

Code of Conduct-Offense	First Offense	Second Offense	Third Offense	NOTES
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Accumulation of Discipline Referrals- a student accumulates ten discipline referrals.	Combination of 2 OSS Parent Conference Student Services Referral Restorative Practices Reflection	Combination of 3 OSS and Parent Conference Student Contract Student Services Referral Restorative Practices Refl	Combination of 4 OSS Parent Conference Student Contract Student Services Referral Restorative Practices Refl	FOURTH Same as 3 plus Principal' s Hearing
Aggravated Assault on a Staff Member-(6-8) Unwanted bodily contact with another person without legal justification that causes great harm, is done with a deadly weapon, is done by a person who conceals their identity, or the use of physical force against school personnel. This includes aiding and abetting in the commission of this behavior. Out-of-school suspensions of nine days or less may be used only if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities; Restitution ➤ For students in 9th through 12th grades, or for any student violating section 6-1 through 6-7,	-Not to exceed 05 days OSS/ 3-7/ISS combo of 09 days. -Principal's Hearing -Board Meeting /Recommendation to the Superintendent for expulsion. -Restorative Practices -School to notify authorities and Charges Filed. Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to nine days. ³⁹ A student <u>may be suspended for up to ten days</u> with written justification submitted for approval in the District student information system. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs; Restitution.	-Not to exceed 05 days OSS/ 3-7/ISS combo of 09 days. -Principal's Hearing -Board Meeting /Recommendation to the Superintendent for expulsion. -Restorative Practices -School to notify authorities and Charges Filed. Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to nine days. ³⁹ A student <u>may be suspended for up to ten days</u> with written justification submitted for approval in the District student information system. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs; Restitution.	-Not to exceed 05 days OSS/ 3-7/ISS combo of 09 days. -Principal's Hearing -Board Meeting /Recommendation to the Superintendent for expulsion. -Restorative Practices -School to notify authorities and Charges Filed. Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to nine days. ³⁹ A student <u>may be suspended for up to ten days</u> with written justification submitted for approval in the District student information system. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs; Restitution.	FOURTH -Not to exceed 05 days OSS/ 3-7/ISS combo of 09 days. -Principal's Hearing -Board Meeting /Recommendation to the Superintendent for expulsion. -Restorative Practices -School to notify authorities and Charges Filed. Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to nine days. ³⁹ A student <u>may be suspended for up to ten days</u> with written justification submitted for approval in the District student information system. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs; Restitution.

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automatic referral to appropriate personnel. ♦ The principal may request an expulsion hearing at his/her discretion.				
Arson (6-3) - Knowingly damaging, by means of fire or explosive, a building and/or the personal property of others.	-Parent Notification -Not to exceed a 09 day -ISS/OSS combination -(4 days or more must be OSS) -Board of Education hearing -Police Notified/charges filed -Financial Restitution -Student referral services Restorative Practices Reflection	-Parent Notification -Not to exceed a 09 day -ISS/OSS combination -(4 days or more must be OSS) -Board of Education hearing -Police Notified/charges filed -Financial Restitution -Student referral services Restorative Practices Reflect..	-Parent Notification -Not to exceed a 09 day -ISS/OSS combination -(4 days or more must be OSS) -Board of Education hearing -Police Notified/charges filed -Financial Restitution -Student referral services Restorative Practices Reflection	FOURTH -Parent Notification -Not to exceed a 09 day -ISS/OSS combination -(4 days or more must be OSS) -Board of Education hearing -Police Notified/charges filed -Financial Restitution -Student referral services Restorative Practices Reflect..
Assault on another student-(6-8) Unwanted bodily contact with another person without legal justification that causes great harm, is done with a deadly weapon, is done by a person who conceals their identity, or the use of physical force against school personnel. This includes aiding and abetting in the commission of this behavior.--Out-of-school suspensions of nine days or less may be used only if the student's continuing presence in school would pose a threat to school	Not to exceed a 09 day ISS/OSS combination 4 days or more must be OSS Police Complaint Parent Conference Restorative Practice Student Contract -60 days	Not to exceed a 09 day ISS/OSS combination 4 days or more must be OSS Police Complaint by victim's Parents Restorative Practice Principal's Hearing Student Contract -60 days Possible Referral to Alternative setting	09 days OSS Board Meeting/recommendation to the Superintendent for expulsion Police Charges Filed	FOURTH: 09 days OSS Board Meeting/recommendation to the Superintendent for expulsion Police Charges Filed

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<p>safety or a disruption to other students' learning opportunities;Restitution</p> <p>➤ For students in 9th through 12th grades, or for any student violating section 6-1 through 6-7, automatic referral to appropriate personnel.</p> <p>♦ The principal may request an expulsion hearing at his/her discretion.</p>				
<p>Bomb Offenses (Bomb Threat) -(6-4) Falsely notifying authorities, school officials, or others that a bomb exists in a school or on school grounds.</p> <p>- False indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated</p>	<p>Not to exceed a 10 day ISS or 3-7/OSS combination (Only 5 days can be OSS): Parent Conference; Possible Police Notification; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; Restitution; Principal's Hearing; Police Charges.</p>	<p>Same as the first plus Principal or Superintendent Hearing-Outcome will determine placement; Referral for Services</p>	<p>Same as the second plus Superintendent's Hearing; Recommendation to the Board of Education for Alternative Placement.</p>	<p>INTERVENTIONS & CONSEQUENCES: Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to nine days.³⁹ A student <u>may be suspended for up to ten days</u> with written justification submitted for approval in the District student information system. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs;Restitution.</p> <p>➤ Out-of-school suspensions of nine days or less may be used only if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities;Restitution The</p>

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				principal may request an expulsion hearing at his/her discretion
Bomb Offenses (Explosive Devices) - The possession, selling, distributing, or detonating of an explosive device, other than fireworks.	10 days OSS Parent Conference Police Notification Principal's Hearing Board of Education hearing	10 days OSS Parent Conference Police Notification Principal's Hearing Board of Education hearing	10 days OSS Parent Conference Police Notification Principal's Hearing Board of Education hearing	FOURTH 10 days OSS Parent Conference Police Notification Principal's Hearing Board of Education hearing
Computer Policy Violation -Failure to adhere to rules and procedures relating to the use of school technology.	TBD			
Cutting Class-(1-5) Failing to attend class without a valid excuse-Cutting class	Teacher Counsel, Parent Contact,-Document contact and issue in Oncourse "Notes" tbd	Teacher Detention & Restorative Response:Document contact and issue in Oncourse "Notes" tbd	Two Long Detentions, Reflection, In-Person Parent meeting, Restorative Circle tbd	4th- ISS, plan for return 5th-3 to7 x2, plan for return 6th- 2 OSS, Rest Circle, plans for return and parent meeting.

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Damage to School Property-(*4-4) Willful or malicious destruction or defacing of the property of others or damage to property at a cost less than \$500 / *5-15 Willful or malicious destruction or defacing of property) or criminal damage to property that results in <u>damage exceeding \$500</u> or that is done to personal property belonging to any school personnel	(4-4) Not to exceed a 10 day ISS or 3-7/OSS combination (Only 3 days can be OSS): Parent Conference; Possible Police Notification; Student Services Referral; Restorative Circle weekly for four weeks; Mandatory Parent & Child Intervention Workshop; Reflection; Restitution (5-15) Not to exceed a 10 day ISS or 3-7/OSS combination (Only 3 days can be OSS): Parent Conference; Possible Police Notification; Student Services Referral; Mandatory Parent/Child Intervention Workshop, Restorative Circle weekly for four weeks; Reflection; Restitution; Station House Adjustment;	(4-4) Same as the first plus Principal or Superintendent Hearing-Outcome will determine placement; Police Charges filed; Referral for Services; Restitution; Mandatory Parent & Child Intervention Workshop (See page 30 of Guidelines for Effective Discipline). (5-5) Same as the first plus Principal or Superintendent Hearing-Outcome will determine placement; Police Charges filed; Referral for Services; Mandatory Parent/Child Intervention Workshop, Restitution; Station House Adjustment; (See page 30 of Guidelines for Effective Discipline).	(4-4) Same as the second plus Superintendent's Hearing; Recommendation to the Board of Education for Alternative Placement; Police Charges filed; Restitution. (5-5) Same as the second plus Superintendent's Hearing; Recommendation to the Board of Education for Alternative Placement; Police Charges filed.	AVAILABLE INTERVENTIONS AND CONSEQUENCES Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days ➤ Out-of-school suspensions of <u>three days or less</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities -Restitution -Parent Conference -Notify Police if applicable
Defiance of Authority/Willful Disobedience-(2-8) Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities /Willful Disobedience/Defiance of Authority	Documented in Notes: Verbal Redirection Student-teacher conference Notify Parent Documented Teacher, Student, Parent/Guardian, Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence. Recommended instructive, corrective, or restorative response (see <i>Guidelines for</i>	Parent Contact, and Long Detention - Restorative Reflection: Document contact and issue in Oncourse "Notes": Contact Truancy	In-Person Parent meeting and 3 days in ISS. -Plan for return: Restorative Circle 1x	4) 3 to 7 program for 3 days-Reflection and Plan for return: Restorative Circle 2x 5) OSS (3 days)-Restorative Circle 3x and restorative plan for return, possible Principal's Hearing and/or referral to 3 to 7 program.

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	<i>Effective Discipline</i>) ♦ Detention – lunch, before school, or after school. -Teacher Detention			
Disruptive Behavior (1-3) Behavior which interrupts or causes disorder during the normal activities of the classroom, school, school activities, or on the bus	Common Areas Notify Parents Staff Counsels Student Classroom Restorative Reflection Verbal Redirection Written warning Student-teacher conference Notify Parent Teacher Counsel Document in Student Database	Common Areas Notify Parents Referral to Asst.Principal Classroom Restorative Reflection Teacher redirect/counseling 1 Teacher Detention / Notify Parent	Common Areas Notify Parents 3 days ISS Classroom Restorative Reflection Teacher redirect/counseling Notify Parent/Conference 2 days ISS Support Services Referral	FOURTH Common Areas Notify Parents 4 days OSS/ISS combination Classroom Teacher redirect/counseling Notify Parent Support Services Referral
Driving Unauthorized Cars to School Campus- Driving and parking cars that are devoid of a campus-parking permit onto school grounds.	tbd			tbd
Drug Substance (4-14) (Possession)- Student is found with alcohol, marijuana, and/or other drug controlled substance, including anabolic steroids in his/her locker, vehicle or on his/her person.	-School Nurse Exam -Referral to SAC -Not to exceed a 10 day ISS/OSS combination (3 days or less must be OSS) -Notify Parent -Restorative Reflection -Medical Clearance -Principal's Hearing	-School Nurse Exam -Referral to SAC -Not to exceed a 10 day ISS/OSS combination (3 days or less must be OSS) -Notify Parent -Restorative Reflection -Medical Clearance -Principal's Hearing	-School Nurse Exam -Referral to SAC -Not to exceed a 10 day ISS/OSS combination (3 days or less must be OSS) -Notify Parent -Restorative Reflection -Medical Clearance -Principal's Hearing -Follow-up meetings with SAC	FOURTH -School Nurse Exam -Referral to SAC -Not to exceed a 10 day ISS/OSS combination (3 days or less must be OSS) -Notify Parent -Restorative Reflection -Medical Clearance -Principal's Hearing

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Includes possession of unauthorized prescription drugs and drug paraphernalia.	-Follow-up meetings with SAC -Police notified: Follow section 18A of NJSA.	-Follow-up meetings with SAC -Police notified: Follow section 18A of NJSA. <i>> Consider referring students who violate 4-14 for a substance abuse prevention program or counseling.</i>	-Police notified: Follow section 18A of NJSA. > Out-of-school suspensions of <u>three days or less</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.	-Follow-up meetings with SAC -Police notified: Follow section 18A of NJSA. Automatic recommendation to the superintendent for expulsion Police notified charges filed
Drug Substance (Sale) (6-6) - Student is selling, buying or giving alcohol and/or other controlled dangerous substances, including anabolic steroids, to others, or employs others to do the same. This also includes possession of a large amount of drugs.	-School Nurse Exam -Referral to SAC -Not to exceed a 10 day ISS/OSS combination (5 days or less must be OSS) -Medical Clearance -Principal's Hearing -Police notified: Follow section 18A of NJSA. Not to exceed a 10 day ISS or 3-7/OSS combination (Only 5 days can be OSS): Parent Conference; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; Police notified- charges filed	-School Nurse Exam -Referral to SAC -Not to exceed a 10 day ISS/OSS combination (5 days or less must be OSS) -Medical Clearance -Principal's Hearing -Police notified: Follow section 18A of NJSA. -Police -charges filed >Not to exceed a 10 day ISS or 3-7/OSS combination (Only 5 days can be OSS): Parent Conference; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; -Same as the first plus Principal or Superintendent Hearing -Outcome will determine placement; Referral for Services (See page 30 of Guidelines for Effective Discipline).	-School Nurse Exam -Referral to SAC -Not to exceed a 10 day ISS/OSS combination (5 days or less must be OSS) -Medical Clearance -Principal's Hearing -Police notified: Follow section 18A of NJSA. -Police -charges filed >Not to exceed a 10 day ISS or 3-7/OSS combination (Only 5 days can be OSS): Parent Conference; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; >Same as the second plus Superintendent's Hearing; Recommendation to the Board of Education for Alternative Placement.	FOURTH: Same as 3rd offense Possible expulsion (NEW)
Drug Substance (Use) (4-14) - When a positive determination from a medical	-School Nurse Exam -Referral to SAC -Not to exceed a 10 day ISS/OSS combination	-School Nurse Exam -Referral to SAC -Not to exceed a 10 day ISS/OSS combination	-School Nurse Exam -Referral to SAC -Not to exceed a 10 day ISS/OSS combination	FOURTH -School Nurse Exam -Referral to SAC

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examination indicates that the student is under the influence of alcoholic beverages marijuana, and/or other drug controlled dangerous substance. Failure to comply with the testing and meet required testing periods will result in a positive determination by school officials.	(3 days or less must be OSS) -Notify Parent -Restorative Reflection -Medical Clearance -Principal's Hearing -Follow-up meetings with SAC -Police notified: Follow section 18A of NJSA.	(3 days or less must be OSS) -Notify Parent -Restorative Reflection -Medical Clearance -Principal's Hearing -Follow-up meetings with SAC -Police notified: Follow section 18A of NJSA. <i>> Consider referring students who violate 4-14 for a substance abuse prevention program or counseling.</i>	(3 days or less must be OSS) -Notify Parent -Restorative Reflection -Medical Clearance -Principal's Hearing -Follow-up meetings with SAC -Police notified: Follow section 18A of NJSA. > Out-of-school suspensions of <u>three days or less</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.	-Not to exceed a 10 day ISS/OSS combination (3 days or less must be OSS) -Notify Parent -Restorative Reflection -Medical Clearance -Principal's Hearing -Follow-up meetings with SAC -Police notified: Follow section 18A of NJSA. Automatic recommendation to the superintendent for expulsion Police notified charges filed
Failure to attend Administrative Detention (2-5) -Not attending a Detention assigned by an administrator.	Notify Parent 1 long detention Restorative Reflection	Notify Parent/Parent tbd	Notify Parent/Parent Conference -3 to 7 program for 3 days-Reflection and Plan for return	FOURTH: OSS (3 days)-Restorative Circle and restorative plan for return, possible Principal's Hearing and/or referral to 3 to 7 program.
Failure to attend teacher Detention (2-5) -Not attending detention assigned by a teacher.	Notify Parent Reschedule-speak with the student.	Notify Parent Notify Parent/Possible Parent Conference Administrative Detention	Notify Parent Notify Parent/Possible Parent Conference 2 Administrative Detention	FOURTH: Notify Parent Notify Parent/Possible Parent Conference 1 Long Detentions
Failure to Surrender Electronic Device-(1-8) Failure to surrender possession of an electronic device, including cell phone, MP3 or iPod.	Teacher Counsel, Parent Contact, Document contact and issue in Oncourse "Notes"	Teacher Detention & Restorative Response: Document contact and issue in Oncourse "Notes"	Administrative Detention & Reflection Document contact and issue in Oncourse "Notes"	4) Long Detention, Reflection, In-Person Parent meeting, Restorative Circle 5) In-School Suspension (1 day)-Plan for return. 6) 3 to 7 Program (2 nights) Plan for return 7) OSS (3 days) Restorative

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				Circle and additional restorative plans for return
False Alarm/Bomb Scare- (4-1) Pulling of tampering with fire alarm or safety equipment or other communication received via telephone, e-mail, or other means stating that a bomb will detonate on school grounds.	Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days ➤ Out-of-school suspensions of <u>three days or more</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities -Notify authorities/File charges -Principal's Hearing with possibility of expulsion	Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days ➤ Out-of-school suspensions of <u>three days or more</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities -Notify authorities/File charges -Principal's Hearing with possibility of expulsion	Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days ➤ Out-of-school suspensions of <u>three days or more</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities -Notify authorities/File charges -Principal's Hearing with possibility of expulsion	FOURTH: Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days ➤ Out-of-school suspensions of <u>three days or more</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities -Notify authorities/File charges -Principal's Hearing with possibility of expulsion
Fighting MINOR- (3-3) physical contact between two people with intent to harm, but no injuries result <i>*It is not an act of misconduct to defend oneself as provided by the law.</i>	-Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence. -Recommended instructive, corrective, or restorative response (see <i>Guidelines</i>	-Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>) -In-Person Parent meeting and 3 days in ISS-Skill Building and Restorative plan for return; -other disciplinary sanctions may be applied.(see notes)	-Skill building, 3 days in 3 to 7, and Restorative Plan for return; -Mandatory parent conference to return to school: other disciplinary sanctions may be applied. FOURTH: 4- OSS (3	NOTES: Out-of-school and in-school suspensions assigned to repeated 3-06 behavior must be approved by the Principal. ➤ Out-of-school suspensions of three days or less may be used only if the student's continuing presence

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	<i>for Effective Discipline)</i> Parent Contact, and 2 Long Detentions-Restorative Reflection, Counseling, Perform Care, other disciplinary sanctions may be applied	-Mandatory parent conference to return to school: other disciplinary sanctions may be applied.	days)-Reflection, Restorative Circle, and Restorative plan for return;other disciplinary sanctions may be applied. -Mandatory Principal Hearing	in school would pose a threat to safety or a disruption to other students' learning opportunities.
*Fighting VIOLENT (4-6) –Physically violating the rights of others. Punching, hitting, pushing, with the intent to do harm and bodily injury-one student towards another. <i>It is not an act of misconduct to defend oneself as provided by the law.</i> <i>Behaviors marked with an asterisk indicate that the misconduct may be a violation of the law.</i>	Out-of-school suspensions of <u>three days or less</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities -Not to exceed 10 days ISS/OSS combination (4 days must be OSS) -Restorative Reflection -Principal's Hearing -60 Day Student Contract -Police Notification/Possible Charges Filed -Station House Adjustment	Out-of-school suspensions of <u>three days or less</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities -Not to exceed 10 days ISS/OSS combination (4 days must be OSS) -Restorative Reflection -Principal's Hearing -60 Day Student Contract -Police Notification/Possible Charges Filed -Station House Adjustment	Out-of-school suspensions of <u>three days or less</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities -Not to exceed 10 days ISS/OSS combination (4 days must be OSS) -Restorative Reflection -Principal's Hearing -60 Day Student Contract -Police Notification/Possible Charges Filed -Station House Adjustment -Board Meeting - Recommendation to the Superintendent for expulsion -Police Notification	FOURTH 10 days OSS Board Meeting/Recommendation to the Superintendent for expulsion Police Notification Charges Filed.
(4-15) Fighting: Initiating or participating in inappropriate physical contact with school personnel; for example, pushing school personnel out of the way	-Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence. -Recommended instructive, corrective, or restorative	-Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>) -In-Person Parent meeting and 3 days in ISS-Skill Building and Restorative plan for return; -other disciplinary sanctions	-Skill building, 3 days in 3 to 7, and Restorative Plan for return; -Mandatory parent conference to return to school: other disciplinary sanctions may be applied.	NOTES: Out-of-school and in-school suspensions assigned to repeated 3-06 behavior must be approved by the Principal. ➤ Out-of-school suspensions of three days or

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in order to physically fight with another student, with no intent to harm school personnel	response (see <i>Guidelines for Effective Discipline</i>) Parent Contact, and 2 Long Detentions-Restorative Reflection, Counseling, Perform Care, other disciplinary sanctions may be applied	may be applied.(see notes) -Mandatory parent conference to return to school: other disciplinary sanctions may be applied.	FOURTH: 4- OSS (3 days)-Reflection, Restorative Circle, and Restorative plan for return;other disciplinary sanctions may be applied. -Mandatory Principal Hearing	less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.
Fire Drill Misbehavior -failure to comply to school/district policy and procedures Old but NEW	Teacher redirect/counseling -Restorative Practices w teacher Teacher detention Notify parent Document in Oncourse under "Notes" tab.	Teacher redirect/counseling -Restorative Practices w teacher Administrative detention Notify parent Document in Oncourse under "Notes" tab.	Teacher redirect/counseling -Restorative Practices w teacher -2 Administrative Detentions -Parent conference -Support services referral Document in Oncourse under "Notes" tab.	Teacher redirect/counseling -Restorative Practices w teacher -2 Long Detentions -Parent conference -Support services referral -Parent conference -Fire Drill Contract for the remainder of the year. Document in Oncourse under "Notes" tab.
Food Fight- Throwing of food or drink.	tbd			
Food or Drinks from the Cafeteria	Confiscate Administrative counseling-Restorative Reflection	Confiscate Notify parent Administrative counseling-Restorative Reflection	Confiscate Notify parent -Administrative counseling/Reflection 1 day ISS or 1 3 to 7 Parent Conference	Confiscate Notify parent -Administrative counseling/Reflection -Three days in ISS or Three nights in 3 to 7 Parent Conference

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		1 day Administrative Detention		
Forgery- (3-7) Giving or using false written and/or verbal information	Parent Contact 2 Long Detentions -Restorative Reflection, Counseling; other disciplinary sanctions may be applied.	In-Person Parent meeting and 3 days in ISS-Skill Building and Restorative plan for return; other disciplinary sanctions may be applied.	3- 3 to 7 program for 3 days, plus Reflection, Skill building: 3 nights in 3 to 7, and Restorative Plan for return;other disciplinary sanctions may be applied.	
Gambling/Extortion-(3-2)	Documented Teacher, Student, P/Guardian, & administrator conference focused on expectation violated, cause of behavior, & strategy to prevent recurrence. 1- Parent Contact, & 2 Long Detentions-Restorative Reflect	2- In-Person Parent meeting and 3 days in ISS - Skill Building and Restorative plan for return; other disciplinary sanctions may be applied.	3- 3 to 7 program for 3 days, plus Reflection, Skill building, and Restorative Plan for return;other disciplinary sanctions may be applied.	4- OSS (3 days)-Reflection, Restorative Circle, and Restorative plan for return;other disciplinary sanctions may be applied. Refer to I&RS
Harassment directed at a staff member- Attempting by physical menace or verbal words to put a staff member or adult in fear of future serious bodily injury.	tbd			
Harassment, Intimidation, and Bullying (HIB)Confirmed-(5-14) Behavior that insults, demeans, or harms another person or damages their property through verbal, written, or physical			tbd	NOTES: These consequences could be in addition to more serious ones: ♦ Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation

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<p>communication for the purpose of intimidating another student. This includes electronic devices used on or off school campus for the purpose of insulting or harming a person.</p> <p>NEEDS REVISION</p>				<p>violated, cause of behavior, and strategy to prevent recurrence</p> <p>♦ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</p> <p>♦ Request for assignment to an intervention program by the Principal.</p> <p>♦ Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to five days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.</p>
<p>Horseplay- (1-1) punching, hitting, or pushing, without intent to do harm.</p>	<p>Notify Parent</p> <p>Staff redirect</p> <p>1 day teacher detention</p> <p>Depending on severity</p>	<p>1 days administrative detention</p> <p>Parent Conference</p> <p>Referral to Support Services</p>	<p>2 days ISS</p> <p>Parent Conference</p> <p>Referral to Support Services</p>	<p>2 days OSS</p> <p>Parent Conference</p> <p>Student Contract</p> <p>Referral to Support Services</p>

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In an Unauthorized Area- (1-4) Presence in an area of the school or school grounds without authorization.	Teacher Counsel, Parent Contact,-opportunity to change clothes; Document contact and issue in Oncourse "Notes"	Teacher Detention & Restorative Response: Document contact and issue in Oncourse "Notes"	Administrative Detention & Reflection	4) Long Detention, Reflection, In-Person Parent meeting, Restorative Circle: 5) In-School Suspension (1 day)-Plan for return. 6) 3 to 7 Program (2 nights) Plan for returnO 7) OSS (3 days) Restorative Circle and additional restorative plans for return
Inappropriate display of affection- hugging, kissing, sexual advances, requests, and/or other inappropriate verbal or physical contact.	tbd			
Incitement to Fight- (3-5) Repeatedly encouraging others to fight	-Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence. -Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>) Parent Contact, and 2 Long Detentions-Restorative Reflection, Counseling, Perform Care, other disciplinary sanctions may be applied	-Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>) -In-Person Parent meeting and 3 days in ISS-Skill Building and Restorative plan for return; -other disciplinary sanctions may be applied.(see notes) -Mandatory parent conference to return to school: other disciplinary sanctions may be applied.	-Skill building, 3 days in 3 to 7, and Restorative Plan for return; -Mandatory parent conference to return to school: other disciplinary sanctions may be applied. FOURTH: 4- OSS (3 days)-Reflection, Restorative Circle, and Restorative plan for return;other disciplinary sanctions may be applied. -Mandatory Principal Hearing	NOTES: Out-of-school and in-school suspensions assigned to repeated 3-06 behavior must be approved by the Principal. ➤ Out-of-school suspensions of three days or less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.
Leaving School Grounds Without	Parent Contact, and Long Detention-Restorative	In-Person Parent meeting and 3 days in ISS.-Plan for return:	3 to 7 program for 3 days-Reflection and Plan for	Documented Teacher, Student,

Code of Conduct-Offense	First Offense	Second Offense	Third Offense	NOTES
Permission- (2-2) Student leaves the building or school grounds without permission.	Reflection: Document contact and issue in Oncourse "Notes": Contact Truancy	Contact Truancy Parent Conference	return Principal's Hearing	Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence ♦ Recommended 4) OSS (3 days) - Restorative Circle and restorative plan for return, possible Principal's Hearing and/or referral to 3 to 7 program-instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)
Possession and/or Use of Inappropriate Materials- (2-12) (Lighters, matches, stink bombs, etc.)	Parent Contact, and Long Detention-Restorative Reflection: Document contact and issue in Oncourse "Notes":	In-Person Parent meeting and 3 days in ISS.-Plan for return: Contact Truancy Restorative Reflection	3 to 7 program for 3 days-Reflection and Plan for return Restorative Reflection	OSS (3 days)-Restorative Circle and restorative plan for return, possible Principal's Hearing and/or referral to 3 to 7 program
Possession, Use or sales of Fireworks (4-8)	Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence -Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days -Restorative Reflection	Out-of-school suspensions of <u>three days or less</u> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities Restorative Reflection	Same	Notes: Out-of-school and in-school suspensions assigned to 4-9 behavior must be approved by the Principal.
Possession of Electronic Devices-	Teacher Counsel, Parent Contact,-; Document contact	Teacher Detention & Restorative Response:	Notify Parent	4) Long Detention, Reflection, In-Person Parent

Code of Conduct-Offense	First Offense	Second Offense	Third Offense	NOTES
(1-8) The unauthorized possession of an electronic device, including cell phone, MP3 or iPod. Device must be off and out of sight.	and issue in Oncourse "Notes" Restorative Reflection	Document contact and issue in Oncourse "Notes"		meeting, Restorative Circle 5) In-School Suspension (1 day)-Plan for return. 6) 3 to 7 Program (2 nights) Plan for return 7) OSS (3 days) Restorative Circle and additional restorative plans for return
Selling Candy or in possession of a large amount of candy (2-7)	Parent Contact, and Long Detention-Restorative Reflection: Document contact and issue in Oncourse "Notes" Restorative Reflection	In-Person Parent meeting and 3 days in ISS.-Plan for return Restorative Reflection	3 to 7 program for 3 days-Reflection and Plan for return	OSS (3 days)-Restorative Circle and restorative plan for return, possible Principal's Hearing and/or referral to 3 to 7 program.
Sex Offense-(6-7) Subjecting another person to sexual contact or exposure. (As defined under N.J.S.A.2C:14)	Not to exceed a 10 day ISS or 3-7/OSS combination (Only 5 days can be OSS): Parent Conference; Police Notification; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; Restitution; Principal's Hearing:	Same as the first plus Principal or Superintendent Hearing-Outcome will determine placement;Referral for Services (See page 30 of Guidelines for Effective Discipline).	Same as the second plus Superintendent's Hearing; Recommendation to the Board of Education for Alternative Placement.	NOTES: Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to nine days. ³⁹ A student <u>may be suspended for up to ten days</u> with written justification submitted for approval in the District student information system. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs;Restitution. ➤ Out-of-school suspensions of nine days or less may be used only if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities;Restitution ➤ For students in 9th

Code of Conduct-Offense	First Offense	Second Offense	Third Offense	NOTES
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				through 12th grades, or for any student violating section 6-1 to 6-7, automatic referral to appropriate personnel. ♦ **The principal may request an expulsion hearing at his/her discretion
Sexting- Posting or sending sexually explicit messages, photos, or videos via electronic methods.	tbd			
*Sexual Harassment-(5-9) comments about one's body, sexual remarks, jokes, suggestions, obscene gestures, acts or drawings.	OSS- Not to exceed 4 days or more Restorative Reflection Parent Conference Police Notification Principal's Hearing Referral to Student Services	*Out-of-school suspensions of longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school. Restorative Reflection Parent Conference Police Notification Principal's Hearing Referral to Student Services <i>* Behaviors marked with an asterisk indicate that the misconduct may be a violation of the law.</i>	10 Days OSS Board Meeting/Recommendation to the Superintendent for expulsion Police Charges Filed	These consequences could be in addition to more serious ones: ♦ Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence ♦ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>) ♦ Detention – lunch, before school, or after school. ♦ Request for assignment to an intervention program by the Principal. ♦ Skill-building in-school

Code of Conduct-Offense	First Offense	Second Offense	Third Offense	NOTES
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				suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to five days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.
Smoking (Tobacco Products) (3-14) including electronic cigarettes, pipes, cigars, and hookah pipes on school grounds including the bus, during school functions/games, dances, etc.	2 days ISS Referral to the SAC Notify Parent	3 days ISS Referral to the SAC Parent Conference	4 days ISS/Possible 3 days OSS Referral to the SAC Student contracts Parent Conference	4 days ISS/Possible 3 days OSS Referral to the SAC Student contract Parent Conference
Stealing- (4-7) Taking of the district's or a person's belongings or property without consent.	tbd			
Threat on a Staff Member-(5-1) Expressing verbally the intent to commit a criminal offense for the purpose of placing one in imminent fear with	Not to exceed a 6 day ISS or 3-7/OSS combination (<u>Only 4 days can be OSS</u>): Parent Conference; Possible Police Notification; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; Principal's Hearing; Possible Police Charges.	Not to exceed a 8 day ISS or 3-7/OSS combination (<u>Only 6 days can be OSS</u>): Parent Conference; Possible Police Notification; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; Principal's Hearing; Possible Police Charges.	Not to exceed a 10 day ISS or 3-7/OSS combination (<u>Only 8 days can be OSS</u>): Parent Conference; Possible Police Notification; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; Principal's Hearing; Possible Police Charges.	NOTES: Out-of-school suspensions of three days or less may be used <i>only</i> if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.

Code of Conduct-Offense	First Offense	Second Offense	Third Offense	NOTES
the believed likelihood that the act will be carried out.		The principal may request an expulsion hearing at his/her discretion.	The principal may request an expulsion hearing at his/her discretion.	➤ Out-of-school suspensions of longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school.
X-Assault on a Staff Member- (6-8) Expressing either physically or verbally the intent to commit a criminal offense for the purpose of placing one in imminent fear with the believed likelihood that the act will be carried out.	Not to exceed a 10 day ISS or 3-7/OSS combination (Only 5 days can be OSS): Parent Conference; Possible Police Notification; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; Principal's Hearing; Police Charges.	Same as the first plus Principal or Superintendent Hearing-Outcome will determine placement;Referral for Services (See page 30 of Guidelines for Effective Discipline).	Same as the second plus Superintendent's Hearing; Recommendation to the Board of Education for Alternative Placement.	Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>) ♦ Request for assignment to an intervention program by the Principal or designee; Restitution. ♦ Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to nine days. ³⁹ A student <u>may be suspended for up to ten days</u> with written justification submitted for approval in the District student information system. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs; Restitution. ➤ Out-of-school suspensions of

Code of Conduct-Offense	First Offense	Second Offense	Third Offense	NOTES
				nine days or less may be used only if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities; Restitution **The principal may request an expulsion hearing at his/her discretion
Trespassing- (4-11) Entrance onto school property or into school building without permission by an individual who knows he or she is not privileged to be on the property.	Not to exceed a 5 day ISS/OSS combination (2 days or more must be OSS) Additional suspension days will be added at the discretion of administration Parent Conference Restorative Reflection	Not to exceed a 7 day ISS/OSS combination (3 days or more must be OSS) (additional suspension days will be added at the discretion of administration) Parent Conference Restorative Reflection	Not to exceed a 10 day ISS/OSS combination (4 days or more must be OSS) Parent Conference Police notified Restorative Reflection	Not to exceed a 10 day ISS/OSS combination (5 days or more must be OSS) Parent Conference Police Notification/Possible Charges Filed Principal's Hearing Restorative Reflection
Unexcused lateness to class-(1-6) Reporting to class after the scheduled start time without an excuse.	First: Teacher-student counseling Teacher Detention Notify Parent	1 Administrative Detention Support Service Referral Notify Parent	1 day ISS Parent Conference Support Services Referral	3-4 days ISS Parent Conference Support Services Referral

Code of Conduct-Offense	First Offense	Second Offense	Third Offense	NOTES
Unexcused lateness to school - (1-6) Reporting to school after the scheduled start time without an excuse.	Administrative detention/counseling after third late. Notify Parent	TBD After the sixth late Support Service Referral Notify Parent	Parent Conference After the ninth late Support Services Referral 2 days ISS	Parent Conference On 10 th day Student Contract Support Services Referral 3 days ISS
Use of Profanity Among Students- (2-6) Cursing, vulgar, or inappropriate language used at another student or among students.	Parent Contact, and Long Detention - Restorative Reflection:Document contact and issue in Oncourse "Notes"	In-Person Parent meeting and 3 days in ISS. -Plan for return: Contact Parent	3 to 7 program for 3 days-Reflection and Plan for return Parent Conference	OSS (3 days)-Restorative Circle and restorative plan for return, possible Principal's Hearing and/or referral to 3 to 7 program.
Use of Profanity or Gestures Toward Staff- Cursing, vulgar, or inappropriate language used at a staff member or directed towards a staff member. new	tbd			
Vandalism/ Damage to Property- \$500 or less. (4-4) Purposely, knowingly, or recklessly destroying or defacing school, contracted, or personal property, causing an economic loss due to repair or replacement.	Not to exceed a 10 day ISS or 3-7/OSS combination (Only 3 days can be OSS): Parent Conference; Possible Police Notification; Student Services Referral; Restorative Circle weekly for four weeks; Mandatory Parent & Child Intervention Workshop; Reflection; Restitution	Same as the first plus Principal or Superintendent Hearing-Outcome will determine placement; Police Charges filed; Referral for Services; Restitution; Mandatory Parent & Child Intervention Workshop (See Guidelines for Effective Discipline).	Same as the second plus Superintendent's Hearing; Recommendation to the Board of Education for Alternative Placement; Police Charges filed; Restitution.	Same as three.

Code of Conduct-Offense	First Offense	Second Offense	Third Offense	NOTES
Vandalism/ Damage to Property- \$500 or more. (5-15) Purposely, knowingly, or recklessly destroying or defacing school, contracted, or personal property, causing an economic loss due to repair or replacement	Not to exceed a 10 day ISS or 3-7/OSS combination (Only 5 days can be OSS): Parent Conference; Possible Police Notification; Student Services Referral; Mandatory Parent/Child Intervention Workshop, Restorative Circle weekly for four weeks; Reflection; Restitution; Station House Adjustment;	Same as the first plus Principal or Superintendent Hearing-Outcome will determine placement; Police Charges filed; Referral for Services; Mandatory Parent/Child Intervention Workshop, Restitution; Station House Adjustment;	Same as the second plus Superintendent's Hearing; Recommendation to the Board of Education for Alternative Placement; Police Charges filed.	same
Violation of Dress Code (1-9) Failure to comply with the written board approved dress code policy.	Teacher Counsel, Parent Contact, -opportunity to change clothes; Document contact and issue in Oncourse "Notes"	Teacher Detention & Restorative Response:Document contact and issue in Oncourse "Notes"	Parent Conference 2 days ISS Support Services Referral	Parent Conference 3 days ISS/Possible OSS Support Services Referral
Weapons- (6-1) Assault with a firearm attacking or physically harming someone by threatening with or shooting a handgun or rifle. (The firearm need not be loaded.)	Not to exceed a 10 day ISS or 3-7/OSS combination (Only 5 days can be OSS): Parent Conference; Possible Police Notification; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; Restitution; Principal's Hearing; Police Charges. Final disposition TBD by Board of Education in accordance with NJSA 18A:37-7	Same as the first plus Principal or Superintendent Hearing-Outcome will determine placement; Referral for Services Final disposition TBD by Board of Education in accordance with NJSA 18A:37-7	Same as the second plus Superintendent's Hearing; Recommendation to the Board of Education for Alternative Placement. Final disposition TBD by Board of Education in accordance with NJSA 18A:37-7	NOTES: Out-of-school suspensions of nine days or less may be used only if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities;Restitution ➤ For students in ninth through twelfth grades, or for any student violating section 6-1 through 6-7, automatic referral to appropriate personnel. ♦ **The principal may request an expulsion

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				hearing at his/her discretion
Weapons: Assault with another Weapon-(6-8) Attacking or physically harming someone with a knife, club, stun gun, chain, pepper spray, or other instrument (other than firearm). A weapon is any instrument readily capable of lethal use or of inflicting bodily injury.	Not to exceed a 10 day ISS or 3-7/OSS combination (Only 5 days can be OSS): Parent Conference; Possible Police Notification; Student Services Referral; Restorative Circle weekly for four weeks; Reflection; Restitution; Principal's Hearing; Police Charges. Final disposition TBD by Board of Education in accordance with NJSA 18A:37-7 Final disposition TBD by Board of Education in accordance with NJSA 18A:37-7	Same as the first plus Principal or Superintendent Hearing-Outcome will determine placement; Referral for Services Final disposition TBD by Board of Education in accordance with NJSA 18A:37-7	Same as the second plus Superintendent's Hearing; Recommendation to the Board of Education for Alternative Placement. Final disposition TBD by Board of Education in accordance with NJSA 18A:37-7	NOTES: Out-of-school suspensions of nine days or less may be used only if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities; Restitution ➤ For students in ninth through twelfth grades, or for any student violating section 6-1 through 6-7, automatic referral to appropriate personnel. ♦ **The principal may request an expulsion hearing at his/her discretion Final disposition TBD by Board of Education in accordance with NJSA 18A:37-7
Weapons: Possession of Another Weapon-(6-1) Having on one's person or in one's locker or vehicle any weapon (other than a firearm). A weapon is any instrument readily capable of lethal use or of inflicting bodily injury.	Same as 6-8			
Weapons: (6-1) Possession of Firearm- Having on one's	Same as 6-8			

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person, or in one's locker or vehicle, a handgun or rifle. (Loaded or not.)				
Weapons: Sale/Transfer of Firearm- (6-1) Selling, giving, or having in one's possession with the intent to distribute or sell, firearm of any kind.	Same as 6-8			

Remember- Each infraction is dealt with on an individual basis; therefore, the final decision in all offenses is left to the discretion of the Administration.

***Behaviors marked with an asterisk indicate that the misconduct may be a violation of the law.**

STUDENT CODE OF CONDUCT

Effective October 1, 2023

PURPOSE

The Pleasantville High School (PHS) Student Code of Conduct (SCC) supports our school in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, our school must establish a multi-tiered system of support for students' social, emotional, and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. Pleasantville High School is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families.

RIGHTS AND RESPONSIBILITIES

Student Rights

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell their side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

Student Responsibilities

- To read and become familiar with this policy
- To attend school daily, prepare for class, and complete class and homework assignments to the best of their ability

- To know and follow school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

Parent/Guardian Rights

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about the Pleasantville Board of Education (Board) policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

Parent/Guardian Responsibilities

- To read and become familiar with this policy
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights

School Staff Rights

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration, Network and District offices
- To receive supportive professional development and resources

School Staff Responsibilities

- To explicitly teach, re-teach, and model clear behavioral expectations to all students
- To actively supervise all areas of the school building and use positive strategies to redirect behavior

- To provide engaging learning activities that minimize opportunities for disruption
- To intervene early and de-escalate inappropriate behaviors
- To identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary
- To treat everyone in the school community fairly and with respect
- For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community
- For administrators to apply the SCC accurately, consistently, and in a non-discriminatory manner, including providing students with opportunities to respond, notifying parent /guardians when disciplinary action is taken, and recording all disciplinary action in the District student information system

School Principal or Designee Responsibilities

- To monitor the implementation of prevention strategies and the safety and security program in the school
- To systematically monitor suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency, and disability
- To prepare recommendations for improving school discipline
- To create guidelines for effective school discipline
- To establish procedures for reciprocal reporting with the Pleasantville Police Department (PPD)

GENERAL REQUIREMENTS

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by PPS (such as a school bus), and while using the PPS network.¹

The SCC also applies to student behavior outside of school if: (1) a student engages in a Tier 5 or 6 behavior, and (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

To address inappropriate behavior, school administrators must comply with the *Guidelines for Effective Discipline* which shall be issued by the school's administration. At a minimum, a principal or their designee must:

- 1) **Redirect to correct behavior.** All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- 2) **Intervene** to minimize escalation, disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.
- 3) **Gather information** by talking to all involved students, teachers, school staff, or others who witness the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day; however,

if student safety is at risk, investigations must begin immediately.

- a) Prior to gathering information, if there is an allegation of sexual misconduct, including but not limited, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender identity, or gender expression, contact the schools Anti-Bullying Specialist immediately for support in following the remaining steps.
- b) If a search of the student, their locker, desk, or personal belongings needs to be conducted, follow the Board's Search and Seizure Policies 5570 and 5330.05 (www.pps-nj.us). Identify factors that may have contributed to the incident and seek to understand the full context.

4) **Analyze** whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the Tier of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.

5) **Discuss** with the student and **provide the opportunity to explain** his/her perspective.

- a) Inform the student of the inappropriate behavior they may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.
- b) Allow the student to respond and explain his/her actions. Ask the student to explain what happened from his/her perspective and reflect on his/her actions.
- c) Seek to understand the root cause of the behavior, including trauma or unmet social, emotional or behavioral health needs

¹ *The PPS network means systems, computer resources, and infrastructure used to transmit, store, and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the PPS intranet system or PPS mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Students are subject to the requirements in the Policy on Student Acceptable Use of the PPS Network..*

5) **Discuss continued...**

- d) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
- e) No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension.

6) **Make a determination and consider the needs of all parties involved.**

- a) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior.
- b) Identify the social, emotional, and/or safety needs of the affected student(s) and provide appropriate support and follow up.

7) **Assign interventions or consequences** according to the SCC.

- a) Identify the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.
- b) The principal or designee has the final authority to assign interventions and consequences based on the best interest of the school community, including available school resources, and the needs and rights of all involved students or staff harmed, and

the rights of the student engaged in inappropriate behavior, in alignment with the SCC.

- c) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
 - d) Avoid consequences that will remove the student from class or school, if possible. **Use out-of school suspensions only as a last resort in accordance with the suspension guidelines on page 7.**
 - e) Note that PHS does not support the use of zero tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law. This means out-of-school suspensions cannot be a minimum or required consequence unless required by law.
 - f) If a student is suspended, the principal or their designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each tier.
 - g) School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible.
 - h) No restrictions may be placed on food options or recess activities as a behavior consequence. Silent lunches are expressly prohibited.
- 8) **Complete report** in the District student information system for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians, mail a copy of the misconduct report to the student's home address, or email the misconduct report to a documented email provided by the parent/guardian.
- 9) **Inform parents/guardians of their right to appeal** if they believe that the consequence is unwarranted or excessive.
- a) The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
 - b) If a student has received an out-of-school suspension or was referred for an expulsion hearing, the parents/guardians may appeal by contacting the Assistant Superintendent of Schools at 609-383-6800.
 - whether any factual errors were made in the principal's investigation,
 - whether the documentation of the student's behavior aligns to the recorded SCC behavior category,
 - whether prior interventions were attempted when appropriate,
 - whether the length of the suspension was commensurate with the student's inappropriate behavior,
 - whether appropriate due process was given (see 5(a)-(e) on page 4), and
 - in the case of a request for an expulsion hearing, whether the request was appropriate.

The Assistant Superintendent or designee's decision shall be final. The term of a student's suspension or request for an expulsion hearing is not halted by the parents/guardians' appeal.

- c) If a student has been expelled and referred to an Alternative Program, the parents /guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Superintendent's Office. The decision of the Assistant Superintendent or designee regarding the appeal shall be final. The

start of a student's expulsion is not delayed by the parents/guardians' appeal.

10) **Restore** the student's participation in the school community.

- a) If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians. For more information, see *Guidelines for Effective Discipline*.
- b) When a student is set to return from an expulsion and has been attending an Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.

SUSPENSION GUIDELINES

During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a student from their regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student in grades ninth through twelfth may be assigned a skill-building in-school suspension if:

1. Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and:
2. The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
3. A copy of the misconduct report was entered in the District student information system for the student's parents/guardians to view.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student in grades ninth through twelfth may be assigned an out-of-school suspension if:

1. Out-of-school suspension is listed as an available consequence for the SCC behavior category, and
2. The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in the District student

- information system, or
3. The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in the District student information system, and
 4. The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
 5. A copy of the misconduct report was entered in the District student information system for the student's parents/guardians to view.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.

Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework, and upon the student's return, is provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to take state assessments at school. The student's attendance will still be marked as suspended. The Principal must approve any other exception to the out-of-school suspension guidelines. If approved by the Principal's designee, a student suspended for more than three (3) days may be required to attend a District-sponsored program during the term of suspension.

POLICE NOTIFICATION GUIDELINES

School administrators contact the Pleasantville Police Department (PPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of alleged illegal behavior (non emergency situations). To prevent traumatic impacts of police arrest for children and their families, school administrators should prioritize a trauma-responsive behavioral health approach that focuses on de-escalation and restorative, mental health intervention based on student needs before considering police involvement. Administrators shall follow these guidelines when considering any police notification.

1. Emergency Situations

School administrators have the responsibility to call 9-1-1 in situations they determine to be safety emergencies that constitute **immediate threats of danger or imminent harm** to students, staff, or other individuals in the school. This includes but is not limited to:

- Active use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use or intent to use an object as a weapon to inflict significant bodily harm (see Reference Guide for Tier 6 behaviors involving dangerous objects, weapons or look alike weapons)

- An act of physical violence or threat of imminent harm by a student that is **in progress and unable to be safely de-escalated by school safety officers and support staff, such as restorative practitioners or clinicians**
- Bomb threat (6-4) or Arson (6-3)

In an emergency situation, administrators must make reasonable efforts to notify parents /guardians immediately after contacting the PPD. Efforts to contact parents/guardians must include calling all numbers listed on an emergency form and any number supplied by the student, including leaving voice messages when possible if parents/guardians do not answer.

2. Alleged Illegal Behavior (Non-Emergency Situations)

When a student engages in alleged illegal behavior, it may be necessary for school staff to report the act to their local law enforcement agency. In this situation, school officials contact PPD to report violations of the law.

In non-emergency situations, school officials must not contact PPD, including School Resource Officers (SRO) to request removal of a disruptive student from the school, including classrooms, common areas, and school-sponsored events.

In a non-emergency situation, administrators must do the following prior to contacting police, including School Resource Officers:

1. School administrators shall consult with district officials from the Office of School Safety and Security to assess the alleged behavior and student needs using the below criteria to determine whether PPD must be notified, including the manner of notification. All PPD notifications should be recorded in Oncourse within 24 hours. School and district officials should consider factors including:
 - Whether the behavior is related to a student's disability as outlined in their IEP/504. Schools can contact their Child Study Team (CST) for additional support.
 - The severity of the alleged behavior and the degree of harm to people in the school community, including students and PPS staff members,
 - Whether a person was physically injured as a result of the student's conduct,
 - The student's age, developmental needs, or known trauma history.
2. In the event that police must be notified, administrators shall make all reasonable efforts to contact parents/guardians prior to contacting the PPD. Efforts to contact parents /guardians must include calling all numbers listed on an emergency form and any number supplied by the student, including leaving voice messages when possible if parents/guardians do not answer. All parent/guardian contact attempts must be recorded in Oncourse.
3. The school shall follow the Requirements for Police Interactions listed below for any police interaction with students on school grounds.
4. The school principal or designee will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

Only school administrators and their designees should follow these notification procedures. In the event that school staff who are

not administrators (or designees) should need to notify the police or file a complaint against a student for an incident that occurred on school property, during school hours, or at a school related function, staff should inform the school principal to ensure the steps outlined above are completed prior to PPD notification.

In the event that a non-PPS employee (parent, caregiver, community member) should report any allegations of illegal behaviors to school administrators, school administrators shall follow steps outlined in steps 1-3 (non-emergency situations). School administrators shall not file a law enforcement agency complaint at the behest of the non-PPS employee.

Sexual Misconduct

If school administrators are made aware of a criminal act of sexual misconduct that is in progress, they must contact PPD. When made aware of an allegation of sexual misconduct, including but not limited, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender, or gender expression, contact the administration, School Psychologist, Social work or AB Specialist. to assist in assessing whether police notification is needed at: (609) 383-6900 ext 4180. DCP&P mandatory reporter obligations are separate from reporting to PPD and must always be followed; please consult the Policy on Child Abuse and Neglect if needed.

Requirements for Police Interactions Resulting From a Police Notification

Once school staff members contact PPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. In the event that PPD must interact with students as a result of a police notification, school administrators must follow these requirements and furnish these written guidelines to the student(s) prior to any interactions with law enforcement:

- Student Rights
 - o Students have the right to refuse to speak to PPD
 - o Students can refuse to give consent to be searched by the police, including electronic devices. This may not stop the search.
 - o Students shall not be left alone with PPD at any time
 - o Students shall not be removed from the classroom or common areas of the school by PPD unless an emergency, as defined above, exists.
- Questioning/Interviews
 - o If PPD requests to interview or question a student at the school, contact the Principal.
 - o PPS administrators must make all reasonable efforts to ensure that the student's parent or guardian is present during the questioning or, if the parent or guardian is not present, ensure that school personnel, including, but not limited to, a school social worker, a school psychologist, a school nurse, a school guidance counselor, or any other mental health professional are present during the questioning. The staff member(s) present during police interviews must

- be someone who was not directly involved in the incident.
- o PPS administrators must make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

- Arrests on School Grounds

- o School administrators, district officials, and PPD should avoid student arrests on school grounds whenever possible. If a responding police officer determines that arrest is necessary, they should coordinate with the principal or designee to find a private location out of sight and sound of other students, to the extent practicable and absent exigent circumstances.
- o Should a student be arrested on school grounds, a school administrator or designee is required to accompany the student and arresting officer to the police station or follow. If the parent/guardian is not present, the principal must request the arresting officer that a member of the school staff accompany the student. If such permission is denied, a member of the staff must follow immediately to the place where the student is taken. The staff member who accompanies or follows the student must be someone who was not involved in the incident resulting in the arrest. The staff member must remain with the student for a reasonable time or until they are no longer needed.

- Support for Students

- o Schools should assess any harm identified by students and parents/guardians that results from a police notification and provide support. If police notification leads to an arrest, healing-centered, restorative re-entry support should be implemented upon the student's return to school. The school can refer to the Restorative Re-Entry Toolkit for detailed resources.

STUDENT BEHAVIORS COVERED BY THE SCC

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different Tiers, according to the degree of disruption to the learning environment.

- Tier 1 lists behaviors that are *inappropriate*.
- Tier 2 lists behaviors that *disrupt*.
- Tier 3 lists behaviors that *seriously disrupt*.
- Tier 4 lists behaviors that *very seriously disrupt*.
- Tier 5 lists behaviors that *most seriously disrupt*.
- Tier 6 lists behaviors that are *illegal and most seriously disrupt*.

Special Notes:

Individual School Rules and Academic Progress

Individual schools may develop school rules that are consistent with this SCC and may address inappropriate student behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. The SCC and school rules may *not* be used to discipline students for poor academic progress or failure to complete in-class and homework

assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve. Also, students must not be disciplined for the parents /guardians' refusal to consent to the administration of medication.

Cellular Phones and Other Information Technology Devices²

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. A principal may also prohibit cellular phones and other information technology devices but allow individual students to possess them for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent may appeal to the Superintendent of Schools. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

Network Privileges and Access³

A principal may request that a student's access or privileges to the PPS network be temporarily restricted, in whole or in part, as a result of SCC violations that create an unsafe learning environment or if they prevent other students from accessing their learning. These restrictions to the PPS network should not be indefinite and should be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

² These include, but are not limited to: computers, cellular phones used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.

³ The PPS network means systems, computer resources, and infrastructure used to transmit, store, and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the PPS intranet system or PPS mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Students are subject to the requirements in the Policy on Student Acceptable Use of the PPS Network (<http://pps-nj.us>).

School Dress Codes and Uniform Policies

Pleasantville High School has adopted a dress code policy that forbids students from wearing certain items. Dress codes and uniform policies should be gender-neutral. Students who fail to follow a school's dress code or uniform policy may be given detentions or excluded from extracurricular activities, but may not be barred from attending class. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation.

Bias-Based/Discriminatory Behavior

The New Jersey Department of Education (NJDOE) has found that a safe and civil school environment is necessary for students to learn and achieve. Bias-based behaviors, including racism and all forms of discrimination on the basis of actual or perceived membership of a protected category, are directly contrary to this and can cause physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. In order to rectify seeks to understand, disrupt, and rectify patterns and structures of institutional bias and racism (conscious or unconscious) that create disparities or perpetuate achievement differences among students and staff. School administrators and designees should refer to District Policy, State laws,

and the Harassment, Intimidation, and Bullying Policy included in this handbook for instructions on addressing all allegations of bullying or bias-based behaviors by students. In the event that an investigation substantiates an allegation of bias-based behavior, school administrators or designees should assign relevant SCC codes, restorative interventions, applicable consequences, and seek to identify and disrupt the systems and structures in our schools that allow discrimination to occur.

Military and JROTC Programs

Board-designated military academies and other JROTC programs may enforce standards of conduct and intervention or consequences that are consistent with the military nature of those schools and programs, in addition to the standards of conduct and intervention or consequences described in this SCC. Students enrolled in a military academy who repeatedly engage in acts of gross misconduct or insubordination (student act that defies a lawful and appropriate direct order of a superior ranked officer, staff member or another student), or who repeatedly fail or refuse to wear the required military uniform, may be subject to administrative transfer by the principal to another class (or in the case of a JROTC program, dismissal from the program). Prior to an administrative transfer, a conference must be held with the parents /guardians, student, and the principal. Students who have been removed from the Pleasantville High School JROTC program, lose all rank and privileges at the JROTC military program and must reapply to the JROTC program. Upon their child's enrollment in JROTC, parents/guardians shall be informed of the uniform policy, expectations of the military program, and the JROTC policies, and shall indicate by signature their agreement to adhere to the terms of these policies.

Dating Violence and Domestic Violence Statement

Any school employee who is notified by a parent, guardian, or student, or who suspects that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness. Domestic Violence is defined as: a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child in common; by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of Illinois; by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of New Jersey. To categorize an incident as Domestic Violence, the relationship between the respondent and the complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

These allegations or suspicions should be reported to the Student Assistance Counselor (SAC) and Title IX immediately. The principal shall ensure that the student victim of dating violence or domestic violence receives appropriate support services in accordance with the Board's Policy on Domestic Violence, Dating Violence and Court Orders of Protection, Restraint or No Contact

(<http://https://www.straussesmay.com/seportal/Public/DistrictPolicySearch.aspx?id=f19938d57d4c4632a7436e3bb6e7c3e1>).

SCC and Other Laws, Policies, Rules, and Contracts

The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with New Jersey Codes of Student Conduct, Board Rules and Policies, negotiated agreements, and all other applicable state and federal laws.

Corporal punishment is expressly prohibited. Pleasantville Board of Education Policy 3217 states: “The Board of Education cannot condone an employee's resort to force or fear in the treatment of pupils, even those pupils whose conduct appears to be open defiance of authority. Each pupil is protected by law from bodily harm and from offensive bodily touching..”

ADDRESSING BULLYING AND BIAS-BASED BEHAVIORS

Purpose

The NJDOE has found that a safe and civil school environment is necessary for students to learn and achieve. Bullying and bias-based behaviors are directly contrary to this and can cause physical, psychological, and emotional harm to students and interfere with their ability to learn and participate in school activities. It is the goal of the Pleasantville Board of Education (“Board”) to create a learning environment in all its school communities where all students feel safe and supported, are protected from bullying and bias-based harm, and are able to succeed academically as well as develop socially and emotionally into responsible, caring individuals.

The Board asks every Pleasantville Public School (“PPS”) student, with the support of their parent(s), guardian(s), and the staff/adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully or intentionally harm others.
- I will try to help anyone I suspect is being bullied or harmed.
- I will work to include students who are left out.
- If someone is being bullied or harmed, I will tell an adult at school and an adult at home.

Scope

Bullying and bias-based behaviors are contrary to a number of local, state, and federal laws and statutes. This Policy protects PPS students against interpersonal harm from bullying and bias based behaviors. Please see the definition section below or in the Non-discrimination Policy for the full list of protected categories. Additionally, the Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual, or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution.

This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. The Board or its designee will re-evaluate this Policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying or bias-based behaviors occurs; the types of bullying or bias-based behaviors utilized; and bystander intervention or participation. The information developed will be made available on the District's website.

Bullying and bias-based behaviors are prohibited:

- (1) during any school-sponsored or school-sanctioned program or activity;
- (2) in school, on school property, on school buses or other Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation ("bus stops");
- (3) through the transmission of information from a PPS computer or computer network, or other electronic school equipment;
- (4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
- (5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation;
- (6) when it is a Student Code of Conduct ("SCC") Tiers 5 or 6 behavior that occurs off campus but most seriously disrupts any student's education.

Definitions

"Bias-Based Behavior" is any physical, verbal, nonverbal, or other act or conduct, including communications made in writing or electronically, directed toward a member or perceived member of a protected category within the school community that is of a discriminatory or harmful nature.

"Bullying" means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, and meets all of the following criteria. *Note: if the behavior or part of the behavior is bias-based or targeted at a member of a protected category please see the responding to bias-based behaviors guidelines.*

- 1) An observed or perceived imbalance of power exists between the person(s) engaging in the bullying behavior(s) and the targeted student(s).
- 2) The behaviors are severe or pervasive (repeated over time), or there is a high likelihood that behaviors will be repeated. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the severity and if other elements of bullying are present.
- 3) The intent of the person(s) engaging in the behavior is to cause physical or emotional harm to the targeted student(s).
- 4) The behavior has or can be reasonably predicted to have one or more of the following effects: (a) placing the student in reasonable fear of harm to the student's person or property; (b) causing a substantially detrimental effect on the student's physical or mental health; (c) substantially interfering with the student's academic performance; or (d) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

"Cyberbullying" means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when an administrator or teacher receives a report that bullying through this means has occurred. This Policy does not require a district or school to staff or monitor any non-school-related activity, function, or program.

"Discrimination" is treating an individual less favorably because of their actual or perceived membership in one or more of the Protected

Categories.

“Harassment” is any unwelcome verbal, nonverbal, visual, or physical conduct that is based on an individual's actual or perceived membership in one or more of the Protected Categories that is persistent, pervasive, or severe and objectively offensive and unreasonably interferes with, limits, or denies an individual's educational or employment access, benefits, or opportunities. Unwelcome conduct may include, but is not limited to, bullying, intimidation, offensive jokes, slurs, epithets or name calling, assaults or threats, touching, ridicule or mockery, insults or put-downs, offensive objects or pictures, messages sent via email, text or social media, sexual advances, requests for sexual favors, conduct of a sexual nature, or any other sex-based conduct.

“Microaggressions” are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their actual or perceived Protected Category membership such as race, sexual orientation, and gender identity (Adapted from Wing Sue, Derald. "Racial Microaggressions in Everyday Life," 2010).

“Protected Categories” are an individual's actual or perceived sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age (40 and above), immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union related), military status, unfavorable discharge from military service, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation.

“Peer Conflict” means disagreements and oppositional interactions that are situational, immediate, and developmentally appropriate. Conflicts arise when two or more students with relatively similar observed or perceived power have differences in opinion or perspectives. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in respectful communication, personal boundaries, and peaceful conflict resolution.

“Racial Discrimination” is any distinction, exclusion, restriction or preference based on race, color, community, national or ethnic origin which has the impact of nullifying or impairing the recognition, enjoyment or exercise, of a right to an equitable educational experience and fundamental freedoms in the social, economic, cultural, political, and linguistic aspects of school, school and district life (Adapted from United Nations, 2019).

“Retaliation” means any form of intimidation or adverse action or change to educational program or activity taken against a student for having made a complaint or report of bullying or bias based behaviors whether made internally or externally with federal, state, or local agency, or for participating, aiding, or refusing to participate in an investigation, proceeding, or hearing related to a report or complaint of bullying or bias based behaviors.

“Restorative Practices” means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs. Restorative practices are ways of pro-actively developing relationships and community; as well as repairing community when

harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better.

Preventing Bullying and Bias-Based Behaviors

All PPS principals and staff shall work to develop safe and supportive school environments that prevent bullying and bias-based behaviors through:

- **Developing supportive school climate strategies**, including clear expectations and share agreements to guide interactions between students, and between staff and students.
- **Teaching all students social and emotional skills** and establishing classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.
- Establishing predictable responses and **effective disciplinary practices** that address root cause, teach skills, build empathy, and repair harm. Ensure all students, staff, and stakeholders know how your school plans to respond to bullying and harassment.
- Committing to welcoming and inclusive practices that center belonging, affirm cultural differences, and address and support the transformation of bias-based harm

Addressing Allegations of Bias-Based Behavior

Intervening to Address Bias-Based Behavior

School based staff who witness or become aware of bias-based behaviors must immediately take the following steps:

1. Establish the safety of everyone involved. Note: If there is concern around the necessity to involve law enforcement please see the Police Notification section of the SCC.
2. Denounce the bias-based behavior as unacceptable to the values of Pleasantville High School as well as being contrary to board policy.
3. Notify the PPS Student Assistance Counselor (SAC).

Reporting Bias-Based Behavior

School-based staff who witness or become aware of a Bias-Based incident must report any and all instances of bias-based behaviors to the Student Assistance Counselor who must complete a report in Frontline and answer the question regarding bias based harm.

Students who experience or witness bias-based behaviors are to report these to a school-based staff member. Alternatively, students can make reports directly to the Student Assistance Counselor and Title IX in the following ways:

- Via Email: write an email to brown.amaris@pps-nj.us
- Via Telephone: Submit complaints to 609-383-600 ext 4180.
- In Person or By Mail: Submit complaints directly to PHS, Attn: SAC, 701 Mill Rd., Pleasantville, NJ 08232

Steps for Investigating Biased-Based Behavior

Please note that it is important to follow these steps:

- (1) Establish the present safety of everyone involved as well as plan for continued safety in the process.

- (2) Notify parents/guardians of all involved students.
 - a. Within one school day of receipt of a report of bias-based behavior, the Principal or Principal Designee shall report to the parent/legal guardian of all involved students the occurrence of any alleged incident of bias-based behavior and follow the guidelines provided in NJ's Anti-Bullying Bill of Rights Act (ABR) and shall document these notifications in the District student information system.
 - i. Notifications should be made privately to students directly involved and their parent guardians.
 - ii. When incidents have a larger impact on the school community, the Principal or Principal Designee shall provide clear communication to students, staff, and parents to reinforce school-wide expectations of a climate centering belonging, respect, and affirmation of cultural difference.
- (3) Document all allegations of bias-based behaviors
 - a. School based staff who witness or become aware of must report any and all instances of bias based behaviors to the SAC who must complete a Report in Oncourse/Frontline and answering the affirmative the question related to bias-based and discriminatory behavior within one school day
- (4) Conduct an investigation as directed by BOE Policy.
 - a. After the Anti-Bullying Specialist (ABS) is notified of biased-based behavior through Frontline or a direct report, the ABS will review the report, determine if it will be accepted as an investigation, and if applicable the type of investigation as well as provide guidance for student support: <https://www.state.nj.us/education/students/safety/behavior/hib/bully.pdf>
 1. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information;
 2. The results of the investigation shall be reported to the superintendent of schools within two school days of the completion of the investigation, and in accordance with regulations promulgated by the State Board of Education pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B-1 et seq.), the superintendent may decide to provide intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action;
 3. The results of each investigation shall be reported to the board of education no later than the date of the board of education meeting next following the completion of the investigation, along with information on any services provided, training established, discipline imposed, or other action taken or recommended by the superintendent;
 4. Parents of the students who are parties to the investigation shall be entitled to receive information about the investigation, in accordance with Federal and State law and regulation, including the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board.
 5. A parent or guardian may request a hearing before the board after receiving the information, and the hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents;
 6. At the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the superintendent's decision. The board's decision may be appealed to the Commissioner of

Education, in accordance with the procedures set forth in law and regulation, no later than 90 days after the issuance of the board's decision

- b. Supportive Measures: In all incidents, the Principal will coordinate with appropriate personnel to provide the parties with supportive measures which are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available.
- c. Regardless of the outcome of the investigation, the District will take steps to prevent the recurrence of bias-based and discriminatory behavior, as well as all misconduct covered herein, and correct any discriminatory effects on all impacted parties as appropriate.

Addressing Allegations of Bullying Behaviors

Preventing Bullying

All PHS principals and staff shall work to develop safe, supportive school environments that prevent bullying through:

- **Developing supportive school climate strategies**, including clear expectations and share agreements to guide interactions between students, and between staff and students.
- **Teaching all students social and emotional skills** and establishing classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.
- Establish predictable responses and **effective disciplinary practices** that address root cause, teach skills, build empathy, and repair harm. Ensure all students, staff, and stakeholders know how your school plans to respond to bullying and harassment.

Intervening to Address Bullying

A. Responsibilities of PPS Employees and Contractors

All PPS employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

- (1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- (2) report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, using Frontline. If the witness does not have access to Frontline, the report can be done on the PPS Bullying Complaint Form (Attachment A); and
- (3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

B. Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any PPS employee by completing Attachment A and submitting it to the Principal/Designee, by calling the PPS SAC at (609) 383-6900, or by emailing brown.amaris@pps-nj.us. Anonymous reports will be accepted by the Principal/Designee. No disciplinary action will be taken on the sole basis of an anonymous report.

C. Steps for Investigating Bullying Reports

- (1) **Ensure safety.** The Principal or their designee will provide immediate support to any targeted student(s) to ensure safety. If there are overt or implied risks of safety, follow the steps listed in "Steps For Investigating Bias-Based behavior." Alleged behaviors targeted at sex, gender,

sexual orientation, gender identity, or gender expression should be reported immediately to the Student Assistance Counselor and Title IX for assistance and support: (609) 383-6900.

- (2) **Notify parents/guardians of all involved students.** Within one school day of receipt of a bullying report, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the District student information system.
 - a. Notifications should be made privately to students directly involved and their parents/legal guardians.
 - b. Additionally, when incidents have a larger impact on the school community, the Principal/Designee shall provide clear communication to students, staff and parents to reinforce school-wide expectations and a climate of respect and inclusion.
- (3) **Document all allegations of bullying.** Within two school days of receiving a report of bullying, the Principal/Designee will document the allegation in the District student information system as a general incident report and document all notifications made.
- (4) **Conduct an investigation.** The Principal and/or a designee, who is knowledgeable about bullying prevention and intervention, shall perform the investigation.

Follow the guidelines in "Steps For Investigating Bias-Based behavior."

The investigation shall include:

- a. Identifying all involved parties, including the student(s) alleged to have engaged in the bullying behaviors, alleged target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
 - b. Conducting an individual interview in a private setting with all involved parties. The alleged target should never be interviewed in public or with the student(s) alleged to have engaged in bullying.
 - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and the District student information system of the behaviors on the targeted student's education.
 - d. Assessing the individual and school-wide effects of the incident relating to safety.
- (5) **Make a determination whether allegations of bullying are substantiated or not and document determination.** The Principal/Designee shall consider whether the four elements of the bullying definition are met, or if all four elements of bullying are not present, whether the behavior qualifies as another inappropriate behavior listed in the SCC. When the investigation is complete, the Principal/Designee shall ensure the investigation and findings (whether the report of bullying is substantiated or not substantiated) are documented in the District student information system. If the investigation determines a student engaged in bullying behaviors and/or other inappropriate behaviors listed in the SCC, the Principal/Designee shall prepare a Discipline Referral.
 - (6) **Notify all involved parties of the outcome of the investigation.** Within one day of making a determination, the Principal/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying.

When communicating incidents of bullying to the targeted student's parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission.

If the investigation determines a student was engaged in bullying behaviors, the Principal/Designee shall provide a disciplinary letter to the parent/legal guardians of the student who engaged in the behaviors. The Principal/Designee may advise the parent/legal guardian of other

involved students that the Student Code of Conduct was followed. They may not advise them of specific consequences imposed, as that would violate the confidentiality of school-record information required by law.

D. Determining an Appropriate Response

The goal of the response is to ensure the targeted student feels safe and welcome, and the student engaging in bullying behaviors understands the harm they caused and changes their behavior.

- (1) **Identify school risk factors and ensure a universal strategy for school climate improvement and social and emotional development.** Assess and address any issues in supervision, expectations, relationship-building, and emotional learning.
- (2) **Support the targeted student.** Assign school staff to create and implement a plan that will restore a sense of safety for the targeted student and other students who have been impacted. Determine any other interventions that may be appropriate.

If the targeted student has a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to reduce vulnerability to bullying.

- (3) **Determine interventions and/or consequences that address the root cause of the students' bullying behaviors.** Consider the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Follow the Student Code of Conduct and the *Guidelines for Effective Discipline*, and identify opportunities to teach, build empathy, and repair harm. While suspensions may be necessary in some cases to ensure the safety of the targeted student, keep in mind that suspending or expelling students who bully does not reduce bullying behavior.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional support and services are needed to address the inappropriate behavior and develop the student's social and emotional skills. The team may also consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

- (4) **For incidents that impact the larger school community, provide opportunities in safe, structured environments for affected students, staff, and/or parents to speak about the incident, its impact, and what is needed to repair the harm.**

E. What Not To Do:

- Solicit an apology from the student who engaged in bullying to the targeted student or mandate a public apology, use peace circles, victim/offender conferences, or any form of mediation that puts the student who engaged in bullying in contact with the targeted student in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the student who engaged in bullying and targeted students, but only if used after other interventions have balanced the power differential between the perpetrator and target.
- Dismiss bullying as typical student behavior or assume it is not serious.

Appeal

Any party who is not satisfied with the outcome of an investigation by the Assistant Principal may appeal to the Principal of the high school and/or Title IX (telephone: (609) 383-6900), within 15 calendar days of notification of the Assistant Principal's decision. The Principal shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines. The Principal may return the incident to the Assistant Principal, SAC, or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. The Principal shall notify the party requesting the appeal and the Assistant Principal that his/her decision is final and shall document that notification in the Discipline section of the District student information system.

Any party who is not satisfied with the outcome of the investigation by the Principal may appeal to the Superintendent and/or Title IX (telephone: (609) 383-6900), within 15 calendar days of notification of the Principal's decision. The Superintendent shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines. The Superintendent may return the incident to the Principal, SAC, or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. The Superintendent shall notify the party requesting the appeal and the Principal that his/her decision is final and shall document that notification in the Discipline section of the District student information system.

Consequences for PPS Employees and Contractors

When it is determined that an employee was aware that bullying and bias-based and discriminatory behavior was taking place but failed to report it, the employee/contractor will be considered to have violated this Policy. The Principal shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their Board contracts.

Notice and Dissemination of Requirements

Principals shall follow the requirements for posting this Policy on the school's website, in the school building as well as disseminating and presenting this Policy to school staff as part of pre-school-year professional development.

Training and Professional Development

Staff

Professional development will be offered to build the skills of all PHS employees to implement this Policy. The content of such professional development shall include, but not be limited to:

1. Developmentally appropriate strategies to prevent incidents of bullying and bias-based and discriminatory behavior and to intervene immediately and effectively to stop them;
2. Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying and bias-based and discriminatory behavior;
3. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and
4. Information about Internet safety issues as they relate to cyberbullying.

Student Internet Safety Education

In accordance with the Board's Internet Safety Policy, each school shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students. The Student Assistance Counselor or designee, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while online, on social media platforms and in chat rooms; and (c) cyberbullying awareness and response. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements to ensure compliance with this curricular requirement.

ATTACHMENT A

Pleasantville High School

Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

Please submit this report to the principal or any school staff member. You may also call the Student Assistance Coordinator (609-383-6900) to make a report.

Victim or Target Information

School: _____

Name(s) and grade(s) of Victim/Target: _____

Reporting Information (*Optional for students/parents/guardians)

Name & Title of Person Reporting: _____

Relationship to Victim/Target: _____ Phone: _____

Email Address: _____

Incident Information

Name(s) of student(s) accused of engaging in bullying behaviors OR description (if name(s) unknown): _____

Location of incident: _____ Date and time of incident: _____

Approximate dates, times, and frequency of prior incident(s): _____

Describe what happened and who was present in as much detail as possible (*Required Information):

Date of submission: _____

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS

School officials may suspend students with disabilities/impairments for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Administrators are not required to suspend students with disabilities for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or his/her designee has discretion to suspend students with disabilities fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Child Study Team (CST) is absolutely necessary. **Without such consultation, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion, including referrals requesting emergency assignment pursuant to the PHS SCC, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. The School must also provide the parent/guardian/surrogate parent with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP.
 - B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.
 - i: If the student's behavior is not a manifestation of the disability, school officials may apply the SCC, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.
 - ii: If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

REFERENCE GUIDE FOR TIERS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS

SECTIONS 4-13 AND 5-11

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be recorded to have violated Section 4-13 of the SCC for a first-time violation or 5-11 of the SCC for a second or repeated violation. *If a student uses, or intends to use, any of these objects to inflict harm on someone, the student should be recorded to have violated Section 6-1.*

Knives, including but not limited to:

- Steak knife or other kitchen knives
- Pen knives/Pocket knives
- Hunting knives
- Swiss Army knife
- Box cutters
- Razors

Tools, including but not limited to:

- Hammers
- Screwdrivers
- Saws
- Crowbars/Metal pipes
- Other objects commonly used for construction or household repair

Other Objects, including but not limited to:

- Mace/Pepper spray
- Live ammunition/Live bullets
- Broken bottles or other pieces of glass
- Wooden sticks/boards

SECTION 6-1

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have violated Section 6-1 of the SCC.

Firearms - these include:

- Pistol Revolver
- Other firearms Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:

- Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)
- Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include:

Tear gas guns Projector bombs
Noxious liquid gas Grenades
Other explosive substances

Other Objects - these include:

Blackjack Slingshot
Sand club Sandbag
Metal/brass knuckles Throwing stars
Tasers/stun guns

“Look-Alike” Firearms - these include:

B.B. guns Air guns
Other objects, including “toys” or replicas that reasonably resemble real firearms

6-1 SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in their possession, they should not be recorded to have violated the SCC. *If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be recorded to have violated Section 6-1.*

Sporting Equipment - these include but are not limited to:

Baseball bats
Golf clubs

Personal Grooming Products - these include but are not limited to:

Nail clippers/files
Combs with sharp handles
Tweezers

School Supplies - these include but are not limited to:

Scissors
Laser pointers
Pens/Pencils
Rulers
Padlocks/Combination locks
Other objects commonly used for educational purposes

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

Request for Expulsion Hearing

- Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.⁴¹
- If a student's inappropriate behavior falls within Tier 5 of the SCC, a school principal *may* request an expulsion hearing for the student. A school principal may also request assignment to an alternative program.
- If a student's inappropriate behavior falls within Tier 6, a school principal *may* request an expulsion hearing for a student committing any Tier 6 behavior.
- The Superintendent designee will review the expulsion hearing request and determine whether to assign the student to an alternative program, or refer the student back to the school for intervention/ support.

Emergency Assignment to Interim Alternative Education Setting

- Students who commit Tier 5 or 6 misconducts may be assigned to an interim alternative education setting on an emergency basis ("emergency assignment") while a request for an expulsion hearing is pending without being given the opportunity for a hearing.
- Requests for emergency assignment must be approved, facilitated, and implemented by the Superintendent of Schools. The Superintendent may request additional information when considering requests for emergency assignment.
- General education students may be placed in an interim alternative education setting if their presence at the home school poses a continuing danger to people or property, or an ongoing threat of disruption to the academic process. The student will be assigned, but not limited to, the 3 to 7 Program, home instruction, etc. until the expulsion final determination is issued.
- In accordance with 6A:14-2.8, Disciplinary action initiated by a district board of education that involves removal to an interim alternative educational setting, suspension for more than 10 school days in a school year, or expulsion of a student with a disability shall be in accordance with 20 U.S.C. § 1415(k). (See N.J.A.C. 6A:14 Appendix A.) However, removal to an interim alternative educational setting of a student with a disability in accordance with 20 U.S.C. § 1415(k) shall be for a period of no more than 45 calendar days.

Expulsion Hearing Procedures

- In March 2014, the New Jersey State Board of Education re-adopted regulations (N.J.A.C. 6A:16-7.2, 7.3, 7.4 and 7.5) to reestablish new standards and parameters for addressing student conduct issues and concerns that result in suspensions or expulsions. Rather than create an entirely new body of mandates, the regulations primarily organize and apply the requirements regarding student conduct from a diverse array of case law, statutes and other regulations. The requirements for addressing student conduct problems, tools for assessing and developing local student conduct policies, procedures and resources for implementing effective practices are provided at <https://www.state.nj.us/education/students/safety/behavior/sedp/> and for NJAC 6A:16-7.1 at <https://www.state.nj.us/education/code/current/title6a/chap16.pdf>. Additionally, District Policy "5620 - Expulsion" can be found at www.pps-nj.us.

Expulsion Final Determination

Please see: <https://www.state.nj.us/education/students/safety/behavior/sedp/> and for NJAC 6A:16-7.1 at <https://www.state.nj.us/education/code/current/title6a/chap16.pdf>. Additionally, District Policy "5620 - Expulsion" can be found at www.pps-nj.us.

- During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events, with the exception of activities or events sponsored by the student's alternative program.

Transition when Expulsion Complete

- When a term of expulsion is completed, the student will be transferred to Pleasantville High School.
- For students attending an Alternative Program, a transition meeting, including the student, parents/guardians, alternative school staff members, and home school staff members, will be scheduled to discuss the student's transition back into the home school environment.

ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

Pleasantville High School

Student Code of Conduct

Student Agreement

I, _____ (print student's name) have received and read the Student Code of Conduct ("SCC") for the Pleasantville High School. I am aware of my rights and responsibilities under the SCC. Furthermore, I understand that inappropriate student behavior will result in interventions and consequences as stated under the SCC.

Student Signature

Date

Parent/Guardian Agreement

Dear Parent or Guardian:

Pleasantville High School believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the SCC and sign the document below to acknowledge your receipt and understanding of the SCC.

I am the parent or guardian of the above named student. I have received and read the SCC. I understand that by signing this document, I agree to support and promote the goals of the SCC and make every effort to work with the school in resolving all disciplinary matters.

Parent/Guardian Signature

Date

Amends/Rescinds:

Cross References: Note: Replaces prior Student Code of Conduct

Legal References:

Public Comment: Pursuant to BOE Policy #0167, this was subject to Public Comment from 08/01/2022 - 10/10/2023 and was Adopted at the 10/10/2023 Board Meeting.