, other than a firearm, which could be used to inflict harm on or to intimidate another person. Included in this category are objects such as BB or pellet guns, knives of any kind, chains, pipes, razor blades, ice picks, other pointed instruments (including pencils or pens), nunchakas, brass knuckles, explosives, Chinese stars, billy clubs, tear gas guns, or electrical/chemical weapons or devices. Also included is anything represented to be a firearm if used in an intimidating manner toward another person.

Incident 1

Intervention Strategies:

- a. Notify Superintendent's Office
- b. Notify Parent/Guardian
- c. Notify Police by Superintendent/designee
- d. Mandatory 3-10 Day Suspension
- e. Possible Long-term Suspension
- f. Possible Referral for Superintendent or Board Disciplinary Hearing



DISTRICT INTERVENTIONS AND SUPPORT SERVICES

The Educational Services - Department of Student Intervention and Family Support Services (SIFSS) understands the complexity of childrearing in today's society and the multitudes of external forces that impact a child's academic performance. SIFSS addresses the special needs and challenges that may present barriers to academic achievement and healthy adolescent development. The department accomplishes this goal through a holistic approach to service delivery, program development and implementation by incorporating district, local, state, and federal resources. This support includes locating community resources, developing additional resources where none exists and providing staff training to help our educators understand the social service.

The SIFSS Department is composed of the following areas:

Nursing Services – Our nurses are responsible for immunizations and follow-up, communicable disease control, vision and hearing screening and follow-up, health assessment and referrals, health counseling and education for students and families. School nursing services is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement of students. To that end, the school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self management, self advocacy, and learning.

Family Support Service Teams – The Family Support Teams work with the community to increase and integrate the use of social services and resources; intervene with individual students (formerly the function of the Pupil Assistance Committee); implement effective systems for referrals and case management; and ensure compliance with all district, state and federal policies. Each school has an in-house SIFSS Team which helps students who are having difficulty in school. A referral to the SIFSS Team may make a difference in a child's academic success. The teams receive referrals from teachers, building administrators, parents and community members and work with the referring party and the student's family to develop strategies and interventions.

Extended Day Program – The mission of the Extended Day Program is to provide a safe, well supervised environment beyond the traditional school day in which youth can participate in a variety of educational, cultural, and recreational activities designed to foster a commitment to education and life-long learning, prevent destructive behavior, and fulfill each individual's potential for intellectual, emotional, and social growth. This program was designed to support academic achievement and promote the overall growth and development of students. Activities focused on assisting students with improving their math and literacy skills, as well as providing opportunities for students to engage in experiences that enhance their ability to make positive life choices. The extended day component operates the following programs:

- Family Friendly Programs
- 21st Century Community Learning Center Program
- Summer Enrichment Programs

The Plainfield Family Success Center (PFSC) - The Plainfield Family Success Center is a safe and supportive home-like environment designed to strengthen families, build relationships, and empowers individuals to acquire the knowledge and skills they need to raise healthy and happy children. The center is a community-based, family-centered neighborhood gathering place where any community resident can go for family support, information and services. The Center aims to prevent child abuse and neglect by providing families with convenient access to a wide array of resources that can help them keep children safe. Services include:

- Linking Families to Services in the Community
- Family Enrichment Seminars
- Healthcare Education
- Cross-Cultural Family Dinners
- Job Training
- Parenting Workshops
- Life Skills
- Training Advocacy

Family Outreach Program (FOP) - The Family Outreach Program provides technical assistance and support for 32 Family Workers employed by 16 subcontracted childcare centers within the City of Plainfield. The goal of the FOP is to provide Family Workers with quality training and support geared toward enhancing and improving their knowledge in the areas of child and family development so that they may adequately address complex and difficult issues that many families face.

School Based Youth Services Program (SBYSP) - The School Based Youth Services Program is funded by the State Department of Children and Families, Division of Prevention and Community Partnerships Office of School Linked Services and the Plainfield Board of Education. SBYSP is designed to enrich and enhance the lives of youth in Plainfield at the secondary school level. Located at Maxson, Hubbard, and the Plainfield High School, the program is designed to help increase the likelihood of students completing their education by providing a variety of support services which could help many students negotiate their adolescent years. Each site has a recreation program where students can go after school to participate in a safe, non-threatening environment. Components sponsored by the SBYSP are:

- **Adolescent Pregnancy Prevention Initiative (APPI):** The APPI program, which is known to students as the Promise Program, is a pregnancy prevention initiative implemented in each secondary school in the district.
- **Employment Services:** The goal of the Employment Services program is to provide 8th – 12th grade students, as well as out-of-school youth with skills that enhance their ability to seek, secure and maintain employment.
- **Counseling Services:** The counseling component of the SBYSP assists students who experience a broad range of problems and exhibit various levels of functioning. Counselors work with students individually and in groups, provide in-home services as necessary, and involve parents in treatment through periodic telephone contact and by holding family meetings.
- **Teen Parenting Program:** The Plainfield Teen Parenting Program provides comprehensive support services for teenage parents and their children.

- The program is designed to assist young mothers and fathers in continuing and completing their high school education, and ultimately attending college, vocational training or becoming gainfully employed. Students enrolled in the program receive free on-site childcare services, parent education and counseling services, and case management services including monthly home visits.
- **Youth Development:** The Sisters Inspiring Sisters Toward Empowerment and Respect for Self (SISTERS) consists of young women from PHS who have chosen to empower themselves and other young women by promoting awareness related to women's issues of the students at PHS. The program encourages unity and sisterhood among young women regardless of age, race, ethnicity and personal differences.
- **The Young Men's Leadership Program:** This program is designed to support the academic, social and emotional growth of male students at PHS and Maxson Middle School. The goal of the program is to prevent school dropout, decrease disruptive school behavior and suspensions, promote academic achievement, increase self-esteem, encourage positive conflict resolution and foster positive relationships among male students.
- **Volunteering is Priceless (VIP):** The VIP program consists of student members attending meetings regularly and providing feedback about existing services as well as gaps in services from a youth's perspective. Students are actively participating in providing community service to both the school and community at large.
- **The Peer Health Educators of Plainfield (PHEOP):** The program is designed to train high school students to conduct health-related workshops for their peers. Participants learn material and conduct workshops on health topics such as acquaintance rape, HIV and AIDS, positive relationships, pregnancy prevention, violence and self-injurious behavior, and nutrition and exercise.
- **The Family Empowerment Program (FEP):** This program is located at PHS and works with students and families to strengthen family communication. The FEP team consists of two workers, a Family Systems Specialist and a Community Resource Specialist, who meet with the students individually as well as in family sessions. The program is designed to assist families and students in creating a healthier environment at home and school.

CURRICULUM AND INSTRUCTION (C & I – TEAM DESCRIPTION)

MANDATED PROGRAMS

Under No Child Left Behind (NCLB) eligible students (in designated Title I schools) may participate in the Supplemental Educational Services Tutoring Program, provided that they receive free or reduced lunch and show greatest academic need. Funding determines the number of participants for this program each year. Grade levels for this program are determined annually.

SOCIAL EMOTIONAL LEARNING (SEL)/CHARACTER EDUCATION

Social and emotional learning is the ability to understand, manage and express the social emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development.

Social and emotional learning is the process through which children and adults develop the skills, attitudes, and values necessary to acquire social and emotional competence.

Alternative Education Program (BOAACD)

The purpose of the Plainfield Public Schools' Alternative Education program is to provide an integrated comprehensive educational program for youth who have been academically unsuccessful in a traditional school setting. The goal of the Alternative Education Program is to raise the academic performance level of students through a rigorous and challenging academic program. This is accomplished by expanding the current district's curriculum through integrating technology, character education and vocational skills building. The program is designed to help students build confidence in their abilities to learn. Their sense of self evolves as they explore their purpose in life through vocational exercise. Students become the instrument for their education, learning from the inside out.

The Plainfield Public Schools' alternative education program provides a low student to teacher ratio, intensive individual attention, and comprehensive support services for students enrolled in the program. Plainfield Public Schools operates three alternative education programs, an off-site high school program, as well as an on-site program at both middle schools in the district.

Barack Obama Academy for Academic & Civic Development (BOAACD) is a public alternative high school which provides grades nine through twelve, a quality education in a small setting. The composition of the student enrollment is a diverse blend of social economic, cultural personalities, needs, abilities and interests which require us to provide a wide array of educational opportunities and programs in all disciplines. The social environment fosters individuality, respect for diversity, risk-taking, development of positive self-esteem, positive social interaction and social consciousness.

Early Childhood

The Plainfield Public Schools Office of Early Childhood Programs and Services provides high quality preschool education and related services to three and four year old children residing in the City of Plainfield. Services are provided through collaboration with contracted community child care programs and the Plainfield Public Schools. The goal of the preschool education program is to provide each child a high quality preschool learning environment with the individualized supports needed for school success.

Special Education, Gifted, & Psychological Services

The mission of the Department of Special Services is to 1) identify students who are educationally disabled and 2) to provide special education and related services to eligible students. Under the federal law, the Individuals with Disabilities Education Act (IDEA), a free, appropriate public education is provided for disabled students.

Every student who is classified as eligible for special education and related services must have an IEP. The Child Study Team (CST) is responsible for IEP development and case management related to the IEP. All school staff who are responsible for the education of a student may have access to the IEP. However, the IEP is a confidential document and, therefore, cannot be shared with other school personnel.

Child Study Teams (CST) are the school district staff responsible for case management of services for special education students. Students who are eligible for special education and related services may be subject to the same district discipline procedures as non-disabled students, but the district must comply with IDEA and state regulations governing special education. Whenever a special education student is suspended, the principal is required to submit a copy of the suspension notice to the CST. When appropriate, the CST will complete a Functional Behavioral Assessment, Behavior Intervention Plan and/or Manifestation Determination.

504

Section 504 is part of the Rehabilitation act of 1973. It is a federal civil rights statute which protects the rights of persons with disabilities.

Students and staff who have a physical or mental impairment that substantially limits a major life activity such as walking, seeing, hearing, breathing, learning, speaking, caring for oneself, and performing manual tasks would qualify for additional support.

A person who either has a physical or mental impairment which substantially limits one or more major life activities, has documentation of such impairment, or is regarded as having impairment. Examples of disabilities under 504 include but are not limited to include, Muscular Dystrophy, severe allergies, temporary medical conditions due to illness or accident, Attention Deficit Disorder and other behavioral health diagnosis.

When a student has been determine to have a disability, and that disability prevents them in the involvement of daily school activities, then a 504 plan should be developed to insure inclusion of that student. The schools' Student and Family Support Service team is also the building 504 committee.

APPENDIX I: SUPPORT OUTSIDE THE DISTRICT

Category	Company Name	Business Phone	
Addiction Information	Addictions Hotline of NJ	1 (800) 238-2333	
	We Care	(908) 232-2880	
Childcare Resources	HOPES CAP/Head Start	(908) 754-3200 ext. 14 (201) 615-9433	
	Second Street Youth	(908) 561-0421	
Church Resources	Faith Tabernacle	(908) 531-8699	
	Shiloh Baptist Church	(908) 754-3353 ext. 120	
Community Resources	American Red Cross Tri-County Chapter	(908) 756-6414 ext 17	
	City of Plainfield Community Development	(908) 753-3377	
	Fish Hospitality Program, Inc.	(732)968-5957	
	Greater Plainfield Habitat for Humanity	(908) 769-5292	
	Homefirst Interfaith Housing & Family Service	(908) 769-6510	
	Housing Authority of Plainfield	(908) 769-6335 ext. 632	
	Plainfield Connection & Latinas en Accion, Inc.	(908) 668-2862	
	Plainfield Police Dept.	(908) 753-3131	
	Plainfield Public Library	(908) 757-2305	
	Plainfield Shut-In Council	(908) 753-1499	
	Union County Prosecutor's Office-Plainfield	(908) 791-7130	
	United Way of Greater Union County	(908) 353-7171 ext 113	
	YWCA of Central New Jersey	(908) 756-3500	
	Family Resources	NIA Community Habitat Women's Crisis Center	(908)279-6334
		Plainfield Action Services	(908) 753-3518
Hispanic Resources	El Centro Hispano Americano	(908) 753-8730	
Housing Program Resources	Community Access	(908) 354-3040 ext. 378	
	YMCA Div. of Housing Services	(908) 756-6060 ext 103	
Medical Resources	Health Net of New Jersey	(732) 353-7272	
	Muhlenberg Regional Medical Center	(908) 668-2599	
	Neighborhood Health Center Plainfield	(908) 753-6701 ext. 1105	
	Overlook Hospital	(908) 522-2000	
	Plainfield Partnership for Healthier Children	(908) 668-2784	



Category	Company Name	Business Phone
Medical Resources	<i>Planned Parenthood of Northern New Jersey</i>	<i>(908) 756-3765</i>
	<i>Trinitas Hospital Adolescent Unit</i>	<i>(908) 994-7720</i>
	<i>Union County Mobile Crisis</i>	<i>(877) 652-7624</i>
	<i>Union County Rape Crisis Center</i>	<i>(908) 233-7273</i>
Mental Health Resources	<i>Bridgeway Psychiatric Rehabilitation Center</i>	<i>(908) 355-7200</i>
	<i>NJ Dept of Human Services Child Behavioral Health</i>	<i>1 (877) 652-7624</i>
	<i>NJ Mental Health Cares</i>	<i>(866)202-Help</i>
	<i>Trinitas Hospital Dept of Behavioral Health</i>	<i>1 (888) 841-5564</i>
	<i>UCPC Behavioral Health Care Inc.</i>	<i>(908) 756-6870</i>
Shut In – Disabled	<i>Plainfield Shut-In Community</i>	<i>(732) 422-1340</i>
Substance Abuse Resources	<i>Prevention Links, Inc.</i>	<i>(732) 381-4100 ext. 18</i>
Youth & Teens Resources	<i>Boys & Girls Club of Union County Plainfield</i>	<i>(908) 822-8672</i>
	<i>Division of Parks & Rec.</i>	<i>(908) 753-3098 /3096</i>
	<i>DYFS (DCF)</i>	<i>(908) 754- 0952 ext 7915</i>
	<i>DYFS Union County Area</i>	<i>(908) 754-0952 ext. 7721</i>
	<i>Edison Job Corps</i>	<i>(732) 985-4802 ext. 2219</i>
	<i>Girl Scouts</i>	<i>(908) 232-3235 ext. 1218</i>
	<i>Juvenile Intensive Supervision Program</i>	<i>(973) 202-2517</i>
	<i>NJ Youth Corps of Plainfield/UC Vo Tech Adult</i>	<i>(908) 561-6012</i>
	<i>Plainfield Community Outreach</i>	<i>(908) 756-7897 ext. 12</i>
	<i>Plainfield YMCA RAP Foster Care Program</i>	<i>(908) 756-6060</i>
	<i>Plainfield YMCA Youth Dept.</i>	<i>(908) 756-6060</i>
	<i>Union County Youth Services Bureau</i>	<i>(908) 298-7800</i>
	<i>United Family and Children's Society</i>	<i>(908) 755-4848</i>
	<i>Venture & Venture, Inc.</i>	<i>(908) 561-9600</i>
<i>Youth Council Teen Center</i>	<i>(908) 397-3480</i>	



APPENDIX II: POLICY–CONDUCT/DISCIPLINE

PLAINFIELD BOARD OF EDUCATION
Plainfield, New Jersey

FILE CODE: 5131
 X **Monitored**
 X **Mandated**
 X **Other Reasons**

Policy

CONDUCT/DISCIPLINE

The Board believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of pupils.

The Board of Education expects pupils to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other pupils, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The Board of Education believes that standards of pupil behavior must be set cooperatively by interaction among the pupils, parents/guardians, staff and community, producing an atmosphere that encourages pupils to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property.

This board policy shall be aligned with the board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The Chief School Administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when 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. The Board shall direct development of detailed regulations suited to the age level of the pupils and the physical facilities of the individual schools.

Board policy requires each pupil of this district to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The Chief School Administrator shall provide to pupils and their parents/guardians the rules of this district regarding pupil conduct and the sanctions that may be imposed for breach of those rules. Provisions shall be made for informing parents/guardians whose primary language is other than English.

The standards and procedures to implement this policy shall be aligned with the board approved code of student conduct and accepted board approved core ethical values. Policies, standards and procedures shall be based on parent, student and community involvement which represents, where possible, the composition of the schools and community, in accordance with N.J.A.C. 6A:16-7.1.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority and respond to those who hold that authority.

The Chief School Administrator shall establish the degree of order necessary to the educational program in which pupils are engaged.



This policy shall be reviewed annually and updated along with the code of student conduct. This process shall include:

- A. Parent, student and community involvement which represents, where possible, the composition of the schools and community;
- B. Consideration of the findings of the annual reports of student conduct, suspensions and expulsions; and incidences reported under the Electronic Violence and Vandalism Reporting System.

The Chief School Administrator shall annually:

- A. Disseminate the code of student conduct to all staff, students and parents;
- B. Report on the implementation of the code of student conduct to the board of a education at a public meeting in accordance with N.J.A.C. 6A:16-7.1(a) 5, i-iv
- C. Report to the New Jersey Department of Education on student conduct, including all student suspension and expulsion and incidences reported under the Electronic Violence and Vandalism Reporting System.

Pupils who display chronic behavioral or academic problems may be referred to the child study team by the Chief School Administrator for an evaluation to determine disability or the need for other services. Such referrals shall be in strict accordance with the due process regulations prescribed by the administrative code. Pupils so identified shall be provided with appropriate programs and services as prescribed by the child study team.

A pupil whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5, following due process.

Any pupil who commits an assault (as defined by N.J.S.A. 2C:12-1) upon a board member, teacher, administrator or other employee of the board of education shall be suspended from school immediately according to procedural due process, and suspension in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5. Proceedings shall begin no later than 30 calendar days from the date of the pupil's suspension.

Substance Abuse

In accordance with statute and code, penalties shall be assigned for use, possession and distribution of proscribed substances and drug paraphernalia. The penalties shall be graded according to the severity of the offense in accordance with policy 5131.6 Substance Abuse. Infractions shall be reported to the local law enforcement agency in accordance with the district's memorandum of agreement. Confidentiality shall be protected in accordance with federal and state law.

Weapons Offenses

Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The Chief School Administrator may modify this suspension on a case-by-case basis. Each pupil so removed shall be placed in an alternative educational program or on home instruction pending alternative education program placement and shall be entitled to a hearing before the Board. The hearing shall take place no later than 30 days following the day the pupil is removed from the regular education program and shall be closed to the public.

The principal shall be responsible for the removal of such students and shall immediately report them to the chief school administrator. The principal shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

The Chief School Administrator shall determine at the end of the year whether the student is prepared to return to the regular



education program, in accordance with N.J.A.C. 6A:16-5.5(i).

Teaching staff members and other employees of this board having authority over pupils shall take such lawful means as may be necessary to control the disorderly conduct of pupils in all situations and in all places where such pupils are within the jurisdiction of this board.

Harassment, Intimidation or Bullying

The Board expects all pupils to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. This type of behavior interferes with a pupil's ability to learn and a school's ability to educate its pupils in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

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

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, gender, a mental, physical or sensory disability, sexual orientation, gender identity or expression, national origin or ancestry, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus and that:

- A. A reasonable person should know, under the circumstances, will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager, that takes place on school grounds, at any school-sponsored function or on a school bus.

Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying

Pupils

Consequences and remedial measures for a pupil who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance. Consequences shall be consistent with the Board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a pupil who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

- A. Consequences
 - 1. Admonishment;
 - 2. Temporary removal from the classroom;
 - 3. Deprivation of privileges;

4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Legal action; and
10. Expulsion.

B. Remedial Measures

1. Personal
2. Restitution and restoration;
3. Mediation;
4. Peer support group;
5. Recommendations of a student behavior or ethics council;
6. Corrective instruction or other relevant learning or service experience;
7. Supportive student interventions, including participation of the intervention and referral services team;
8. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
9. Behavioral management plan, with benchmarks that are closely monitored;
10. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
11. Involvement of school disciplinarian;
12. Student counseling;
13. Parent conferences;
14. Student treatment; or
15. Student therapy.

C. Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in student routes or patterns traveling to and from school;
9. Supervision of students before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the intervention and referral services team;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;

Classified pupils are subject to the same disciplinary procedures as nondisabled pupils and may be disciplined in accordance with their IEP. However, before disciplining a classified pupil, it must be determined that:

- A. The pupil's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the pupil's needs.

Staff



Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Referral to disciplinarian;
5. Withholding of Increment
6. Suspension;
7. Legal action; and
8. Termination

B. Remedial Measures

1. Personal
2. Restitution and restoration;
3. Mediation;
4. Support group;
5. Recommendations of behavior or ethics council;
6. Corrective action plan;
7. Behavioral assessment or evaluation;
8. Behavioral management plan, with benchmarks that are closely monitored;
9. Involvement of school disciplinarian;
10. Counseling;
11. Conferences;
12. Treatment; or
13. Therapy.

C. Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Supervision;
8. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
9. General professional development programs for certificated and non-certificated staff;
10. Professional development plans for involved staff;
11. Disciplinary action;
12. Supportive institutional interventions, including participation of the intervention and referral services team;
13. Conferences;
14. Counseling;

Reporting Harassment, Intimidation or Bullying

The Chief School Administrator, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

Any school employee, pupil or volunteer who has witnessed, or has reliable information that a pupil has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.



Reports of harassment, intimidation or bullying in any form, including but not limited to, oral reports, written reports or electronic reports shall be taken. Reports shall also be made to the Department of Education through the Electronic Violence and Vandalism Reporting System (EVVRS). The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report.

The Board requires that all violations and complaint reports of harassment, intimidation or bullying be investigated promptly by the building principal or his/her designee. All investigations shall be thorough and complete and shall include, but not be limited to:

- A. Taking of statements from victim, witnesses and accused;
- B. Careful examination of facts;
- C. Support for the victim; and
- D. Determination if alleged act constitutes a violation of this policy.

The building principal shall maintain all reports and records of the investigation on file.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The Board of Education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials. In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, 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. Institutional (i.e., classroom; school building; school district) responses include:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing an positive school climate and culture as well as the issues surround harassment, intimidation and bullying in the school community;
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;



- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

Retaliation and Reprisal Prohibited

The Board prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Chief School Administrator and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

A. Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

B. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service;

C. Visitors or Volunteers

Consequences and appropriate remedial action for a visitor or volunteer, found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the chief school administrator after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

1. Consequences

- a. Admonishment;
- b. Temporary removal from the classroom or school;
- c. Deprivation of privileges;
- d. Classroom or administrative detention;
- e. Referral to disciplinarian;
- f. In-school suspension during the school week or the weekend;
- g. After-school programs;
- h. Out-of-school suspension (short-term or long-term);
- i. Legal action;
- j. Withholding of Increment;
- k. Suspension;
- l. Expulsion;
- m. Termination.



2. Remedial Measures

- a. Personal
- b. Restitution and restoration;
- c. Mediation;
- d. Peer support group;
- e. Recommendations of a student behavior or ethics council;
- f. Corrective instruction or other relevant learning or service experience;
- g. Supportive student interventions, including participation of the intervention and referral services team;
- h. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- i. Behavioral management plan, with benchmarks that are closely monitored;
- j. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- k. Involvement of school disciplinarian;
- l. Counseling;
- m. Conferences;
- n. Treatment; or
- o. Therapy.

Dissemination and Implementation

The Chief School Administrator shall take the following steps to publicize this policy:

- A. Publicized on district website;
- B. Distributed annually to all staff, students and parents/guardians;
- C. Printed in school handbooks; and
- D. Posted at the entrance of each building.

All pupils and staff shall be informed that harassment, intimidation or bullying is prohibited on school property, at any school-sponsored function or on a school bus. This shall include development of a process to annually discuss the policy with students. This information shall also be incorporated into the student handbook and employee training programs.

The training needs of district staff for the effective implementation of this policy procedures and initiatives of the Board shall be reviewed annually. The Board shall also implement staff training programs consistent with this review.

The extent and characteristics of harassment, intimidation and bullying behavior in the district's schools, and implementation programs, or other responses, if appropriate shall be reviewed annually. These programs or other services shall be planned in consultation with parents, and other community members, including appropriate community-based social and health provider agencies, law enforcement officials, school employees, school volunteers, students, and school administrators, as appropriate.

The Chief School Administrator shall ensure that the rules for this policy are applied consistently with the district's code of student conduct N.J.A.C. 6A:16-7 and all applicable laws and regulations and that all disciplinary sanctions are carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

Adopted: March 18, 2003
Amended: May 19, 2009
Amended: December 15, 2009
Amended: April 13, 2010

Key Words

Conduct, Discipline, Pupil Conduct, Student Conduct, Weapons, Vandalism, Harassment, Intimidation, Bully, Bullying,

<u>Legal References:</u> <u>N.J.S.A. 2A:4A-60 et al.</u>	Disclosure of juvenile information; penalties for disclosure
<u>N.J.S.A. 2C:12-1</u>	Definition of assault
<u>N.J.S.A. 2C:33-19</u>	Paging devices, possession by students
<u>N.J.S.A. 2C:39-5</u>	Unlawful possession of weapons
<u>N.J.S.A. 18A:6-1</u>	Corporal punishment of pupils
<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
<u>N.J.S.A. 18A:25-2</u>	Authority over pupils
<u>N.J.S.A. 18A:36-19a</u>	Newly enrolled students; records and identification
<u>N.J.S.A. 18A:37-1 et seq.</u>	Discipline of Pupils
<u>See particularly:</u>	
<u>N.J.S.A. 18A:37-15</u>	
<u>N.J.S.A. 18A:40A-1 et seq.</u>	Substance Abuse
<u>N.J.S.A. 18A:54-20</u>	Powers of board (county vocational schools)
<u>N.J.A.C. 6A:14-2.8</u>	Discipline/suspension/expulsions
<u>N.J.A.C. 6A:16-1.1 et seq.</u>	Programs to Support Student Development
<u>See particularly:</u>	
<u>N.J.A.C. 6A:16-1.4,-2.4</u>	
<u>-4.1, -5.1, -6.1, -6.2,</u>	
<u>-7.1 through -7.6</u>	
<u>N.J.A.C. 6A:32-12.1</u>	Reporting requirements
<u>N.J.A.C. 6A:32-12.2</u>	School-level planning

P.L. 2007, c.129, amends N.J.S.A. 18A:37-15 and includes electronic communication in the definition of public school “harassment, intimidation or bullying”

20 U.S.C.A. 1415(k) Individual with Disabilities Education Act Amendments of 1997

Bethel School District No. 403, v. Fraser, 478 U.S. 675 (1986)

Hazelwood v. Kuhlmeier 484 U.S. 260 (1988)

Honig v. Doe, 484 U.S. 305 (1988)

See also Commissioners’ Decisions indexed under “Pupils – Punishment of” in Index to N.J. School Law Decisions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials

Possible

<u>Cross References:</u> *1220	<u>Ad hoc</u> advisory committees
*1410	Local units
3517	Security



*3541.33	Transportation safety
*4131/	Staff development; inservice education/visitation conferences
4131.1	
4148	Employee protection
*4231/	Staff development; inservice education/visitation conferences
4231.1	
4248	Employee protection
5000	Concepts and roles in pupil personnel
5010	Personal goals and objectives for pupils
*5020	Role of parents/guardians
*5113	Absences and excuses
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5127	Commencement activities
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Pupil grievance procedure
*5145.11	Questioning and apprehension
*5145.12	Search and seizure
*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.



Appendix III: Superintendent's Suspension Hearing Overview

The office of the Superintendent retains the exclusive authority to convene a Superintendent's Suspension Hearing. After the Principal's determination that a student's violation of the School Discipline Code is of a nature that merits action exceeding the Principal's authority, immediate contact will be made with the office of the Superintendent to request a Superintendent's Suspension Hearing. Subsequently, the Superintendent will review the matter and make the determination if the student's action meets the criteria for a referral for a Superintendent's Suspension Hearing.

Additionally, the Superintendent will determine – on the basis of evidence and evaluative data gathered – whether or not a case requires consideration for an Expulsion Hearing.

HEARING NOTIFICATION/PREPARATION PROCEDURES

Suspension (five days or less):

1. Student is found to have committed an act that requires suspension from school. Suspending Administrator prepares a report of the hearing which includes:
 - a. the student name of the,
 - b. the name(s) of person(s) present,
 - c. the charge(s),
 - d. A case summary, and resolutions or recommendations.
2. The Principal or his/her designee writes up a suspension notice detailing the nature of the offense.
 - a. Principal/Designee notifies the parent/guardian by telephone of the student's suspension. If parent/guardian is not immediately available, the person designated as the emergency contact will be notified.
 - b. By the close of the day of suspension, an incident report (see Appendix D) shall be forwarded to the Superintendent and to other departments that may be involved.



Superintendent's Suspension Hearing (more than five days):

1. *Principal notifies the Superintendent of the nature of the offense committed and prepares paperwork to refer the case for a Superintendent's Suspension Hearing, **follow incident call in procedure (see Appendix B).***
2. *Completed paperwork sent to the Superintendent's office.*
3. *By the close of the day of suspension, an incident report (see **Appendix D**) shall be forwarded to the Superintendent and to other departments that may be involved.*
4. *If it is determined that the case is appropriate for a Superintendent's Suspension Hearing, the Principal/Designee will coordinate with the Superintendent's office to schedule a hearing. It is strongly recommended that the hearing take place within five days.*
5. *Principal/Designee sends a certified letter concerning the Superintendent's Suspension Hearing to the student's parent/guardian that details the hearing proceedings and their Rights for Due Process.*
6. *Superintendent's secretary contacts the school regarding place and time of the hearing.*
7. *Principal/Designee notifies the Vice Principal of Special Services (if Special Education student) and the Director of Student Intervention and Family Support Services.*
8. *Request for in-home instruction is submitted to the office of Guidance and Attendance.*
9. *The Principal/ Designee notifies the individual in charge of Home Instruction to start in-home services.*
10. *Principal/Designee compiles data that includes the discipline report, witness report, report from a Security Guard and/or Police, teacher's comments and other essential data.*
11. *This report is sent to the Superintendent, Coordinator of Pupil Progression, and Director of Student Intervention and Family Support Services.*

All forms associated with the Superintendent's Hearing must be completed (refer to Appendix items A – G).

Board of Education Disciplinary Hearing Procedures:

1. *The Board Secretary is notified of the suspension date and pending date of Superintendent's Suspension Hearing. All correspondence must be forwarded from the school requesting the Superintendent's Hearing. The responsibility of ensuring that all due process procedures are followed rests with the Principal. Procedures for holding a Board Hearing includes the following:*
 - a. *If it is the decision of the Superintendent to recommend that the Board of Education hear the case as an expulsion hearing, the Suspending Administrator will immediately notify pertinent District employees.*
 - b. *Vice Principal of Special Services notifies the Child Study Team (CST) to contact the student's counselor and develops case history.*
 - c. *If it is determined that the case merits a comprehensive CST evaluation, the CST will immediately seek parental consent to evaluate the student.*
 - d. *The Board Secretary makes contact with the Board Attorney and requests that a Board Hearing date be arranged within 21 calendar days after suspension.*
 - e. *After receipt of the date for the expulsion hearing, the Board Attorney will send a certified letter of notification to the parent/guardian that explains the procedures and date and time of the Board Hearing.*
 - f. *Hearing moderator reads the formal statement of procedures to the hearing attendees (**Appendix J**).*
 - g. *Suspending administrator reads the charge(s) and how it is a violation of state law and/or Board Policy and that it is an expendable offense.*
 - h. *Student may give testimony (not required).*
 - i. *Witnesses may be brought in one at a time to give testimony in support of the charge(s) or to refute the charge(s).*
 - j. *Parent, Student Advocate and Administrators have an opportunity to question the testimony of witnesses.*
 - k. *Counselor submits and reviews the student profile.*
 - l. *CST Report given by the CST representative.*
 - m. *Parent and student are given an opportunity to give a final statement.*
 - n. *Parent and student are dismissed until a decision is made by the Hearing Board.*



**FORM C: Formal Letter to Parent/Guardian
PLAINFIELD PUBLIC SCHOOLS**

FORMAL LETTER TO PARENT/GUARDIAN

Date

Dear Parent/Guardian:

As the Principal of _____ School, I have made the recommendation that you and your child have a hearing before the Superintendent because of the infraction(s) listed on the Suspension Letter/Form of _____.

The Superintendent's Suspension Hearing will result in:

- (1) Referral to School Administration for appropriate action or*
- (2) Recommendation to the Board of Education for possible expulsion.*

The Superintendent's Suspension Hearing date has been set for _____ at _____.

Home Instruction will be provided by Special Services to a student on suspension after the 5th day. The Superintendent's Suspension Hearing procedures are as follows:

- (1) Administration will present facts of the charge, suspension letter and witnesses*
- (2) Student and Parent/Guardian will present their case and may invite witnesses*
- (3) Guidance Counselor's Report*
- (4) Child Study Team Report (if appropriate)*
- (5) Additional reports as required by Administration or Parent/Guardian*

A review of the student's record file by the Guidance Counselor and the Student and Family Support Services Team will be completed by the time of the hearing.

If you have any questions regarding this letter, please telephone me at _____.

Yours truly,

School Administrator

**FORM E: Confidential Incident Report
PLAINFIELD PUBLIC SCHOOLS**

CONFIDENTIAL INCIDENT REPORT

(To be completed by school employee and submitted to Principal)

School: _____ Date: _____

Incident date: _____ Incident time: _____

Reported by: _____ Position: _____

Reported to: _____ Position: _____

Reason(s) for Referral (not limited to below):

- | | |
|--|---|
| <input type="checkbox"/> Aggravated assault | <input type="checkbox"/> Gambling |
| <input type="checkbox"/> Arson | <input type="checkbox"/> Sexual harassment |
| <input type="checkbox"/> Bullying/harassment | <input type="checkbox"/> Threatening (staff and |
| <input type="checkbox"/> students) Drugs – possession of alcohol (CDS) | <input type="checkbox"/> Weapon/dangerous |
| <input type="checkbox"/> instrument Extortion | <input type="checkbox"/> Other |
| <input type="checkbox"/> Firearms – dangerous weapons | _____ |

Name of individual(s) involved:

Description of incident:

Action taken (if any):

Submitted by: _____ Date: _____

Person monitoring incident: _____ Date: _____

Principal's signature: _____ Date: _____

Date received (Superintendent's office): _____

A SUSPENSION OF MORE THAN FIVE (5) DAYS REQUIRES THIS FORM TO BE FORWARDED TO THE SUPERINTENDENT OR DESIGNEE BY THE END OF THE DAY IN WHICH THE INCIDENT OCCURRED.



FORM F: Acknowledgement Referral PLAINFIELD PUBLIC SCHOOLS

Student's Name: _____

Grade: _____

Reporting Staff:

Dear Parent/Guardian: The Code of Conduct for students who attend Plainfield Public Schools is based on the six pillars of character listed below. A check mark indicates the value in which your child exhibited commendable behavior.

CARING	<i>I will be sensitive to the beliefs, ideas, feelings and experiences of others.</i>
CITIZENSHIP	<i>I will take pride and be a role model in my country, my town and my school.</i>
FAIRNESS	<i>I will treat others equally regardless of their ideas, opinions or moral standards.</i>
RESPECT	<i>I will be considerate of the feeling and property of others and treat them without bias or judgment.</i>
RESPONSIBILITY	<i>I will act in a mature manner and be prepared for any consequences both positive and negative.</i>
TRUSTWORTHINESS	<i>I will be reliable, honest and dependable.</i>

Reason(s) for Referral (not limited to below)

ACADEMICS:

Excellent job on a major project
Improved participation
Attends tutorial

Timely assignments
Contributes significantly in class

Academic improvement
High quality assignments
Other _____

PERSONAL BEHAVIOR:

Improved class behavior
Less tardy
Shows respect for other
Emphasizes the positive
Proactive
Handles pressure well

Sense of humor
Kind/warm
Responsive to others
Courteous
Helpful to all
Enthusiastic

Consistent attendance
Motivates others
Cooperative
Honest
Conscientious
Other _____

SCHOOL/COMMUNITY SUPPORT:

Community service
Helps maintain school's physical appearance

Achievement outside of school
School spirit

Extracurricular achievement
Volunteer work
Other _____

ATTENDANCE:

Less tardy
Improved attendance
Excellent attendance

Perfect attendance
Other _____

SCHOOL UNIFORM:

Participate in extra curricular activities
Certificate of Recognition
Telephone call home
District / Superintend Recognition

RECOMMENDED RECOGNITION:

Refer for Student of the Month _____	Positive Telephone Call Home _____	Official Letter from Principal _____
Participation in Honor Roll Recognition _____	Certificate of Excellence _____	Participation in extra curricular activities _____
Participation in Attendance Recognition _____	District / Superintend Recognition _____	Participation in Awards Recognition _____

ADDITIONAL COMMENTS:

Student Signature _____ Date _____
 Administrator Signature _____ Date _____
 Parent Signature _____ Date _____

Copies to: student, parent, cumulative folder, administrator



**FORM G: Suspension Hearing Report
PLAINFIELD PUBLIC SCHOOLS**

School: _____

SUSPENSION HEARING REPORT

(To be completed by Principal for Informal Hearing)

Child's Name: _____ Grade: _____ Room #: _____

Address: _____

Name of Parent or Guardian (relationship): _____

Hearing held on (date and time): _____

Present (list name and titles): _____

Incident preceding suspension: _____

Proceedings at hearings: _____

Outcome – specific plans for the future: _____

Superintendent's signature: _____ Date: _____

Cc: Principal
Child Study Team Case Manager (if applicable)

**FORM H: Superintendent's Suspension Data
PLAINFIELD PUBLIC SCHOOLS**

School: _____

SUPERINTENDENT'S SUSPENSION DATA

(To be sent by the Principal to the Superintendent or Designee on the 1st day of Superintendent's Suspension)

Date: _____

Student's Name: _____ Date of birth: _____

Is student classified, in process of classification, or 504? _____

_____ Name of Parent or Guardian
(Relationship): _____

Address: _____

Telephone: _____ Grade: _____

Recommended dates of Superintendent's Suspension: _____

1. Immediate cause of suspension:
2. Summary of behavior – (with peers & adults) suspensions and disciplinary history (see attached):
3. Attendance data:
4. Will parents/guardian require a translator? Yes: No: Language:
5. Names of witness (es) (attach statements):

Principal's signature: _____ Date: _____

Attach: Guidance/Counseling/Pertinent notes and reports

Copy of principal suspension hearings
Notes from Office of Special Services re: Manifestation determination



**FORM I: Disciplinary Notification
PLAINFIELD PUBLIC SCHOOLS**

School: _____

DISCIPLINARY NOTIFICATION

(For infractions prior to suspensions)

Parent: _____ Date: _____

Address: _____ Telephone #: _____

Teacher: _____ Grade: _____ Room # _____

Re: _____
Student's Name

Dear _____:

Your child has exhibited unacceptable behaviors in the area(s) checked on the attached page. The following disciplinary actions have been instituted.

Description of Incident:

Action Taken:

Recommendation for Parent Follow-Up:

Administrator's Signature

Teacher's Signature

Copy to: *Child Study Team Case Manager (if applicable) Student/Family Support Team/Guidance Counselor*



**FORM J: Arrangement of Board Disciplinary Hearing
PLAINFIELD PUBLIC SCHOOLS**

ARRANGEMENT OF BOARD DISCIPLINARY HEARING

MEMORANDUM

TO: Board Secretary
FROM:
RE: Arrangement of Board Disciplinary Hearing
DATE:

STUDENT'S NAME: _____
DOB: _____
ADDRESS: _____
GRADE: _____
SCHOOL: _____

As per our discussion on _____(date), the above named student was suspended from school on _____(date). The Superintendent convened a hearing on _____(date). We are requesting that you make contact with the Board Attorney in order that a Board disciplinary hearing date can be held on/or before _____(date). The 21-day requirement for holding this hearing ends on _____(date).

cc: Superintendent



**FORM K: Board Attorney Notification
PLAINFIELD PUBLIC SCHOOLS**

BOARD ATTORNEY NOTIFICATION

Date _____

Mr. / Ms. _____
Esq. Attorneys at Law
P. O. Box
Plainfield, NJ 07060

Dear Mr. /Ms. _____:

Please be advised that the student listed below is being brought to your attention for a possible Board disciplinary hearing. I have enclosed a copy of the infraction(s) committed for your review and consideration.

STUDENT'S NAME: _____
DOB: _____
ADDRESS: _____
GRADE: _____
SCHOOL: _____
DATE OF SUSPENSION: _____
21 CALENDAR DAY DEADLINE: _____

Yours truly,



**FORM L: Board Disciplinary Hearing Procedures
PLAINFIELD PUBLIC SCHOOLS**

BOARD DISCIPLINARY HEARING PROCEDURES

Student's Name: _____

School: _____

- Read Open Public Meetings Act Notice
- Call the roll
- Read resolution to go into Executive Session
- Ask for a second on the resolution
- Roll call vote on the resolution
- Ask in the Student, Parent/Guardian, Representative and Principal/Designee
- Introduce members of the Hearing Board and staff who are present
- Read the following:

I would like to explain to you what we are going to do this evening. You have been asked to appear with your child because he/she has been accused of violating one or more rules at _____ School. Because of the nature of his/her misbehavior, a recommendation has been made that your child must appear before the Board of Education for disciplinary action that may result in a long-term suspension or expulsion from the general education program.

In order to learn all there is to know about this case, we will hold a hearing this evening to learn about both sides of the situation. We will hear from the school administration and from you. In order to do this in an orderly fashion, both the administration and you will have the chance tonight to present witnesses and written materials and to make comments and to ask questions during the hearing.

The hearing will occur in two parts. During the first part, the Board will receive evidence from the administration and from you on the question of whether or not the offense or offenses took place. No other information will be received during this first half of the hearing.

Witnesses may be presented by the administration and asked questions. After the administration has asked all of its questions of a witness, you will have a chance to question the witness. When you are finished, Board members may ask questions. The administration will also present to the Board members various letters and other papers. You may ask questions about them or the issue with the truth of each item.

When the administration has completed its presentation, you may make whatever presentation you choose on the question of whether the offense occurred. You may present witnesses who may wish to make a statement or to ask further questions of the Board members. You may wish to have your child speak to the Board to explain his/her version of what occurred. Please understand that your child does not have to testify.



FORM L (cont.)

If your child does testify, members of the Board may ask him/her questions with regard to his/her testimony. When you are finished with your witnesses, the Board will temporarily close the hearing, excuse all of the parties in the room and will deliberate. When the Board has finished deliberation and reaches a decision, you will be called back in for the purpose of listening to the decision of the Board.

The second half of the hearing will be devoted to receiving materials from the administration and from the parent/guardian to decide what disciplinary action is appropriate under the circumstances. The administration will begin by presenting materials from the student's history folder, test results, grades, past disciplinary reports and reports from the Child Study Team. You may ask questions on any or all of these items.

When the administration has finished presenting its materials, you, the parent/guardian will then have an opportunity to tell us what you think should be done by way of an appropriate disciplinary action against your child. Please keep in mind that a recommendation has been made to expel your child from the public school system. During the second half of the hearing, we want to hear from you and any other individuals who may wish to talk on your behalf.

Are there any questions about the procedure to be followed this evening?



GLOSSARY

<i>TERM</i>	<i>DEFINITION</i>
<i>Accessory</i>	<i>A student who has knowledge of inappropriate behavior by another student and who does not report that behavior to the appropriate administrator is an accessory.</i>
<i>Alternative Education Program</i>	<i>A non-traditional learning environment that addresses the individual learning styles and needs of disruptive or disaffected students at risk of school failure or mandated for removal from general education, that is based upon an Individualized Program Plan and New Jersey Core Curriculum Content Standards and has been approved by the Commissioner of Education, pursuant to N.J.A.C. 6A:16-9.</i>
<i>Behavior Plan</i>	<i>A written document outlining behavior expectations and related timeline.</i>
<i>Bus Regulation & Bus Suspension</i>	<p><i>It is a violation of bus regulation if a student (or other person) intentionally disrupts, prevents, or interferes with the transportation of students to or from school or an activity sponsored by a school on a district-owned or subcontractor operated vehicle.</i></p> <p><i>The school administrator suspends the student from all buses for a specified period of time. The student is expected to attend school, but the parent/guardian is responsible for providing transportation to school. Depending on the circumstances, student may be suspended from school for a bus offense.</i></p>
<i>Cheating</i>	<i>Cheating includes: all acts of academic dishonesty such as supplying or receiving information during a test, copying tests or homework, allowing others to copy your work, obtaining test answers or questions beforehand, using unauthorized materials during a tests, using a project or paper in a second class without teacher permission, using the ideas or writing as your own (plagiarism) including materials retrieved electronically (articles, papers, projects, encyclopedia sources, magazine/newspaper articles, and other similar materials.</i>
<i>Computer Trespass</i>	<i>Unauthorized use of computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or causing the malfunction of the computer, network, program(s) or data.</i>



<i>Conduct Away From School Grounds</i>	<i>School authorities have the right to impose a consequence on a student for conduct away from school grounds, including on a school bus or at a school-sponsored function, where such conduct is detrimental to the safety of students and staff, school discipline or school grounds, pursuant to N.J.S.A. 18A:25-2 and N.J.S.A. 18A:37-2.</i>
<i>Detention</i>	<i>A period of extra attendance time which usually is served before school, after the student's school day or after school. A teacher or an administrator may assign the detention.</i>
<i>Disorderly Conduct</i>	<i>Strikes and demonstrations, instigation of, participation in, or the encouragement of others to participate in strikes or demonstrations on school property which cause interruptions in the learning environment or threaten the safety of the learning environment.</i>
<i>Electronic Sound Communication Devices</i>	<i>District policy prohibits use of radios, tape players, CD players, and other electronic devices in all classrooms. Use of communication devices at school for disruptive or illicit purposes is not permitted. Small audio devices with earphones intended for personal use may be allowed in some areas of the school at the discretion of the administration. Students are strongly advised to leave electronic sound and communication devices at home. School is not responsible for lost or stolen articles.</i>
<i>Explosive Devices</i>	<i>The possession and/or use of any exploding item, fireworks, explosive materials, or device that would be capable of bodily harm or damage to property.</i>
<i>False Alarms</i>	<i>Activating a school alarm for other than the intended purpose of the alarm is prohibited.</i>
<i>Fireworks Offense</i>	<i>The possession, selling/distributing, or detonating of a self-fusing explosive device, no greater in size than two inches, and commercially sold as "fireworks." Cherry bombs, M80s and M90s are included in this category.</i>
<i>Gang/Group Fight</i>	<i>A fight between two or more members of identified groups or an assault by two or more members of one group upon members of another group. The groups may be gangs per se, or cliques or groups of students "working together," even though the groups may not have a formal partnership.</i>



<p>Gangs</p>	<p><i>A gang is defined as any three or more individuals who have a name, claim a territory, use graffiti to mark a school, territory, or themselves, have rivals/enemies, or interact together at the exclusion of the other people. The existence of such gang affiliation may be established by evidence of a common name or common identifying signs, symbols, tattoos, graffiti or attire or other distinguished characteristics.</i></p>
<p>Gender/Ethnic/ Religious/ Disability Harassment</p>	<p><i>Verbal: Written or oral innuendos, comments, jokes, insults, threats, or disparaging remarks concerning a person’s gender, national origin, religious beliefs, etc. toward a fellow student, staff member or other person associated with the district.</i></p> <p><i>Conducting “a campaign of silence” toward a fellow student, staff member, or other person associated with the district by refusing to have any form of social interaction with the person.</i></p>
<p>Physical and Nonverbal Harassment</p>	<p><i>Nonverbal: Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the district.</i></p> <p><i>Physical: Any intimidating or disparaging action such as hitting, hissing, or spitting on a fellow student, staff member, or other person associated with the district.</i></p>
<p>Hazing</p>	<p><i>Hazing occurs when an act is committed against a student or a student is coerced into committing an act that creates a substantial risk of harm to the student or third party in order for the student to be initiated into or affiliated with any school group, club, athletic team, grade level, activity or organization. Hazing includes but is not limited to: any activity that subjects a student to an extreme and unreasonable level of embarrassment, shame or humiliation.</i></p>
<p>Inappropriate Display of Affection</p>	<p><i>Demonstration of one’s affection toward another person has an appropriate time and place.</i></p>



<p><i>Individualized Program Plan (IPP)</i></p>	<p><i>A written plan developed for a general education student who has been assigned by the district board of education to home instruction (or to), an alternative education program or who is being provided other educational services either in or out of school that are comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.A.C. 18A:38-25.</i></p>
<p><i>In-School Restriction/Suspension</i></p>	<p><i>Removal of the student from the regular school routine, however, student still remains in the building. This involves a specific period of time away from peers, classroom activities, lunchroom privileges, and hall passing and may range from a time-out to a formal suspension. During the in-school restriction/suspension it is expected that students will be engaged in doing schoolwork.</i></p>
<p><i>Lock-Down</i></p>	<p><i>Principal will notify faculty, staff and students over the public address system that a lockdown is in progress.</i></p> <p><i>Everyone is to remain in class until notified by administration that the lock is lifted.</i></p>
<p><i>Look-Alike</i></p>	<p><i>Any substance or item which is not, but reasonably appears to be, or is represented to be, the real substance or item. Examples may include:</i></p> <p><i>A toy gun which is very difficult to distinguish, except upon close examination, from an actual gun.</i></p> <p><i>A green leafy plant material which is not, but is claimed, believed or intended to appear to be marijuana.</i></p> <p><i>A white powdered substance which is not, but claimed, believed or intended to appear to be a toxic chemical or biological agent.</i></p>
<p><i>Motor Vehicle Theft</i></p>	<p><i>This includes theft or attempted theft of any motorized vehicle.</i></p>
<p><i>Out-of-School Suspension Long Term (over 10 days)</i></p>	<p><i>The removal of a student for more than 10 school days from the general education program, or the special education program when the appropriate procedures set forth in NJAC 6A:14-2.8 have been followed, but not the cessation of the student's of the educational services.</i></p>



<i>Out-of-School Suspension Short Term (up to 10 days)</i>	<i>The removal of a student for 10 days or fewer from the general education program or the or the special education program, in accordance with N.J.A.C. 6A:14-2.8, but not the cessation of the student's educational services.</i>
<i>Parent Conference</i>	<i>A scheduled meeting of principal, student and other staff members.</i>
<i>Parent Notification</i>	<i>A staff member will notify parent/guardian of student behavior.</i>
<i>Possession</i>	<i>Student is found with alcohol, marijuana, and/or any other drug (controlled dangerous substance, including anabolic steroids, but not including cigarettes) in his/her locker or vehicle, or on his/her person. Includes possession of unauthorized prescription drugs and drug paraphernalia.</i>
<i>Profanity</i>	<i>Use of abusive, vulgar, or disrespectful language.</i>
<i>Remotely Activating Paging Devices</i>	<i>Without the express written permission of the school board, the chief school administrator, or the school principal, students are prohibited from bringing or possessing any remotely activating paging device on any (property) school grounds, including on a school bus or at a school-sponsored function, (used for school purposes), at any time regardless of whether school is in session or other persons are present.</i>
<i>School Grounds</i>	<i>Includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider and structures that support these buildings, such as school district wastewater treatment facilities, generating facilities, and other central service facilities including, but not limited to, kitchens and maintenance shops. School grounds also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and recreational places owned by local municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land.</i>
<i>Student Conference</i>	<i>A meeting between the student and teacher, counselor and/or building administrator. A parent/guardian may be invited to attend.</i>



<p><i>Suspected Use Confirmed</i></p>	<p><i>An incident is reported as Suspected Use Confirmed when a positive determination from a medical examination indicates that the student is under the influence of alcoholic beverages, marijuana, and/or other drug (controlled dangerous substance, but not including cigarettes), or indicates that the student has used anabolic steroids. A report should be completed when suspected use is confirmed by a positive determination from a physician.</i></p>
<p><i>Suspected Use Not Confirmed</i></p>	<p><i>Alcoholic Beverages and Controlled Dangerous Substances — Per N.J.A.C. 6A:16-4.3(a), any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs on school property or at a school function shall report the matter as soon as possible to the principal and the certified or non-certified school nurse or the school physician, according to the requirements of N.J.S.A. 18A:40A-12.</i></p> <p><i>Anabolic Steroids — Per N.J.A.C. 6A:16-4.3(b), any educational staff member or other professional who has reason to believe that a student has used or may be using anabolic steroids, that person shall report the matter as soon as possible to the principal and to the certified or non-certified school nurse or the school physician or to the substance awareness coordinator, according to the requirements of N.J.S.A. 18A:40A-12.</i></p> <p><i>In each instance described above, the referring staff member shall complete the Violence, Vandalism and Substance Abuse Incident Report, according to the requirements of N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3, checking the field, Suspected Use — Not Confirmed. If there is a positive determination from the medical examination, indicating that the student’s alcohol or other drug use interferes with the student’s mental or physical ability to perform in school, or if it is determined that the student has used anabolic steroids, the field, Suspected Use — Not Confirmed, would be unchecked (de-selected) and the field, Suspected Use — Confirmed, would be check (selected). Leave Suspected Use — Not Confirmed checked if there is no positive determination of use.</i></p>



<i>Terroristic Threat</i>	<i>Threatening to commit one of the following criminal offenses: homicide, assault, sexual assault, robbery, kidnapping or arson with the purpose of placing others in imminent fear of one of the violent acts under circumstances reasonably causing the victims(s) to believe the immediacy of the threat and the likelihood that it will be carried out. One needs to consider age and developmentally appropriate behavior before using this category.</i>
<i>Time-Out</i>	<i>Student is removed from an activity.</i>
<i>Truancy</i>	<i>Ten or more cumulative unexcused student absences, as determined by the district board of education pursuant to N.J.A.C.6A:16-7.8(a) 3, for any of the hours that the school is in session.</i>
<i>Use or Possession</i>	<i>Evidence of use and/or possession of alcoholic beverages or illegal/unauthorized drugs or narcotics, including marijuana and related paraphernalia, is prohibited in any form at school, or at a school-sponsored activity. Substances suspected to be illegal are also prohibited. This includes consumption prior to arrival at school or school-sponsored activities.</i>
<i>Vandalism</i>	<i>Defacing, damaging, or disrupting the appropriate use of school property or the personal property of others is prohibited. Acts of vandalism directed toward a staff member, on or off campus, will still be subject to school discipline.</i>
<i>Warning</i>	<i>A verbal or written warning delivered by a school staff member to the student.</i>
<i>Zero Tolerance</i>	<i>There will be consequences for serious drugs, weapons, bullying, and youth gang/hate group offenses on school property or at a school activity, function, or event. The school system will be proactive. Each individual case will be reviewed.</i>

