

**Orange Township
Public Schools**

**Code
of
Student Conduct**

Parent/Student Guide



**Ronald C. Lee,
Interim Superintendent**

www.orange.k12.nj.us

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Vision

“The Orange Public School District commits to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community.”

Orange Public Schools Mission Statement

- The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students.
- With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all students to reach their full potential.
- The district serves all students in our schools, acknowledging their unique backgrounds, cultural perspectives and learning styles.
- The district recognizes that curiosity, discipline, integrity, responsibility and respect are necessary for success.
- The Orange Public School District cultivates a community of 21st century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.

No Alibis, No Exceptions, No Excuses!

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Introduction

The Orange School District is committed to providing every student with the opportunity to attend school in a safe environment that promotes learning for all children. The goal of the Code of Student Conduct is to provide clear and concise parameters for student conduct and discipline. The purpose is to establish an atmosphere for discipline which creates support for positive personal growth and achievement.

All students, staff, and parents of the district must fully understand the expectations for student behavior while in attendance in our schools, attending school-sponsored activities, or utilizing bus services provided by the district. We expect students to behave responsibly, to respect the properties of others, and to work cooperatively with all members of the school community. Thus, when students commit an offense, they must be corrected to grow as citizens and to ensure they obtain maximum benefit from our educational offerings. The Orange School District has developed strategies that are fair and consistent, designed to correct undesired behavior while ensuring the rights of all.

School Administrators are to ensure that the Code of Student Conduct is distributed to each student and family at the beginning of the school year and to any and all incoming students and families throughout the year. The Student Code of Conduct must be reviewed by principals/administrators' during the month of September.

The Code of Student Conduct and expectations for student behavior should be reviewed with parents. All parents are encouraged to reinforce the Student Code of Conduct with their children, and sign indicating that they read and have a full understanding of the District Policies and Procedures for student conduct.

The administration must take responsibility to create and maintain a safe school environment in collaboration with staff, student, parents, and the school community. All schools must have established practices and routines that teach and reinforce appropriate student behavior in school and classrooms. The Code of Student Conduct represents a proactive approach to establish a school environment that is safe and encourages student self-discipline to minimize the use of exclusionary interventions for students who violate the Discipline Policy.

Law Enforcement Unit

The Orange Township School District has a Law Enforcement Unit which indicates that there are surveillance cameras throughout the school's. Surveillance tapes may be utilized as evidence for incidences that may occur which may cause disruption or disorder to the school. The Law Enforcement Unit will be responsible for the storage of the tapes and ensuring confidentiality.

SECTION I - STUDENT RIGHTS AND RESPONSIBILITIES

All students within the Orange School District have the following rights:

- Students have the right to receive an education which allows for maximum personal growth and prepares them to be productive members of our society.
- Students have the right to participate in all aspects of school—regardless of race, gender, color, creed, national origin, sexual orientation, or a handicapping condition.
- Students have the right to present information and written statement that has a bearing on disciplinary action in accordance with the procedures and timelines established for each specific infraction.
- Students have the right to due process in suspensions and expulsions.
- Students have the right to confidentiality regarding their student records as per federal and state laws.
- Students have the constitutional right to express themselves unless such expression interferes with the educational process, threatens immediate harm to the welfare of the school or community, encourages unlawful activity, or interferes with another individual's rights.
- Students have the right to a positive learning environment in which all members adhere to school rules. (Students have the responsibility to respect all staff and comply with the Code of Student Conduct).
- Students have the right to participate in extra-curricular activities. (Students have the responsibility to complete all assigned work, remain in good academic standing, and attend school prepared to learn).

Section II – Responsibilities

SCHOOL ADMINISTRATOR'S RESPONSIBILITIES:

- To maintain a safe, secure, and orderly school environment.
- To explain the Code of Student Conduct and procedures to all staff so that they can help students understand and accept the rules. To review the Code of Student Conduct and procedures at a school assemblies with the entire student body present.
- To monitor the return of the forms to be signed by parents stating that they have received and read the Code of Student Conduct and procedures.
- Ensure that parents and students are afforded the appropriate rights of due process prior to suspensions or expulsions.
- To ensure that all system-wide regulations, laws, and school rules regarding discipline, drugs, and alcohol are applied consistently.
- To submit accurate reports of school violence and vandalism/harassment intimidation and bullying incidents to the appropriate authorities.
- To give support to staff members including modeling successful and effective strategies for classroom management, procedure and the building of good citizens
- To establish and monitor procedures that ensure:
 - immediate action for referred and documented violations of discipline regulations;
 - informing the involved staff member, in writing, of actions taken on referred violations; and
 - maintaining a file of all discipline actions and referrals on each student.
- 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.
- To inform the parent/guardian and student when disciplinary action is needed.
- To give support to faculty in making referrals and to advise them of appropriate methods of referral.
- To communicate the expectation that all staff are responsible for responding to problems in a constructive and effective manner with administrative support.

Section II – Responsibilities

STAFF:

Each member of the Orange Public School District must consistently communicate clearly the Code of Student Conduct and all school rules and regulations. In efforts to enforce district and school rules and regulations, all staff members must respect the rights of students and parents.

All staff members must:

- Be equal partners to achieve successful learning.
 - Treat each student with respect.
 - Assist in fostering a positive and safe school environment.
 - Respond to parents' communication in a timely and appropriate manner.
 - Review school and classroom rules and regulations on a daily basis.
 - De-escalate inappropriate behavior through management strategies.
 - Teach students to solve problems in a nonviolent, positive manner through modeling, role playing and practice.
 - Develop and implement procedures and routines to ensure school and classroom environments are conducive to learning.
 - Maintain professional composure when disciplining students and avoid verbal or physical confrontation.
-
- Attend required professional development to deal with social, emotional, and day to day developmentally appropriate practices to support students in their growth as citizens.

Section II – Responsibilities

PARENT:

The Orange School District desires to develop and maintain a partnership with parents to ensure all students achieve academic and social growth.

Every parent should:

- Ensure attendance and punctuality of their children.
- Send their children to school prepared and ready to learn.
- Provide adequate time for students to study and to complete homework on a daily basis.
- Encourage positive attitudes toward learning.
- Review the Code of Student Conduct and discuss its contents with their children.
- Ensure your child is adhering to school and district rules and policies.
- Ensure respect for school personnel and other students.
- Attend conferences related to their child's academic or behavioral performance.
- Familiarize themselves with the services available to students through the school, its partners and community agencies that work in collaboration with the schools.
- Encourage involvement in extracurricular activities.
- Send their children to school in the proper attire to meet the district dress code.

Section II – Responsibilities

STUDENT:

All students have the following responsibilities regarding their education:

- Attend school daily and be on time to all classes.
- Come to school with a positive attitude and develop self-respect and discipline.
- Come prepared and ready for daily work and complete all class and homework assignments.
- Help maintain a safe and healthy climate conducive to learning.
- Respect the rights of teachers, students, administrators, and all staff who are involved in the educational and operational process.
- Understand and comply with all rules and regulations to ensure positive student behavior.
- Ask teachers, parents, and peers for help when needed.
- Adhere to the district's dress code.
- Make up work when absent from school.
- Accept responsibility for learning, effort, and behavior.
- Refrain from language likely to offend others based on their race, ethnicity, gender, or membership in a legally-protected group.

Section III - Intervention & Referral Services Committee (I&RS)

As mandated by state code (N.J.A.C. 6A:16-8), each school must establish and implement a coordinated system in which general education students are served, for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs.

The Orange Public School District has selected a collaborative model for the operation of the school-based I&RS Team. The intervention and referral services shall be provided to aid students in the general education program by identifying the specific student problem and through collaboration develop and implement an action plan to address the student's specific needs.

The types of at-risk behavior students manifest while in school include: lack concentrating or focusing on learning, incomplete assignments, low achievement to demonstrated skill level or tested potential, declining or failing grades, cheating, absenteeism, tardiness, falling asleep, inability to stay in seat or work within structure, decreased participation, self-defeating responses to peer pressure, deteriorating personal appearance and hygiene, erratic behavior, loss of affect, acting out, fighting, defying authority, violating rules and dropping out of school. These and other problems place students at risk for school failure and other problems.

The purpose of an Intervention and Referral Services Program are:

- ❖ To identify learning, behavior, and health difficulties of students.
- ❖ To collect thorough information on the identified learning, behavior , and health difficulties .
- ❖ To develop and implement action plans which provide for appropriate school or community interventions and referrals to school and community resources.
- ❖ To work with teachers and to assist in achieving the desired outcomes.

Members of I &RS Committee:

- ❖ Principal or Designee
- ❖ General Education Teacher
- ❖ School Counselor
- ❖ School Social Worker
- ❖ School Nurse
- ❖ Child Study Team Member's

Section III A-The Preschool Intervention and Referral Team

The Preschool Intervention and Referral Team (PIRT) is in place to help school district preschool staff modify children's challenging behaviors (i.e. physical, social, language) that block successful participation in a general preschool classroom through development and implementation of intervention plans. Intervention plans address a variety of behaviors (i.e. a child who hits, a child who stays alone in situations, a child who doesn't have any friends, a child with separation anxiety, a child who stutters, a child who does not speak).

- The team includes 2 behavior specialists, 1 school social worker and 1 speech and language pathologist. The PIRT is supervised by the school district preschool administrator.

Positive Behavior Support Pyramid Model (Fox et al., 2005)

Positive Behavior Support Pyramid Model provides a process for understanding and resolving the problem behavior of children and offers an approach for developing an understanding of why the child engages in problem behavior and strategies for preventing the occurrence of problem behavior while teaching the child new skills. It includes a written plan for the teacher to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal. PBS resources can be obtained at: <http://challengingbehavior.fmhi.usf.edu/>.

Preschool Intervention and Referral Team Responsibilities:

- Support classroom teachers in order to provide strategies for children who are exhibiting difficulty in the classroom as indicated through the screening process or through observation.
- Provide support including written strategies for classroom staff, modeling, professional development and consultation to classroom staff, parents, administrators and master teachers.
- Provide ongoing professional development based upon Positive Behavior Support pyramid model for district staff (i.e. administrators, teacher assistants, master teachers, teachers).
- Coordinate the Early Screening Inventory-Revised (ESI-R) screenings.
- Facilitate transition of all PIRT case files to other programs (i.e. kindergarten, CST).
- Establish a PIRT assistance protocol including a Request For Assistance (RFA) form.
- Once an RFA is received, establish and manage a case file for each child.
- Consult with necessary professionals as applicable (i.e. classroom teacher, master teacher, administrators, social workers, family workers, parents).
- Create and implement a PIRT intervention plan for which each child that an RFA is received.

- Conduct classroom visits, as necessary, to implement the PIRT intervention plan. These visits may include observations, providing feedback regarding the child or support plan, providing recommendations and modeling strategies.
- Modify and adapt the PIRT intervention plan as necessary throughout the year.
- Evaluate the progress of the student and, if necessary, facilitate a written referral to the school district's Child Study Team as set forth in N.J.A.C. 6A:14.

Screening

Preschool program regulations require the administration of a developmentally-based early childhood screening assessment, such as the Early Screening Inventory-Revised (Meisels et al., 1997), to each child upon entry into the preschool program. Information from the screening instrument should never be used to determine or deny placement. Rather, it should be used to determine if a child is within one of the three screening categories: 'refer', 're-screen', 'ok'. Parents must be notified before and after all screenings have taken place. Additional information regarding screening is located in the Curriculum and Assessment section of this document.

Referral to the Child Study Team

When initial screening indicates that a child should be referred, or a parent, teacher, or PIRT member has a concern about a child's development and suspects a potential disability, the following steps should be taken:

1. Submit a written request to the school district's child study team for a special education evaluation. The written request (referral) must be submitted to the appropriate school official. This may be the principal at the neighborhood school, the director of the preschool provider, the director of special education, or the child study team coordinator of the school district.
2. The parent, preschool teacher and the child study team (school psychologist, school social worker, learning disabilities teacher-consultant, speech and language pathologist) meet within twenty days (excluding school holidays) to determine the need for evaluation.
3. After the completion of the evaluation and a determination of eligibility, an Individualized Education Program (IEP) is developed for the child by an IEP team consisting of a parent, a child study member, a school district representative, the case manager, and the general education teacher. The team determines modifications, interventions, and supplementary services necessary to support the child.

Services Provided in the Least Restrictive Environment

The preschool general education environment and routines should always be considered when determining the goals and areas needing to be addressed. To the maximum extent appropriate, preschool children eligible for special education will be enrolled in general education preschool programs with their non-disabled peers. In the event that there is disagreement, the school district has an obligation to inform parents of due process rights in referral.

A preschool teacher or an administrator who is familiar with the school district's preschool programs should be available at all meetings when determining special education services and placement. Classroom teachers should also be involved in the planning process.

Referrals from Early Intervention

Referrals throughout the year are made to the child study team from the Early Intervention (EI) system, which is responsible for children from birth to three years of age. Children exit the EI system at age three. If they are eligible to be classified as a preschool child with a disability, they are to begin preschool with an individualized education program (IEP).

Section IV – Character Education Programs

Orange High School
Orange Preparatory Academy
Positive Behavior Support in Schools

Career Innovation Academy of Orange (CIAO)
Big Picture Strategies

Heywood Avenue School
Positive Attitude Works

Forest Avenue School
Character Counts

Rosa Parks Central Community School
Positive Behavior Support in Schools

Oakwood Avenue School
Cleveland Avenue School
Park Avenue School
“Bucket Fill”

Lincoln Avenue School
Six Pillars

Orange Early Childhood Center
PBS

Section V - Discipline Procedures

Discipline Procedures:

When there is sufficient evidence that a student's misconduct is disruptive or which threatens the safe and orderly environment of the school, the administrator reserves the right to take immediate disciplinary actions.

The following consequences may be recommended:

- **Teacher Conference:** Teacher will meet with student and parent to discuss strategies to improve behavior.
- **Teacher Student Contract:** A contract will be developed between student and teacher.
- **Teacher detention:** A teacher may hold detention where a student is detained, either before or after school to address unbecoming behavior.
- **Administrative Assigned Detention** – An administrator may hold in a school-wide specified detention area. Only an administrator may assign a student to this detention. During this detention, students work quietly and are expected to complete school work or other assignments set forth by principal. Parents will be notified of after school detentions.
- **Community Service** – A student may be assigned a task within the school or on school grounds that serves the school community. In addition, an agreed upon community services in designated location by principal and parent. This program provides students with meaningful community service experience.
- **Loss of Privileges:** A student may not be allowed to attend a reward or participate in extra-curricular activities.
- **Suspension** – Only an administrator can suspend a student. When a student is suspended, parents will be notified that a suspension has been assigned and the reason of the suspension. A parent conference will be requested prior to student re-entry. Any students receiving a suspension will also be excluded from any extracurricular activities and school sponsored events for the duration of the suspension. Students are not allowed on school grounds during suspension. The student's are to complete assignments made by his/her teachers.

Section V– Discipline Procedures (continued)

Discipline Procedures

- **In-school suspension:** Refers to the temporary exclusion from attending regular classes. A student reports to the office on the day(s) he/she is assigned (I.S.S.) and is detained in a room away from their normal school environment for disciplinary purposes.
- **Out-of-school suspension:** Refers to the temporary exclusion from attending school. Depending on the infraction, the suspension may be from one to ten days. In all cases, the student will not be re-admitted without a parent conference with an administrator. All suspensions more than three (3) days must be approved by the Superintendent or Deputy Superintendent.
- **Expulsion** – The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a pupil. “Expulsion” means the Board discontinues the educational services or discontinues payment of educational services for a general regular education pupil from school pursuant to N.J.S.A. 18A:37-2.
- **Police Notification** – Serious infractions of the Student Code of Conduct may result in police notification as per the Memorandum of Agreement. Parent will be notified immediately upon infractions requiring police involvement.

VI- Attendance

The Board of Education requires the students enrolled in the schools of this district attend school regularly in accordance with New Jersey State Law. The educational program offered by the Orange School District is predicated on the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

NJ State Law requires that we document all days when a student is absent from school. As such, the school will monitor student attendance and timely arrival throughout the year. **Students who have missed 18 or more days of school, excused or unexcused, will be labeled as “chronically absent” by the State of New Jersey.** This is closely monitored parents are taken to court.

Attendance at school may be excused for certain absences as defined by the Board. All absences for reasons other than excused shall be unexcused.

Excused Absences for Orange Public Schools:

- A. Student illness (over 3 days physicians note)
- B. Family illness or death
- C. Educational opportunities
- D. Excused religious observances, pursuant to N.J.S.A. 18 A:36-14 through 16
- E. Where appropriate, when consistent with IEP (accommodation plans)
- F. Suspension from school
- G. Students required attendance in court. (Court papers must be presented)
- H. Necessary and unavoidable medical and dental appointments that cannot be scheduled at any other time
- I. Take Your Child to Work Day
- J. A reason not listed above, but deemed excused by the Principal upon written request by students parent or legal guardian. Although the above are excused absence they count toward chronic absenteeism.

Schools shall monitor these excused absences closely for excessive utilization, when necessary documents must be required.

Pursuant to Orange Board of Education Policy and Regulation No. 5200 and N.J.A.C. 6A:16-7.6, “Principal’s or their designee shall make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts”.

VI- Attendance – (continued)

Chronic Absenteeism:

New Jersey will use chronic absenteeism as the additional indicator of school quality and student success during the first year of New Jersey's school accountability system under ESSA. Chronic Absenteeism is a measure of the percentage of students who are not present 10% or more of the total enrolled school days.

ESSA School Accountability: Formula

NJDOE heard from many stakeholders that it should weigh student growth more than any other factor in the school accountability system. As a result, NJDOE revised the school accountability formula as shown below. These summative ratings will be used to determine the schools in need of comprehensive and targeted support and improvement.

Schools who meet minimum n-size for English Learners

30%	PARCC/DLM Proficiency
+	
40%	SGP/Graduation Rate
+	
10%	Chronic Absenteeism
+	
20%	Progress to English Language Proficiency (ELP)
=	
100%	Summative Score

Schools who do not meet minimum n-size for English Learners

35%	PARCC/DLM Proficiency
+	
50%	SGP/Graduation Rate
+	
15%	Chronic Absenteeism
=	
100%	Summative Score

Unexcused Absence:

On a day when an absence/lateness is for reasons other than those noted above as “excused,” the day of absence/lateness is recorded as “unexcused” and will go into your child’s permanent record marked as such. Please note that family vacations and other non-educational activities are not included in the list of “excused” absences above. They are considered “unexcused” absences, and should be planned so they do not interfere with school attendance. Parents/guardians must assume full responsibility for all missed academic assignments. Teachers will not provide work in advance of such absences but may provide work upon a student’s return.

In addition, in accordance with *NJ Statutes Annotated (NJSA) 18:A* and *NJ Administrative Code (NJAC) 6A*, the following guidelines will be followed when absences are “unexcused.”

- For up to 3 cumulative absences, the school will conduct an investigation including contact with the student’s parents to determine cause of absences; will develop an action plan as necessary.
- Parent notifications will be sent out after the 3rd, 6th, and 9th absence.
- For between 5 and 9 cumulative absence, the school will conduct a follow-up investigation including contact with the parents, will evaluation and revision the action plan above to include referrals, consultations or assessments, and will cooperate with law enforcement and other authorities and agencies;
- For cumulative unexcused absences of 10 or more, the student is considered truant. For students between the compulsory school ages, the school district will make referral to the court program as required by the *NJ Administrative Office of the Courts*. The school will make home visit, consult with the parents, cooperate with law enforcement and other authorities and agencies, and will proceed in accordance with *NJSA 18A, Compelling Attendance at School*, and other applicable State and Federal statutes, as required.

Unexplained Absence: Parents/guardians must provide the school with a reason for a child’s absence. If the child is not in school and the school office has not received parental/guardian notification as to reason, this absence will be considered “unexplained” and will be marked as “unexcused” in the child’s permanent record and the guidelines above will be applied. In the event of “un-notified” absence, the school will make a reasonable attempt to contact the child’s parents to determine the reason for the absence prior to the start of the following day.

Absences during Testing Periods: If a student has an absence during the District or State standardized testing periods as advertised on the District calendar, he/she will only be able to make-up the test during the scheduled retake period that follows the testing period. This includes end-of-year final exams and math tests at all levels including those that determine placement and acceleration.

Reporting Absence: It is a parent’s/guardian’s responsibility to call the school when a child is going to be absent.

Chronic Absences: A student who is absent from school more than 10% (ten) of the school year is considered chronically absent.

VI- Attendance – (continued)

Reporting Lateness: If a student must report to school late, the parent must escort the student to the office and provide the office staff with the reason for the tardiness. The parent must sign the student in at the main office.

Reporting an Early Sign-out: Early sign-out from school is discouraged; however, we realize there are times when this will occur. Please send a note in advance to alert us of the need to sign your child out early from school. The parent must come in to the main office to sign the student out. In the event that an adult other than the parent reports to pick up a student; he/she must be on the emergency card and must present a valid ID or driver's license. Only individuals on the emergency form will be permitted to pick up student.

Readmission after Absence: A physician's statement explaining a non-communicable absence of *more than three days* is required. The school nurse must receive a written physician explanation if the student has been absent with a communicable disease for *any length* of time. This will serve as evidence of the student being free of the communicable disease.

Section VII – Memorandum of Agreement/Due Process

Memorandum of Agreement:

In New Jersey, this is a uniform Memorandum of Agreement (MOA) between school districts and law enforcement officials. The MOA, which is approved by the NJ Department of Law and Public Safety and the NJ Department of Education, documents the commitment for schools and law enforcement agencies to work together as equal partners to enforce the law on school grounds. The MOA also details how schools are to report suspected incidents involving alcohol or drugs, weapons, child abuse, hazing, harassment, intimidation and bullying, or problems that compromise school security or safety. School administrators use the MOA to determine their course of action when faced with matters that rise to this level.

Due Process:

Parents and students have procedural due process rights under the Fourteenth Amendment with respect to discipline that involves the possibility of serious sanction and consequences such as suspension or expulsion.

SECTION VIII - DISCIPLINE INFRACTIONS WITH CONSEQUENCES (GRADES K-4)

Teaching appropriate social behavior is an integral component of the Districts work. It may however be essential to address consistent misbehavior.

Corrective Measures:

When unacceptable behavior is displayed; then it is necessary to provide corrective measures through a series of procedures which are clearly understood by all.

Corrective Action which are humiliating or degrading will not be used.

Corrective Action will be in proportion to the offense and unacceptable behavior will be investigated before action is determined.

Consequences:

Consequences take a variety of forms. The process is the teach students behavior resulting in good citizenship. It is essential that the child apologizes. Teachers will log inappropriate behavior and contact parent.

Consequences include:

1. A verbal reprimand
2. Moving a student's position in class.
3. Consultation with parent
4. Principal or Assistant Principal will implement strategies to improve and monitor the student's behavior and keep the parents informed. Strategies may include:
 - The removal of privileges such as participation in non-educational field trips or sports events
 - Placing a student on a daily behavioral plan, where teachers will comment during the day on behavior.
 - Development of 'student contract' between the student, parent and school aligning to the 'Code of Student Conduct'.
 - If the behavior does not improve, the 'student contract' is broken or a serious misdemeanor occurs and the student will be referred to the Intervention and Referral Committee.

Additional Corrective Measures Include:

Detention:

A student may be detained afterschool for:

- Constant violation of school rules
- Hurting others/physical violence
- Disruptive behavior
- Inappropriate language, including references to race, gender, size or disability

In-School-Suspension (see page 14, paragraph 1)

Out-of-School Suspension (see page 14, paragraph 2)

Police Notification/Expulsion (see page 14, paragraph 4)

SECTION VIII - DISCIPLINE INFRACTIONS WITH CONSEQUENCES (GRADES 5- 12)***CONSEQUENCES may be subject to progressive discipline or multiple actions.**

OFFENSE	CONSEQUENCE
Acceptable Use Policy Violation – unethical use of school district technology.	Conference with principal Detention Loss of technology privileges ISS/OSS
Alcohol/Substance Abuse – possession, use, sale or distribution of any substance on school property, transportation, school sponsored activities.	As per policy • Immediate Police Notification • Parent Conference with principal • S.A.C. Intervention/Mandatory Testing • OSS • Agency Referral
Attendance: ▪ Truancy ▪ Cutting class ▪ Late to school ▪ Leaving class without permission	Detention Parent Conference ISS/OSS
Arson – Starting a fire or causing an explosion in/on school grounds placing others in danger or damaging/destroying property.	Arson Program Police/Fire Department notification Board Hearing OSS
Bomb Threat/Offense – Creating or assisting in creating a bomb or a bomb threat to the school (via telephone, email, or other means).	Police notification Board Expulsion Hearing OSS
Disorderly Conduct – Any act or behavior that disrupts the orderly conduct of the school function, learning environment, poses a threat to the health, safety and/or welfare of students, staff or others	Parent notification Detention ISS/OSS
Dress Code Violation – In order to promote a serious learning environment, clothing which is distracting, suggestive or inappropriate is prohibited.	Change clothing by parent immediately Detention Parent conference
Extortion - Taking or attempting to take property or money from another individual by force or intimidation	Parent notification Detention Police notification ISS/OSS Board Hearing
Fighting – Engagement in a physical confrontation that may result in bodily injury.	Parent notification Detention ISS/OSS Superintendent Hearing

Forgery -Alterations made on any type of school material, e.g. Passes, notes, grades, etc.	• Parent Notification • Detention • ISS/OSS
Plagiarism – is defined as stealing or use without acknowledgement of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.	• Reprimand • Grade failure • Withhold Credit in the work tainted by academic dishonesty • Principal may implement a more stringent discipline.
Gambling – wagering of money or something of material value with the primary intent of winning additional money or material goods.	ISS/OSS Police notification Board Hearing
Harassment, Intimidation, Bullying (HIB) – any gesture or written, verbal or physical act perceived as motivated by 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 grounds, at any school sponsored function or while traveling on school transportation.	A HIB incident will be investigated promptly within the defined timeline and in adherence with the procedures set forth in the District HIB Policy. Consequences shall vary according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors. Consequences may include: ▪ Review of District Policies ▪ Parent notification ▪ Counselor referral ▪ Admonishment ▪ Temporary removal from class ▪ Deprivation of privileges ▪ Referral to anti bullying specialist ▪ Detention ▪ ISS or OSS ▪ Ban from program participation ▪ Restriction on being on school grounds ▪ Police notification ▪ Expulsion A HIB incident may also require remedial actions to be taken to correct the problem behavior or to prevent reoccurrence. Among the measures that may be taken are personal restitution, a behavioral plan, counseling, school or community service, or corrective instruction.
Insubordination/Open Defiant Behavior – negative or inappropriate responses to reasonable request from staff member.	Parent notification Detention ISS/OSS May lead to contact of Court and DCP&P

Leaving School Grounds – leaving school grounds without permission.	Parent notification/Conference Detention ISS/OSS Contact Local Police
Physical Assault on Staff – Physical contact against school personnel that does or has the potential to cause bodily injury.	Superintendent notice Police notification Board/Expulsion Hearing
Profanity/Inappropriate Language – use of obscene language, gesturing, profanity, suggestive comments, either written or verbal.	Parent notification Detention ISS/OSS
Sexual Harassment – any unwelcome sexual advances or suggestions, request for sexual favors, and verbal or physical contacts of a sexual nature.	Superintendent notice Police notification Board/Expulsion Hearing OSS
Theft -Removal, concealment, or possession of property, other than one's own.	Board Hearing Parent Notification Referral to counselor Superintendent notification Police notification OSS
Threat to Staff - Actions that cause staff to have concern for the safety of themselves, their property or families.	Parent Notification OSS/ISS Referral to counselor Superintendent notification Police notification Board Hearing
Threats to Students - Actions, which cause others to have concern for the safety of themselves, their property and family members.	Parent Notification OSS/ISS Referral to counselor Superintendent notification Police notification Board Hearing
Vandalism/Damage to School Property - deliberately damaging or defacing of school property or any Individual's property.	Parent Notification Police notification Detention Community service Restitution ISS/OSS Responsibility for reimbursement of damage property
Weapons and Dangerous Instruments – criminal possession or transmitting of any kind of weapon on school grounds.	Police notification Parent Notification Superintendent notification Board Hearing OSS Immediately

Note:

- All student suspensions over three days must be approved by the Superintendent or Deputy Superintendent of Schools.
- Duration
 - Short Term Suspensions – 1-3 days, Out of School Suspension
 - Long Term Suspensions – up to 10 days, Out of School Suspension
- Students with Disabilities
 - Up to 10 days of Out of School Suspension annually will result in manifestation of determination meeting conducted by the Child Study Team.

PARENT AND STUDENT AGREEMENT FORM
DISTRICT CODE OF CONDUCT

We have read and fully understand the Code of Conduct and are aware that this signed form must be returned to the homeroom teacher immediately so that it may be placed in the student's cumulative folder.

Date: _____

Parent/guardian

Print Name _____

Parent/guardian

Signature _____

Student

Print Name _____

Student

Signature _____

Grade: _____

Homeroom: _____