

PLAINFIELD PUBLIC SCHOOL DISTRICT



Moving Plainfield Public Schools Forward

2023-2024

District Code of Conduct Handbook

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BOARD OF EDUCATION MEMBERS

Mrs. Hanae Wyatt	President
Mrs. Sarah Virgo	Vice President
Mrs. Josely Castro	Member
Mr. Eric Andrews	Member
Mrs. Willie P. Hembree	Member
Ms. Shonte Smith	Member
Mr. Azim Gray	Member
Mr. Victor Webb	Member
Mrs. Jacqueline D. Workman	Member
Mr. Rashon K. Hasan Ed.S.	Superintendent

*Special Acknowledgement to the
Student Code of Conduct Committee Members*

*thank
you*



MISSION STATEMENTS

DISTRICT MISSION STATEMENT

We, in partnership with our community will be accountable for creating a safe, inclusive, nurturing learning environment for all students to achieve their maximum potential now and in the future

CODE OF CONDUCT MISSION

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



PURPOSE OF THE CODE OF CONDUCT

The Code of Conduct was developed to provide levels of disciplinary responses that match the severity of an incident, while also focusing on ways to redirect behavior and teach students appropriate responses and behaviors. Disciplinary responses should promote positive relationships, student learning and responsibility, and the adoption of prevention and intervention support strategies. The use of suspensions and expulsions as disciplinary measures is a last resort and, when employed, should be implemented in a way that minimizes the time that students spend out of the classroom. All stakeholders, including students, school staff, families, and community partners, are entitled to a safe, supportive, positive, and orderly learning environment.

THE PURPOSE:

- ★ To support a positive school climate where learning takes place for all stakeholders of the school community.
- ★ To provide clear expectations for positive recognition, academic and social standards, and social and emotional learning opportunities for all students within our district.
- ★ To provide a safe and secure educational system that allows students to develop to their fullest potential.
- ★ To provide a method of corrective instruction and interventions for responding to conduct offenses.



ACKNOWLEDGEMENT REFERRAL PROCESS

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

Students must always behave as good scholars in and out of school. We expect our students to represent their school positively and serve as good role models to other students and community members.

We aim to recognize our model students who exhibit commendable character along with those that aspire to improve within academics, personal behavior, school/community support, attendance, and uniform compliance.

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



ACADEMIC HONESTY

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

Parents, educators, and the community must provide opportunities for students to learn how to make good decisions, resolve conflicts, and work together. These learning opportunities enable students to become self-disciplined. Educators must also try to involve parents and other community agencies in helping students manage their own behavior.

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

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

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

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



The Plainfield Public School's promotes and provides opportunities for our students to be exposed to social and emotional learning to enhance the building of positive school climates and the healthy development of young people. Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions. Students in SEL programs are more likely to attend school and receive better grades and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies

 <p>Self-Awareness</p> <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	 <p>Self-Management</p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	 <p>Social Awareness</p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	 <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions 	 <p>Relationship Skills</p> <ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed
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*Adopted by the New Jersey State Board of Education in August 2017

RESTORATIVE JUSTICE

Restorative Justice is a framework for building community and responding to challenging behavior through authentic dialogue leading to understanding and action to set things right and repair and restore damaged relationships. The process supports initiators in acknowledging and repairing the harm done, helps victims and witnesses process what happened, and helps the class or school community rebuild trust.

All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using Restorative Practices to foster positive interpersonal and intergroup relations and address inappropriate behavior is a cornerstone of a progressive approach to discipline.

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

STUDENT’S BEHAVIORAL/EXPECTATIONS

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

STUDENT’S RESPONSIBILITIES (K - 12TH GRADE)

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

PARENT/GUARDIAN’S RESPONSIBILITIES



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

TEACHER'S RESPONSIBILITIES

1. To develop classroom management strategies that support students taking responsibility for their own behavior.
2. To establish effective discipline in the classroom and school. Classroom discipline procedures should include an emphasis on efficacy principles of development.
3. To post the rules for acceptable classroom behavior and provide copies of the rules to parents/guardians.
4. To confer with I&RS personnel in seeking viable solutions to resolve discipline problems.
5. To inform students of individual classroom behavior expectations and to use rewards for good behavior.
6. To avoid ridicule and negative comparisons.
7. To follow due process in correcting inappropriate conduct while consistently applying rules.
8. To report to parents/guardians at regular reporting periods on the acceptability of a student's conduct and to keep adequate records of disorderly conduct.
9. To report all incidences of harassment intimidation and bullying (HIB) following HIB protocol.
10. To report to the Division of Child Protection and Permanency (DCP&P) all incidences of suspected child abuse and neglect.
11. To protect the rights of other students by initiating action to remove dangerous or disruptive students.
12. To discuss behavior and discipline problems with the student, and unless the seriousness of the offense merits immediate action, warn the student that continued misbehavior will result in definite consequences.
13. To initiate the following actions if the problems persist:
 - a. Contact the parent/ guardian by telephone/letter for input and cooperation when necessary.
 - b. Document intervention strategies.
 - c. Fill out the Code of Conduct Report and submit it in a timely manner.
 - d. Refer the student to the Professional School Counselor.
 - e. Consult with the Principal concerning the misbehavior.
 - f. Decide whether a referral to the I&RS Team is appropriate. Submit a referral to the I&RS Team when necessary.



14. To attend necessary and mandatory conferences, staff meetings and staff-development training.
15. To help identify and refer students involved with illegal substances and report them to the appropriate personnel promptly.

SCHOOL LEADERSHIP TEAM (SLT) RESPONSIBILITIES

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

PRINCIPAL / SUPERVISOR'S RESPONSIBILITIES

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



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

SUPERINTENDENT / CENTRAL OFFICE RESPONSIBILITIES

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

BOARD OF EDUCATION'S RESPONSIBILITIES

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

EQUAL EDUCATIONAL OPPORTUNITY

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



GRIEVANCE PROCEDURE FOR DISCRIMINATION COMPLAINTS

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

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

SUICIDAL, HOMICIDAL & SELF-HARM-PROTOCOLS

Suicide is a serious public health problem that causes pain, suffering, and loss to individuals, families, and communities nationwide. Plainfield Public Schools recognizes that one suicide or suicide attempt is one too many. We recognize the value of building partnerships within and among state and local systems, community service providers, the private sector, foundations, universities, and the media in combating youth suicide. As a result, this strategy is a result of a collective effort. Please see appendix for suicidal, homicidal, and self-harm protocol and procedures.

SUSPENSION PROCEDURES

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

- a. Informing the pupil of the charges against him/her.
- b. Giving the pupil a chance to reply to them.

These regulations shall also include safeguards for the dismissal of pupils suspended from school, procedures for calling an immediate conference with parents/guardians, limitations on the length of suspensions, and specifics for the reinstatement of pupils. Every effort shall be made to adjust each suspension promptly so that the pupil can be returned to school with a minimum loss of school time and schoolwork.

When the chief school administrator imposes a suspension, he/she must report it to the Board. No suspension may continue beyond the second regular meeting of the Board following the suspension without Board action. No suspension for assault may be continued beyond 30 days (about 4 and a half weeks) without Board action. A suspended pupil may be reinstated by the chief school administrator before Board action.

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

The Board shall decide within five days of the hearing's close. Any appeal of the Board's decision shall be made to the Commissioner of Education within 90 days of the Board's decision.

The Board requires that such hearings should be closed to the public, but should all parties thereto agree, the hearing may be held publicly. Each suspended pupil who has requested a formal hearing shall be restored to the regular educational program pending the outcome of the hearing, except when, in the opinion of the chief school administrator, the presence of the pupil in school poses such a danger to himself/herself or others as to warrant continued absence.



Each such pupil suspended from the schools of this district shall receive individual instruction commencing no later than two weeks after the suspension occurs, except that the Board may, on the recommendation of the chief school administrator, assign the pupil to an alternative educational program to meet his/her needs (see policy #6172). Additionally, homework can be provided by the classroom teacher during the suspension period.

EXPULSION PROCEDURES

- The Board will consider expulsion only if:
 - a. The chief school administrator with his/her staff has exhausted all means of bringing about a correction of repeated misconduct; or
 - b. The nature of a single act presents such a clear possibility of danger to others that immediate definitive action is indicated.
 - c. The student has been subject to a long-term suspension and Board hearing.
- The parents/guardians of the pupil shall be interviewed, if possible, and advised of the reasons why expulsion is being considered, of the rights of the pupil to a full hearing which will afford him/her procedural due process, and the right of parents/guardians to appeal to the chief school administrator.
- The child shall remain out of school until either:
 - a. An appeal made to the chief school Administrator is decided in the child's favor; or
 - b. The appeal (if made) has been denied and the Board has met to hear the chief school administrator's recommendation.
- If the Board determines that the charges, if true, may warrant expulsion, the Board will set a date for the hearing. The Board attorney will arrange for the giving of legal notice to all parties concerned for the preparation and presentation of evidence in support of the charges at the hearing.
- The pupil must receive:
 - a. Notification of the charges against him/her.
 - b. The names of the adverse witnesses.
 - c. Copies of the statements and sworn statements of those adverse witnesses.
 - d. The opportunity to be heard in his/her own defense.
 - e. The opportunity to present witnesses and evidence in his/her own defense.
 - f. The opportunity to cross-examine adverse witnesses; and
 - g. The opportunity to be represented by counsel.
- Juvenile authorities and law enforcement agencies shall be notified or consulted if necessary.
- If a pupil younger than 18 years of age is expelled, the Board must continue to supply an educational program for him/her.

*See Board of Education or Designee Hearing Overview under Appendix III)

SPECIAL SERVICES OPTIONS

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



REMOVAL FOR MORE THAN TEN (10) CONSECUTIVE DAYS

First 10 days, student subject to same discipline policy as non-disabled students More than 10 consecutive days constitutes an AUTOMATIC change in placement

REMOVAL FOR MORE THAN TEN (10) CUMULATIVE DAYS

First 10 days, students are subject to the same discipline policy as non-disabled students.

A change in placement occurs if the student is subjected to a series of removals that constitute a pattern because they accumulate to more than 10 school days in a year, because the behavior is like behavior in previous incidents and consideration of the following factors:

Length of each removal

Total amount of time student is removed Proximity of the removals to one another

For students with an IEP there will be a manifestation determination meeting to determine whether a student with a disability may be expelled from school or have has his placement changed for more than 10 school days for misconduct. It must be held within 10 school days of the school's decision to expel the student or change his placement.

On the date a decision is made to initiate a removal of a student that constitutes a change in placement of a student with a disability because of a violation of a code of student conduct, the procedural safeguards statement (PRISE) must be provided to the parents.

INFRACTIONS WITH CONSEQUENCES

These consequences are the **minimum** for the infraction listed for students in grades k through 12; however, the building principal or Administrator or Designee based on additional information or harassment intimidation and bullying (HIB) investigation outcome may enhance the penalty based on the severity of the incident in consultation with the superintendent assistant superintendent and /or executive director of student support services. In exercising discretion whether to enhance the minimum penalty, the Administration may consider the entirety of a student's disciplinary record throughout his or her enrollment in the school system, to the extent relevant to the proper consequence for the infraction at hand.

Note: Notwithstanding the provisions of N.J.S.18A:37-2 or any other provision of law to the contrary, a student who is enrolled in grades kindergarten through two in a school district or charter school shall not be expelled from school, except as provided pursuant to the "Zero Tolerance for Guns Act," P.L.1995, c.127 (C.18A:37-7 et seq.).

MISCONDUCT AND DISCIPLINARY OPTIONS

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

If a conduct infraction is a mandatory reporting scenario identified in the current years' Memorandum of Agreement with the police department it will be treated as disciplinary and criminal state statute.



ARSON/ FALSE FIRE ALARM /THEFT:

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

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<p>ALL</p> <ul style="list-style-type: none"> Notify Parent/Guardian: same day mandatory Administrator/Parent/Guardian conference Notify Superintendent's Office <p>FIRE ALARM</p> <ul style="list-style-type: none"> Notify Fire Department and/or Police Department 5-days Lunch Detention <p>THEFT</p> <ul style="list-style-type: none"> Notify Police for theft of item over amount of \$100.00 Restitution <p>ARSON:</p> <ul style="list-style-type: none"> Notify Fire Department and/or Police Department 3-days Suspension: mandatory Administrator/Parent/Guardian conference upon return 	<p>ALL</p> <ul style="list-style-type: none"> Notify Parent/Guardian: same day mandatory Administrator/Parent/Guardian conference Notify Superintendent's Office <p>FIRE ALARM</p> <ul style="list-style-type: none"> Notify Fire Department and/or Police Department 2-days suspension <p>THEFT</p> <ul style="list-style-type: none"> Notify Police for theft of item over amount of \$100.00 Restitution 2-days suspension <p>ARSON:</p> <ul style="list-style-type: none"> Notify Fire Department and/or Police Department 5-days Suspension: mandatory Administrator/Parent/Guardian conference upon return 	
Supportive Actions	<ul style="list-style-type: none"> Fire Safety Education Referral to Social worker /Professional School Counselor Arson- student is administered fire safety screening (mandatory) Referral to IEP team or 504 team for manifestation determination for students with disabilities Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Referral to I&RS Team Revision to IEP or 504 Plan as needed for students with disabilities Arson- student is administered fire safety screening (mandatory) Manifestation hearing Alternate educational Setting 	

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/Guardian: same day mandatory Administrator/Parent/Guardian conference Notify Police and Fire Department Notify Superintendent's Office 10-daysSuspension: mandatory Administrator/Parent/Guardian conference upon return 	<ul style="list-style-type: none"> Notify Parent/Guardian: same day mandatory Administrator/Parent/Guardian conference Notify Police and Fire Department Notify Superintendent's Office Referral for Board of Education or Designee Hearing Suspension pending completion of the Board of Education or Designee Hearing: 	



		<ul style="list-style-type: none"> Mandatory administrator/Parent/Guardian conference upon return 	
Supportive Actions	<ul style="list-style-type: none"> Referral to Social worker/Professional School Counselor Referral to IEP team or 504 team for manifestation determination for students with disabilities Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Referral to I&RS Team Revision to IEP or 504 Plan as needed for students with disabilities Manifestation hearing Alternate educational Setting 	

ASSAULT

Mutual aggressive behavior; Attempts to cause or purposely, knowingly or RECKLESSLY causes bodily injury to another; or negligently causes bodily injury to another with a deadly weapon; or attempts by physical MENACE to put another in FEAR of imminent serious bodily injury. May include but not limited to Sexual, Physical or Verbal

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/Guardian: same day mandatory Administrator/Parent Guardian Conference Notify Superintendent's Office 2 days- suspension: Mandatory Administrator/Parent/Guardian conference upon return 	<ul style="list-style-type: none"> Notify Parent/Guardian: same day mandatory Administrator/Parent Guardian Conference Notify Police Department Notify Superintendent's Office 5- days Suspension Counseling Required Mandatory Administrator/Parent/Guardian conference upon return 	
Supportive Actions	<ul style="list-style-type: none"> Referral to Social worker/Professional School Counselor Referral to IEP team or 504 team for manifestation determination for students with disabilities Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Referral to I&RS Team Revision to IEP or 504 Plan as needed for students with disabilities Manifestation hearing Alternate educational Setting 	

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/Guardian: same day mandatory Administrator/Parent Guardian Conference Notify Superintendent's Office 5 days- suspension: 	<ul style="list-style-type: none"> Notify Parent/Guardian: same day mandatory Administrator/Parent Guardian Conference Notify Police Department Notify Superintendent's Office 	



	<ul style="list-style-type: none"> Mandatory Administrator/ Parent/Guardian conference upon return 	<ul style="list-style-type: none"> Suspension pending completion of Board of Education or Designee Hearing 	
Supportive Actions	<ul style="list-style-type: none"> Referral to Social worker/ Professional School Counselor Referral to IEP team or 504 team for manifestation determination for students with disabilities Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Referral to I&RS Team Revision to IEP or 504 Plan as needed for students with disabilities Manifestation hearing Alternate educational Setting 	

HARASSMENT, INTIMIDATION AND BULLYING (HIB)

*Any gesture or written, verbal or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus. **Note: Consequences will be determined based on outcome of investigation.***

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Building Principals/Administrator, Notify Parents, Mandatory Parent Meeting Superintendent's Letter, Lunch Detention 2 days- In/Out School Suspension, HIB Outcome/Results placed in Student's File Loss of Privileges 	<ul style="list-style-type: none"> Notify Building Principals/Administrator, Notify Parents Mandatory Parent Meeting Student Intervention Plan – approved by Superintendent, Lunch Detention 3 days -In/Out of School, HIB Outcome/Results placed in Student's File and Police Report 	<ul style="list-style-type: none"> Notify Building Principals/Administrator, Notify Parents, Mandatory Parent Meeting Student Intervention Plan- approved by Superintendent, Board of Education or Designee Hearing., 5 days- In/Out of School Suspension. HIB Outcome/Results placed in Student's File, Monetary Parental Penalty/Fine, Parent Mandated to Complete Training Class, Police Report
Supportive Actions	<ul style="list-style-type: none"> Supportive Counseling, Therapeutic counseling, Behavioral Contract Written Assignment, Skills Training Volunteering, Community Service Project, Referral for Community Agency 	<ul style="list-style-type: none"> Supportive Counseling, Therapeutic counseling, Behavioral Contract Written Assignment, Skills Training Volunteering, Community Service Project, Referral for Community Agency 	<ul style="list-style-type: none"> Supportive Counseling, Therapeutic counseling, Referral for Community Agency Alternate educational Setting



Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> • Notify Building Principals/Administrator, • Notify Parents, Mandatory Parent Meeting • Superintendent's Letter, • 2 days- In/Out School Suspension, • HIB Outcome/Results placed in Student's File • Detention • Loss of Privileges, 	<ul style="list-style-type: none"> • Notify Building Principals/Administrator, • Notify Parents • Mandatory Parent Meeting • Student Intervention Plan – approved by Superintendent, • 3 days -In/Out of School, • Detention • HIB Outcome/Results placed in Student's File and • Possible Police Report 	<ul style="list-style-type: none"> • Notify Building Principals/Administrator, • Notify Parents, • Mandatory Parent Meeting Student Intervention Plan-approved by Superintendent, • Board of Education or Designee Hearing., 5 days- In/Out of School Suspension. • HIB Outcome/Results placed in Student's File, • Monetary Parental Penalty/Fine, • Parent Mandated to Complete Training Class, • Possible Police Report.
Supportive Actions	<ul style="list-style-type: none"> • Supportive Counseling, Therapeutic counseling, Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency 	<ul style="list-style-type: none"> • Supportive Counseling, Therapeutic counseling, Behavioral Contract Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency 	<ul style="list-style-type: none"> • Referral to I&RS Team Supportive Counseling, Therapeutic counseling, • Referral for Community Agency • Alternate educational Setting

CYBERBULLYING (HIB)

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

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> • Notify Building Principals/Administrator, • Notify Parents, Mandatory Parent Meeting • Superintendent's Letter, • 2- days In/Out School Suspension, • Lunch Detention • HIB Outcome/Results placed in Student's File • Loss of Privileges, 	<ul style="list-style-type: none"> • Notify Building Principals/Administrator, • Notify Parents • Mandatory Parent Meeting • Student Intervention Plan – approved by Superintendent, • Lunch Detention • 3 -days -In/Out of School, • HIB Outcome/Results placed in Student's File and • Possible Police Report 	<ul style="list-style-type: none"> • Notify Building Principals/Administrator, • Notify Parents, • Mandatory Parent Meeting Student Intervention Plan-approved by Superintendent, • Board of Education or Designee Hearing., 5 days- In/Out of School Suspension. • HIB Outcome/Results placed in Student's File, • Monetary Parental Penalty/Fine,



			<ul style="list-style-type: none"> • Parent Mandated to Complete Training Class, • Possible Police Report.
Supportive Actions	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency 	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency 	<ul style="list-style-type: none"> • Referral to I&RS Team • Supportive Counseling, • Therapeutic counseling, • Referral for Community Agency • Alternate educational Setting
Secondary School Response			
RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> • Notify Building Principals/Administrator, • Notify Parents, Mandatory Parent Meeting • Superintendent's Letter, • 2- days In/Out School Suspension, • HIB Outcome/Results placed in Student's File • Loss of Privileges, • Detention 	<ul style="list-style-type: none"> • Notify Building Principals/Administrator, • Notify Parents • Mandatory Parent Meeting • Student Intervention Plan – approved by Superintendent, • 3- days -In/Out of School, • HIB Outcome/Results placed in Student's File and • Possible Police Report • Detention 	<ul style="list-style-type: none"> • Notify Building Principals/Administrator, • Notify Parents, • Mandatory Parent Meeting Student Intervention Plan-approved by Superintendent, • Board of Education or Designee Hearing., 5- days In/Out of School Suspension. • HIB Outcome/Results placed in Student's File, • Monetary Parental Penalty/Fine, • Parent Mandated to Complete Training Class, • Possible Police Report.
Supportive Actions	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency 	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency 	<ul style="list-style-type: none"> • Referral to I&RS Team • Supportive Counseling, • Therapeutic counseling, • Referral for Community Agency • Alternate educational Setting



DEFIANCE OF AUTHORITY (OPEN)

Failure to follow directions, Failure to respond to school staff questions or requests and Failure to follow directions, leading to a potential threat or harm to self or another person.

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention	<ul style="list-style-type: none"> Notify Parent followed by mandatory Teacher/Student Conference Verbal Correction Classroom system of positive reinforcement Written reflection or apology De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner) Restorative Approaches 	<ul style="list-style-type: none"> Notify Parent followed by mandatory Teacher/Student Conference Loss of privileges Lunch Detention De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner) Restorative Approaches 	<ul style="list-style-type: none"> Notify parent and mandatory overnight suspension Student Services Notification 1-day suspension
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner) 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Daily progress Sheet Restorative approaches 	<ul style="list-style-type: none"> Referral to I&RS Team

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Mandatory Teacher Student Conference. Notify Parent/Guardian, 2-days central 	<ul style="list-style-type: none"> Notify Parent/ Guardian. Parent/ Guardian Teacher & Admin Conference. 1- day overnight. 	<ul style="list-style-type: none"> Notify Parent/ Guardian. ISS with interventions. (Or 3-days OSS). Parent Conference.
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner) Restorative Approaches 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner) Daily progress Sheet Restorative approaches 	<ul style="list-style-type: none"> Referral to I&RS Team Notify student services



DESTRUCTION OR DEFACING SCHOOL PROPERTY

Defacing or injuring school property or the property of others

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/ Guardian followed by mandatory Administrator/ Parent /Guardian Conference Notify safety/security Lunch Detention Loss of Privilege Restitution 	<ul style="list-style-type: none"> Notify Parent/ Guardian: same day mandatory Administrator/ Parent/ Guardian conference 2-days Suspension mandatory Administrator/ Parent/ Guardian conference upon return Loss of privilege Community Service Restitution 	<ul style="list-style-type: none"> 3-days Suspension Notify Parent/Guardian: mandatory Administrator/ Parent/ Guardian conference upon return Notify Police Department Restitution
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Community Service Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Referral to I&RS Team Community Service Restorative approaches including formal conferencing

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/ Guardian followed by mandatory Administrator/ Parent /Guardian Conference 1- day suspension Restitution Community Service Project 	<ul style="list-style-type: none"> 3-days Suspension Notify Parent/Guardian: mandatory Administrator/ Parent/ Guardian conference upon return Community Service Project Restitution 	<ul style="list-style-type: none"> Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference upon return Notify Police Department Suspension pending completion of Board of Education or Designee Hearing Restitution
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Community Service Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Community Service Referral to I&RS Team Restorative approaches including formal conferencing



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

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

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/ Guardian Teacher/Student conference Lunch Detention BUS <ul style="list-style-type: none"> Child seat to be close to the bus driver 	<ul style="list-style-type: none"> Notify Parent/ Guardian Teacher/Student conference Lunch Detention Loss of Privileges BUS <ul style="list-style-type: none"> Child to be removed from the bus for 1 day 	<ul style="list-style-type: none"> Notify Parent/ Guardian Teacher/Student conference 2-days suspension BUS <ul style="list-style-type: none"> Child to be removed from the bus for 5- days
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner 	<ul style="list-style-type: none"> Referral to I&RS Team

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/ Guardian. Teacher/Student Conference. 1- day Central Detention 	<ul style="list-style-type: none"> Notify Parent/ Guardian. 1 day suspension * when ISS is not available OSS Central detention 	<ul style="list-style-type: none"> Saturday detention Suspension pending completion of Board of Education or Designee Hearing Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference upon return
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner 	<ul style="list-style-type: none"> Referral to I&RS Team



DRESS CODE VIOLATION

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

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify parent (bring clothes/pick up child to change); 	<ul style="list-style-type: none"> Notify parent (bring clothes/pick up child to change); 	<ul style="list-style-type: none"> Mandatory Parent/Admin conference
Supportive Actions	<ul style="list-style-type: none"> Encouraging the wearing of uniforms with rewards. 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Encouraging the wearing of uniforms with rewards. 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify parent (bring clothes/pick up child to change); In School Detention (ISD) It is mandatory to wear a covered- t-shirt for the day. 	<ul style="list-style-type: none"> Notify parent (bring clothes/pick up child to change); 2- days Central Detention It is mandatory to wear a covered- t-shirt for the day. 	<ul style="list-style-type: none"> Mandatory Parent/Admin conference 5-days Central Detention
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor



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

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

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> • Notify Parent/ Guardian • Referral for Drug Testing (packet provided to family by nurse) • 3- days Suspension • Admin/ SAC / Parent / Guardian Conference upon return 	<ul style="list-style-type: none"> • Notify Parent/ Guardian • Referral for Drug Testing (packet provided to family by nurse) • Refer to community agency for substance abuse evaluation (SAC will assist) • 6- days Suspension • Admin/ SAC / Parent / Guardian Conference upon return 	<ul style="list-style-type: none"> • Notify Parent/ Guardian • Referral for Drug Testing (packet provided to family by nurse) • Refer to community agency for substance abuse evaluation (SAC will assist) • 10- days Suspension • Admin/ SAC / Parent / Guardian Conference upon return
Supportive Actions	<ul style="list-style-type: none"> • School nurse for supportive action • Referral to social worker/professional school counselor / Student Assistance Coordinator (SAC) • Substance abuse counselor 	<ul style="list-style-type: none"> • School nurse for supportive action • Referral to social worker/professional school counselor • substance abuse counselor 	<ul style="list-style-type: none"> • School nurse for supportive action • Referral to social worker/professional school counselor/ substance abuse counselor

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> • Notify Parent/ Guardian • Referral for Drug Testing (packet provided to family by nurse) • 3- days Suspension • Admin/ SAC / Parent / Guardian Conference upon return 	<ul style="list-style-type: none"> • Notify Parent/ Guardian • Referral for Drug Testing (packet provided to family by nurse) • Refer to community agency for substance abuse evaluation (SAC will assist) • 6- days Suspension • Admin/ SAC / Parent / Guardian Conference upon return 	<ul style="list-style-type: none"> • Notify Parent/ Guardian • Referral for Drug Testing (packet provided to family by nurse) • Refer to community agency for substance abuse evaluation (SAC will assist) • 10- days Suspension • Admin/ SAC / Parent / Guardian Conference upon return • Referral for Superintendent Hearing
Supportive Actions	<ul style="list-style-type: none"> • School nurse for supportive action • Referral to social worker/professional school counselor / Student Assistance Coordinator (SAC) • Substance abuse counselor 	<ul style="list-style-type: none"> • School nurse for supportive action • Referral to social worker/professional school counselor • substance abuse counselor 	<ul style="list-style-type: none"> • School nurse for supportive action • Referral to social worker/professional school counselor/substance abuse counselor



FIGHTING

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

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify parent Mandatory Parent conference with administration Lunch Detention Loss of Privileges 	<ul style="list-style-type: none"> Notify parent Mandatory parent conference with administration 3-days suspension 	<ul style="list-style-type: none"> Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference upon return 5- days suspension
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner 	<ul style="list-style-type: none"> Referral to I&RS Team Restorative approaches including formal conferencing

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent Guardian. 3- days Out of School Suspension. 	<ul style="list-style-type: none"> Notify Parent Guardian. 5-days suspension. Referral for Board of Education or Designee Hearing if applicable 	<ul style="list-style-type: none"> Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference upon return Board of Education or Designee Hearing Suspension pending completion of Board of Education or Designee Hearing
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing De-escalation strategies (ex. Mindfulness, reflection break, relaxation techniques, calm corner 	<ul style="list-style-type: none"> Referral to I&RS Team Restorative approaches including formal conferencing



FIREARMS – DANGEROUS WEAPONS

The possession and use of any firearm (operable or inoperable, loaded or unloaded) including pistol, revolver, rifle, or shot gun.

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> • Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference upon return • 3 day Mandatory suspension • Possible expulsion for school, Board of Education or Designee Hearing 	<ul style="list-style-type: none"> • Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference upon return • Board of Education or Designee Hearing • Suspension pending completion of Board of Education or Designee Hearing 	
Supportive Actions	<ul style="list-style-type: none"> • Referral to social worker/professional school counselor • Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> • Referral to social worker/professional school counselor • Restorative approaches including formal conferencing 	

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> • Possession of a firearm / weapon shall result in immediate removal from the school's regular education program pending a hearing before the Board of Education to remove the pupil from the regular education program for a period of not less than one calendar year. • The principal/ designee shall be responsible for the removal of such a pupil and shall immediately report the removal to the chief school administrator who may modify a pupil's removal on a case-by-case basis. • Disciplinary action shall be taken against students who possess, handle, transmit or use firearms, other weapons, or dangerous instruments. • The chief school administrator shall determine at the end of the year whether the student is 		



	prepared to return to the regular education program in accordance with procedures established by the Commissioner of Education.		
Supportive Actions	<ul style="list-style-type: none"> Provide Family with community counseling resources 		

LATENESS TO SCHOOL

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

Elementary School Response

RESPONSE	INCIDENT 1 (1-3 days late)	INCIDENT 2 (3-5 days late)	ADDITIONAL INCIDENT (5+ days)
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/Guardian, Student/Counselor conference 	<ul style="list-style-type: none"> Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference Lunch detention 	<ul style="list-style-type: none"> Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference Lunch detention Loss of Privileges
Supportive Actions	<ul style="list-style-type: none"> Referral to Social worker 	<ul style="list-style-type: none"> Referral to Social worker 	<ul style="list-style-type: none"> Home visit, Referral to Attendance Team, Community Agency

Secondary School Response

RESPONSE	INCIDENT 1 (1-3 days late)	INCIDENT 2 (3-5 days late)	ADDITIONAL INCIDENT (5+ days)
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/Guardian, Student/Counselor Conference Lunch Detention 	<ul style="list-style-type: none"> Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference Central detention 	<ul style="list-style-type: none"> Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference In- school suspension
Supportive Actions	<ul style="list-style-type: none"> Referral to Social worker/ Attendance Team/ Professional School Counselor 	<ul style="list-style-type: none"> Referral to Social worker/ Attendance Team / Professional School Counselor 	<ul style="list-style-type: none"> Home visit, Referral to Attendance Team, Community Agency



PROFANITY (GROSS DISRESPECT)

Use of abusive, vulgar, or disrespectful language.

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/Guardian, Student/Counselor conference Classroom Management Consequences 	<ul style="list-style-type: none"> Notify Parent/Guardian, Student/Counselor conference Loss of privileges 	<ul style="list-style-type: none"> Notify Parent/Guardian Mandatory Administrator/ Parent/ Guardian conference Lunch detention
Supportive Actions	<ul style="list-style-type: none"> Referral to the school social worker for assessment and replacement behavior 	<ul style="list-style-type: none"> Referral to the school social worker for assessment Individual / Group counseling and replacement behavior 	<ul style="list-style-type: none"> Referral to community resources for evaluation and counseling

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/ Guardian Teacher/Student conference Mandatory parent conference Classroom Management Consequences 	<ul style="list-style-type: none"> Notify Parent/ Guardian Mandatory Administrator/ Parent/ Guardian/ Student conference 3-days Central Detention 	<ul style="list-style-type: none"> Notify Parent/ Guardian Mandatory Administrator/ Parent/ Guardian/ Student conference In-School Suspension
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor for individual or group counseling Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Social worker/professional school counselor to refer to I&RS Restorative approaches including formal conferencing



SEXUAL HARASSMENT

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature. Penalties will be based on circumstances.

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> • Notify Parent/ Guardian of all parties involved • Contact Professional School Counselor/Social Worker • 1-3 days Suspension mandatory Administrator/ Parent/Guardian conference of all parties involved upon return 	<ul style="list-style-type: none"> • Notify Parent/ Guardian of all parties involved • Referral to Professional School Counselor/Social Worker • 3-5 days Suspension mandatory Administrator/ Parent/Guardian conference of all parties involved upon return 	<ul style="list-style-type: none"> • Notify Parent/ Guardian • Contact Professional School Counselor/Social Worker • Referral for Board of Education or Designee Hearing • Suspension pending completion of Board of Education or Designee Hearing
Supportive Actions	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency 	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency 	<ul style="list-style-type: none"> • Referral to I&RS Team • Supportive Counseling, • Therapeutic counseling, • Referral for Community Agency Alternate educational Setting

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> • Notify Parent/ Guardian of all parties involved • Contact Professional School Counselor/Social Worker • 1-3 days Suspension mandatory Administrator/ Parent/Guardian conference of all parties involved upon return 	<ul style="list-style-type: none"> • Notify Parent/ Guardian of all parties involved • Referral to Professional School Counselor/Social Worker • 3-5 days Suspension mandatory Administrator/ Parent/Guardian conference of all parties involved upon return 	<ul style="list-style-type: none"> • Notify Parent/ Guardian • Contact Professional School Counselor/Social Worker • Referral for Board of Education or Designee Hearing • Suspension pending completion of Board of Education or Designee Hearing
Supportive Actions	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency 	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency 	<ul style="list-style-type: none"> • Referral to I&RS Team • Supportive Counseling, • Therapeutic counseling, • Referral for Community Agency • Alternate educational Setting



SUBSTANCE USE (ALCOHOL, DRUGS, CONTROLLED DANGEROUS SUBSTANCES)

A student is found under the influence of alcohol, marijuana, and/or any other controlled dangerous substance (not including cigarettes) anabolic steroids, or unauthorized prescription drugs.

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Follow Substance Use Protocol (appendix VI) Notify Parent/ Guardian Referral for Drug Testing (packet provided to family by nurse) 2- days Suspension Admin/ SAC / Parent / Guardian Conference upon return 	<ul style="list-style-type: none"> Follow Substance Use Protocol (appendix VI) Notify Parent/ Guardian Referral for Drug Testing (packet provided to family by nurse) 4- days Suspension Admin/ SAC / Parent / Guardian Conference upon return 	<ul style="list-style-type: none"> Follow Substance Use Protocol (appendix VI) Notify Parent/ Guardian Medical Exam Refer to community agency for substance abuse evaluation (SAC will assist) 6- days Suspension Admin/ SAC / Parent / Guardian Conference upon return
Supportive Actions	<ul style="list-style-type: none"> School nurse for supportive action Referral to social worker/professional school counselor Referral to SAC Mandated reporter to contact DCP&P (for every incident) Refer to community agency for substance abuse evaluation (SAC will assist) 	<ul style="list-style-type: none"> School nurse for supportive action Referral to social worker/professional school counselor Referral to SAC Mandated reporter to contact DCP&P (for every incident) Refer to community agency for substance abuse evaluation (SAC will assist) 	<ul style="list-style-type: none"> School nurse for supportive action Referral to social worker/professional school counselor Referral to SAC Mandated reporter to contact DCP&P (for every incident)

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Follow Substance Use Protocol (appendix VI) Notify Parent/ Guardian Referral for Drug Testing (packet provided to family by nurse) 3- days Suspension Admin/ SAC / Parent / Guardian Conference upon return 	<ul style="list-style-type: none"> Follow Substance Use Protocol (appendix VI) Notify Parent/ Guardian Referral for Drug Testing (packet provided to family by nurse) Refer to community agency for substance abuse evaluation (SAC will assist) 6- days Suspension Admin/ SAC / Parent / Guardian Conference upon return 	<ul style="list-style-type: none"> Follow Substance Use Protocol (appendix VI) Notify Parent/ Guardian Referral for Drug Testing (packet provided to family by nurse) Admin/ SAC / Parent / Guardian Conference upon return Suspension pending completion of Board of Education or Designee Hearing
Supportive Actions	<ul style="list-style-type: none"> School nurse supportive services Referral to social worker/professional school counselor / Student Assistance Coordinator (SAC) 	<ul style="list-style-type: none"> School nurse supportive services Referral to social worker/professional school counselor / Student Assistance Coordinator (SAC) 	<ul style="list-style-type: none"> School nurse supportive services Referral to social worker/professional school counselor / Student Assistance Coordinator (SAC)



	<ul style="list-style-type: none"> Mandated reporter to contact DCP&P (for every incident) 	<ul style="list-style-type: none"> Mandated reporter to contact DCP&P (for every incident) 	<ul style="list-style-type: none"> Refer to community agency for substance abuse evaluation (SAC will assist) Mandated reporter to contact DCP&P (for every incident)
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THREATENING (STAFF OR STUDENTS)

Attempting by physical menace (e.g., verbal threats) to put another in fear of future serious bodily injury. (Do not include bomb threats in this category.) One needs to consider age and developmentally appropriate behavior before using this category. (Homicidal Ideations should be considered a mental health crisis. Crisis protocols should be followed, and police notified)

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify parent Mandatory Parent conference with administration Mandatory overnight suspension Loss of Privileges 	<ul style="list-style-type: none"> Notify parent Mandatory parent conference with administration 2-days suspension 	<ul style="list-style-type: none"> Notify Parent/Guardian: Mandatory Administrator/ Parent/ Guardian conference upon return 4- days suspension
Supportive Actions	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor for individual and group counseling Restorative approaches including formal conferencing 	<ul style="list-style-type: none"> Referral to social worker/professional school counselor Restorative approaches including formal conferencing Referral to I&RS

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/ Guardian Administrator/Parent/ Guardian conference upon return 1-5 days Suspension If homicidal ideation, then notify police 	<ul style="list-style-type: none"> Notify Parent/ Guardian Administrator/Parent/ Guardian conference upon return 5-7 days Suspension If homicidal ideation, then notify police 	<ul style="list-style-type: none"> Notify Parent/ Guardian Administrator/Parent/ Guardian conference upon return Board of Education or Designee Hearing Suspension pending completion of Board of Education or Designee Hearing If homicidal ideation, then notify police
Supportive Actions	<ul style="list-style-type: none"> Supportive Counseling, Therapeutic counseling, Behavioral Contract Written Assignment, Skills Training 	<ul style="list-style-type: none"> Supportive Counseling, Therapeutic counseling, Behavioral Contract Written Assignment, Skills Training 	<ul style="list-style-type: none"> Referral to I&RS Team Supportive Counseling, Therapeutic counseling, Referral for Community Agency Alternate educational Setting



	<ul style="list-style-type: none"> • Volunteering, • Community Service Project, Referral for Community Agency 	<ul style="list-style-type: none"> • Volunteering, • Community Service Project • Referral for Community Agency 	
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THREATENING BODILY HARM WITH A WEAPON OR DANGEROUS INSTRUMENT

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

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	
Intervention Strategies	<ul style="list-style-type: none"> • Mandatory Parent Meeting, Out of School Suspension for 1-4 days, 	<ul style="list-style-type: none"> • Mandatory Parent Meeting, Out of School Suspension for 4-10 days, • Board of Education or Designee Hearing. Action/Intervention Plan 	
Supportive Actions	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency • Submit Student Safety Data System (SSDS) report 	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, • Referral for Community Agency • Submit SSDS report • Alternate educational Setting 	

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	
Intervention Strategies	<ul style="list-style-type: none"> • Mandatory Parent Meeting, Out of School Suspension for 1-4 days, 	<ul style="list-style-type: none"> • Mandatory Parent Meeting, Out of School Suspension for 4-10 days, • Board of Education or Designee Hearing. Action/Intervention Plan 	
Supportive Actions	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, 	<ul style="list-style-type: none"> • Supportive Counseling, • Therapeutic counseling, • Behavioral Contract • Written Assignment, Skills Training • Volunteering, • Community Service Project, 	



	<ul style="list-style-type: none"> Referral for Community Agency Submit Student Safety Data System (SSDS) report 	<ul style="list-style-type: none"> Referral for Community Agency Submit SSDS report Alternate educational Setting 	
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TOBACCO USE (INCLUDING VAPING)

A student is found participating in the use of any tobacco products including but not limited to, cigarettes, chewing tobacco, vaping etc...

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention	<ul style="list-style-type: none"> Removal of item from the youth's possession Notify Parent/Guardian Student/Counselor conference Loss of privileges 	<ul style="list-style-type: none"> Removal of item from the youth's possession Notify Parent/Guardian, Student/Counselor conference upon return Lunch detention 	<ul style="list-style-type: none"> Removal of item from the youth's possession Notify Parent/Guardian, Mandatory Administrator/ Parent/ Guardian conference upon return Mandatory 2-day suspension,
Supportive Actions	<ul style="list-style-type: none"> Education on Tobacco/Vaping Use School nurse, if needed Referral to social worker/professional school counselor Referral to Student Assistant Coordinator (SAC) 	<ul style="list-style-type: none"> Education on Tobacco/Vaping Use School nurse, if needed Referral to social worker/professional school counselor Referral to Student Assistant Coordinator (SAC) 	<ul style="list-style-type: none"> Education on Tobacco/Vaping Use School nurse, if needed Referral to I&RS Referral to Student Assistant Coordinator (SAC)

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> Notify Parent/ Guardian Teacher/ Administrator confiscation Teacher/Student conference Loss of privileges 	<ul style="list-style-type: none"> Removal of item from the youth's possession Notify Parent/Guardian, Student/Counselor conference upon return Lunch detention 	<ul style="list-style-type: none"> Removal of item from the youth's possession Notify Parent/Guardian, Mandatory Administrator/ Parent/ Guardian conference upon return Saturday Detention/ 1 day ISS
Supportive Actions	<ul style="list-style-type: none"> Education on Tobacco/Vaping Use School nurse, if needed Referral to social worker/professional school counselor Referral to Student Assistant Coordinator (SAC) 	<ul style="list-style-type: none"> Education on Tobacco/Vaping Use School nurse, if needed Referral to social worker/professional school counselor Referral to Student Assistant Coordinator (SAC) 	<ul style="list-style-type: none"> Education on Tobacco/Vaping Use School nurse, if needed Referral to I&RS Referral to Student Assistant Coordinator (SAC)



TRUANCY

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

Elementary School Response

RESPONSE	INCIDENT/ABSENCES DAY 1-2	INCIDENT/ABSENCES DAY 3-5	INCIDENT/ABSENCES DAY 6-9 +
Intervention Strategies	<ul style="list-style-type: none"> • Parent Notification by teachers • Follow Truancy Flow Chart ((appendix VII) • Teacher report absence to attendance secretary 	<ul style="list-style-type: none"> • Mandatory Parent Meeting, • Follow Truancy Flow Chart ((appendix VII) • Teacher report absence to attendance secretary • Attendance secretary/team will mail out truancy letter/notification 	<ul style="list-style-type: none"> • Parent Notification, Possible grade reduction, Loss of credit • Teacher report absence to attendance secretary • Attendance secretary/team will mail out truancy letter/notification • Mandatory parent/teacher meeting • Attendance Action plan <p>Sporadic Truancy</p> <ul style="list-style-type: none"> • Home visit referral <p>Consecutive or chronic (10+)</p> <ul style="list-style-type: none"> • File for Court • Home Visit by District Level
Supportive Actions	<ul style="list-style-type: none"> • Supportive counseling with School Social Worker • Referral to In-District Support, Community Organization 	<ul style="list-style-type: none"> • Supportive counseling and action plan/intervention plan with school social worker • Referral to In-District Support 	<ul style="list-style-type: none"> • Follow-up with In-District Support, I&RS Team • Community Organization • referral (i.e.- Family Crisis Intervention Unit- FCIU)

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	ADDITIONAL INCIDENT
Intervention Strategies	<ul style="list-style-type: none"> • Parent Notification by teachers • Follow Truancy Flow Chart • Teacher report absence to attendance secretary 	<ul style="list-style-type: none"> • Mandatory Parent Meeting, • Follow Truancy Flow Chart • Teacher report absence to attendance secretary • Attendance secretary/team will mail out truancy letter/notification 	<ul style="list-style-type: none"> • Parent Notification, Possible grade reduction, Loss of credit • Teacher report absence to attendance secretary • Attendance secretary/team will mail out truancy letter/notification • Mandatory parent/teacher meeting • Attendance Action plan <p>Sporadic Truancy</p> <ul style="list-style-type: none"> • Home visit <p>Consecutive or chronic (10+)</p> <ul style="list-style-type: none"> • File for Court • Home Visit by District Level
Supportive Actions	<ul style="list-style-type: none"> • Supportive counseling with School Social Worker • Referral to In-District Support, Community Organization 	<ul style="list-style-type: none"> • Supportive counseling and action plan/intervention plan with school social worker • Referral to In-District Support 	<ul style="list-style-type: none"> • Follow-up with In-District Support, I&RS Team • Community Organization • referral (i.e. - Family Crisis Intervention Unit- FCIU)



WEAPONS & DANGEROUS INSTRUMENTS (POSSESSION OF)

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

Elementary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	
Intervention Strategies	<ul style="list-style-type: none"> Mandatory Parent Meeting, Out of School Suspension for 1-4 days, 	<ul style="list-style-type: none"> Mandatory Parent Meeting, Out of School Suspension for 4-10 days, Board of Education or Designee Hearing. Action/Intervention Plan 	
Supportive Actions	<ul style="list-style-type: none"> Supportive Counseling, Therapeutic counseling, Behavioral Contract Written Assignment, Skills Training Volunteering, Community Service Project, Referral for Community Agency Submit Student Safety Data System (SSDS) report 	<ul style="list-style-type: none"> Supportive Counseling, Therapeutic counseling, Behavioral Contract Written Assignment, Skills Training Volunteering, Community Service Project, Referral for Community Agency Submit SSDS report Alternate educational Setting 	

Secondary School Response

RESPONSE	INCIDENT 1	INCIDENT 2	
Intervention Strategies	<ul style="list-style-type: none"> Mandatory Parent Meeting, Out of School Suspension for 1-4 days, 	<ul style="list-style-type: none"> Mandatory Parent Meeting, Out of School Suspension pending completion of Board of Education or Designee Hearing. Board of Education or Designee Hearing Action/Intervention Plan 	
Supportive Actions	<ul style="list-style-type: none"> Supportive Counseling, Therapeutic counseling, Behavioral Contract Written Assignment, Skills Training Volunteering, Community Service Project, Referral for Community Agency Submit Student Safety Data System (SSDS) 	<ul style="list-style-type: none"> Supportive Counseling, Therapeutic counseling, Behavioral Contract Written Assignment, Skills Training Volunteering, Community Service Project, Referral for Community Agency Alternate educational Setting 	



DISTRICT INTERVENTIONS & SUPPORT SERVICES

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

The Student Support Services Department is composed of the following areas:

INTERVENTION & REFERRAL SERVICES

Intervention & Referral Services (I&RS) is an interdisciplinary team of professionals who follow NJDOE's New Jersey Tiered System of Supports (NJTSS) guidelines within the school environment who come together throughout the school year to formulate coordinated services and team delivery systems to address the full range of student learning, behavior, social, and health problems in the general education program as well as for students determined to be in need of special education programs and services. Parents or guardians are actively involved in the development and implementation of intervention and referral services action plans (NJAC 6A:16-8.2 (a)(8)). The goal of the committee is to see measurable student improvement in the identified targeted areas. Staff members refer students to the I&RS Committee through an online platform by completing a Request for Assistance (RFA). The I&RS Committee develops an Action Plan containing goal, interventions, and a timeline for the plan's duration. The I & RS committee follows a multidisciplinary approach with a well-articulated system of supportive activities and services for staff who have identified student difficulties and those who will be involved in the amelioration of the identified educational concerns.

NURSING SERVICES

Our nurses are responsible for immunizations and follow-up, communicable disease control, vision and hearing screening and follow-up, health assessment and referrals, health counseling, Covid-19 procedures and education for students and families. School nursing services is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement of students. To that end, the school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning.



EXTENDED DAY PROGRAM

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

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

THE CARDINAL FAMILY SUCCESS CENTER (CFSC)

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

- Linking Families to Services in the Community
- Family Enrichment Activities
- Access to Parent-Child Healthcare Information
- Cross-Cultural Family Events
- Community Advisory Group
- Parenting Workshops
- Life Skills
- Access to Resources for Food & Pampers

SCHOOL BASED YOUTH SERVICES PROGRAM (SBYSP)

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

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



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

CURRICULUM AND INSTRUCTION

C & I TEAM DESCRIPTION of MANDATED PROGRAMS:

Under Every Student Succeeds Act eligible students (in designated Title I schools) may participate in the Supplemental Educational Services Tutoring Program, provided they receive free or reduced lunch and show greatest academic need. Funding determines the number of participants for this program each year. Grade levels for this program are determined annually.

SOCIAL EMOTIONAL LEARNING (SEL)

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

Students who need intensive intervention often have social, emotional, and behavioral challenges that impact their ability to be successful in school and in their community. Having a good relationship with others, paying attention, following directions, making responsible decisions, and managing emotions are challenges for many students who require intensive intervention, and may be linked to difficulties with executive functioning, communication, and academic learning.

Plainfield Public Schools are using social and emotional learning (SEL) to provide students with a well-rounded education through successful implementation of a multi-tiered system of supports (MTSS) that effectively delivers SEL programs and practices to all students



RESTORATIVE JUSTICE

Restorative practices are used in schools to foster an equitable and positive school culture. Restorative practices focus on strengthening relationships and connections between individuals, both youth and adults, in a school community.

TYPES OF RESTORATIVE APPROACHES

Circle Process: Regular use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.

Students are the largest group of stakeholders in a school community and its greatest natural resource in creating and sustaining a safe and supportive school environment. Building community among students and between students and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency. Community building circles focus on:

- **Safety and Trust.** Community members need a sense of safety and trust to connect with one another.
- **Honor.** Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.
- **Openness.** Community members feel free to share their thoughts and feelings.
- **Respect.** To bond as a community, members must feel they are valued and respected as individuals, and they must respond respectfully to one another
- **Empowerment.** A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

COLLABORATIVE NEGOTIATION:

Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

FORMAL RESTORATIVE CIRCLE:

A circle is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety, and welfare of the individual who was harmed are of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the circle is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it can be repaired. A circle can also be used in response to a particular issue that affects the school community.

PINNACLE ACADEMY - ALTERNATIVE EDUCATION PROGRAM

The purpose of the Plainfield Public Schools' Alternative Education program is to provide an integrated comprehensive educational program for youth who have been academically unsuccessful in a traditional school setting. The goal of the Alternative Education Program is to raise the academic performance level of students through a rigorous and challenging academic program. This is



accomplished by expanding the current district's curriculum through integrating technology, character education and vocational skills building. The program is designed to help students build confidence in their abilities to learn. Their sense of self evolves as they explore their purpose in life through vocational exercise. Students become the instrument for their education, learning from the inside out.

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

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

THE OFFICE OF SPECIAL SERVICES

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

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












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

















APPENDIX I: COMMUNITY SUPPORT AND RESOURCES



Category	Image	Company Name	Business Phone
Addiction Information		Addictions Hotline of NJ	1 (844) 732-2465
Childcare Resources		HOPES CAP/Head Start	(908) 754-3200 ext. 14 (201) 615-9433
		Second Street Youth	(908) 561-0421
Church Resources		Shiloh Baptist Church	(908) 754-3353 ext. 120
Plainfield Community Resources		City of Plainfield Community Development	(908) 753-3377
		Plainfield Police Dept.	(908) 753-3131
		Plainfield Public Library	(908) 757-2305
		Union County Prosecutor's Office- Plainfield	(908) 791-7130
		United Way of Greater Union County	(908) 353-7171 ext. 113
		YWCA of Union County – (Elizabeth)	(908) 355-1995
		Plainfield Action Services	(908) 226-2589
Hispanic Resources		El Centro Hispano Americano	(908) 753-8730



Housing Program Resources		Community Access	(908) 354-3040 ext. 378
		YMCA Div. of Housing Services	(908) 756-6060 ext. 103
		Greater Plainfield Habitat for Humanity	(908) 7610-5292
		Housing Authority of Plainfield	(908) 7610-6335 ext. 632
Medical Resources		NJ Family Care	(800) 701-0710
		American Red Cross- Central NJ	6010-951-8550
		Muhlenberg Regional Medical Center	(908) 668-2599
		Neighborhood Health Center Plainfield	(908) 753-6701 ext. 1105
		Overlook Hospital	(908) 522-2000
		Healthy Plainfield Coalition	(908) 353-7171
		Planned Parenthood of Northern New Jersey	(908) 756-3765
		Trinitas Hospital Adolescent Unit	(908) 994-7720
		Union County Mobile Crisis	(877) 652-7624
		Union County Rape Crisis Center	(908) 233-7273

Mental Health Resources		Bridgeway Psychiatric Rehabilitation Center	(908) 355-7200
		NJ Children's System of Care	1 (877) 652-7624
		NJ Mental Health Cares	(866)202-Help
		Trinitas Hospital Department of Behavioral Health	1 (888) 841-5564
		Suicide and Crisis Line We Care	988
Substance Abuse Resources		Prevention Links, Inc.	(732) 381-4100 ext. 18
Youth & Teens Resources		Boys & Girls Club of Union County Plainfield	(908) 822-8672
		Division of Parks & Rec.	(908) 753-3098 /3096
		Department of Child Protection and Permanency (DCP&P)	(908) 754- 0952 ext. 7915
		DCP&P Union County Area	(908) 754-0952 ext. 7721
		Edison Job Corps	(732) 985-4802 ext. 2219
		Girl Scouts	(908) 232-3235 ext. 1218
		Juvenile Intensive Supervision Program	(973) 202-2517
		NJ Youth Corps of Plainfield/UC Vo Tech Adult	(908) 561-6012



		Plainfield Community Outreach	(908) 756-7897 ext. 12
		Plainfield YMCA Youth Dept.	(908) 756-6060
		Union County Youth Services Bureau	(908) 298-7800
		United Family and Children's Society	(908) 755-4848

PLAINFIELD BOARD OF EDUCATION

Plainfield, New Jersey

FILE CODE: 5131

 X Monitored X Mandated X Other Reasons**POLICY****CONDUCT/DISCIPLINE**

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

The Board of Education expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. Students are required to conform to reasonable standards of socially acceptable behavior; respect the person, property, and rights of others; obey constituted authority and respond to those who hold that authority.

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

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

The Superintendent shall establish the degree of order necessary to the educational program in which students are engaged.

CODE OF CONDUCT

The Superintendent shall oversee the development of and the Board shall approve a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The code of conduct shall be based on parent/guardian, student, and community involvement, and locally determined core ethical values. The Superintendent has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The Board shall direct development of detailed regulations suited to the age level of the students and the physical facilities of the individual schools.



The district code of conduct shall contain:

- A. A description of student responsibilities that includes expectations for academic achievement, behavior, and attendance.
- B. A description of behaviors that will result in suspension or expulsion.
- C. A description of the students' rights to:
 - 1. Advance notice of behaviors that will result in suspensions or expulsions.
 - 2. Education that supports student development into productive scholars.
 - 3. Attendance in safe and secure school environment.
 - 4. Attendance in school irrespective of marriage, pregnancy, or parenthood.
 - 5. Due process and appeal procedures in accordance with law and board policy.
 - 6. Parent notifications consistent with board policy and law for law enforcement interviews (5145.11 Questioning and Apprehension), short-term and long-term suspension (5114 Suspension and Expulsion), due process and appeal procedures, and attendance (5113 Attendance, Absences and Excuses);
 - 7. Records and privacy protections (5125 Student Records).
- D. A description of behavioral supports that promote positive student development and assist each student in fulfilling the district behavioral expectations established including intervention and referral services, remediation, and intervention and supports services for students with disabilities.
- E. A description of graded responses to violations of the code of conduct that includes remediation, is consistent with law concerning corporal punishment, and is consistent with laws and board policies concerning violence/vandalism (5131.5) and, weapons and dangerous instruments (5131.7);
- F. Cover the board attendance policy (5113) and the harassment, intimidation and bullying policy (5131.1);
- G. Lists community-based health and social service providers, and local legal resources.

STUDENT BEHAVIORAL INFRACTIONS

Students who display chronic behavioral or academic problems may be referred to the child study team by the Superintendent for possible identification as disruptive or disaffected. Such referrals shall be in strict accordance with the due process regulations prescribed by the administrative code. Students so identified shall be provided with appropriate programs and services as prescribed by the child study team.

A student whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended or expelled, in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5, following due process. However, one incident alone is not sufficient cause for an expulsion.

Any student who commits an assault (as defined by N.J.S.A. 2C:12-1) upon a board member, teacher, administrator or other employee of the Board of Education shall be suspended from school immediately according to procedural due process, and suspension in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5. However, one incident alone is not sufficient cause for an expulsion. Proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

Substance Abuse

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

Weapons Offenses

Any student who is convicted or passed on judicially delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored



function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The Superintendent may modify this suspension on a case-by-case basis. Each student so removed shall be placed in an alternative educational program or on home instruction and shall be entitled to a hearing before the Board. The hearing shall take place no later than 30 days following the day the student is removed from the regular education program and shall be closed to the public.

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

The Superintendent shall determine at the end of the year whether the student is prepared to return to the regular education program, in accordance with procedures established by the Commissioner of Education.

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

Harassment, Intimidation or Bullying

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

The Board prohibits acts of harassment, intimidation or bullying against any student in accordance with board policy 5131.1 Harassment, Intimidation and Bullying, and law.

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, gender, disability, sexual orientation, gender identity or expression, physical or sensory disability, national origin or ethnicity, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds in accordance with law, and that:

- A. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students;
- B. A reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his/her person or damage to his/her property; or
- C. Has the effect of insulting or demeaning any student or group of students;
- D. Creates a hostile educational environment by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

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

Students with Disabilities

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

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



Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all students with disabilities.

Policy and Procedure Development, Review and Dissemination

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

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

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

The chief school administrator shall annually:

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

Implementation

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

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

Adopted: **March 18, 2003**

Amended: **June 19, 2018**

Key Words

Conduct, Discipline, Student Conduct, Student Conduct, Weapons, Vandalism

<u>Legal References:</u>	<u>N.J.S.A. 2A:4A-60 et al.</u>	Disclosure of juvenile information; penalties for disclosure
	<u>N.J.S.A. 2C:12-1</u>	Definition of assault
	<u>N.J.S.A. 2C:33-19</u>	Paging devices, possession by students
	<u>N.J.S.A. 2C:310-5</u>	Unlawful possession of weapons
	<u>N.J.S.A. 18A:6-1</u>	Corporal punishment of students
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties



<u>N.J.S.A. 18A:25-2</u>	Authority over students
<u>N.J.S.A. 18A:36-19a</u>	Newly enrolled students; records and identification
<u>N.J.S.A. 18A:37-1 et seq.</u>	Discipline of Students <u>See particularly:</u>
<u>N.J.S.A. 18A:37-15</u>	
<u>N.J.S.A. 18A:40A-1 et seq.</u>	Substance Abuse
<u>N.J.S.A. 18A:54-20</u>	Powers of Board (county vocational schools)
<u>N.J.A.C. 6A:14-2.8</u>	Discipline/suspension/expulsions
<u>N.J.A.C. 6A:16-1.1 et seq.</u>	Programs to Support Student Development <u>See particularly:</u>
<u>N.J.A.C. 6A:16-1.4,-2.4</u>	
-4.1, -5.1, -6.1, -6.2,	
-7.1 through -7.6	
<u>N.J.A.C. 6A:32-12.1</u>	Reporting requirements
<u>N.J.A.C. 6A:32-12.2</u>	School-level planning

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

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

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

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

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

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

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

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05

(Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will



be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Right

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

Possible

<u>Cross References:</u>	*1220	<u>Ad hoc</u> advisory committees
	*1410	Local units
	3517	Security
	*3541.33	Transportation safety
	*4131/4131.1 4138	Staff development; in-service education/visitation conferences Employee protection
	*4231/4231.1 4248	Staff development; in-service education/visitation conferences Employee protection
	5000	Concepts and roles in student personnel
	5010	Personal goals and objectives for students
	*5020	Role of parents/guardians
	*5113	Absences and excuses
	*5114	Suspension and expulsion
	*5124	Reporting to parents/guardians
	*5127	Commencement activities
	*5131.5	Vandalism/violence
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5131.7	Weapons and dangerous instruments
	5132	Dress and grooming
	5145	Rights
	5145.2	Freedom of speech/expression
	*5145.4	Equal educational opportunity
	*5145.6	Student grievance procedure
	*5145.11	Questioning and apprehension
	*5145.12	Search and seizure



*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

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



APPENDIX III: SUPERINTENDENT’S SUSPENSION HEARING OVERVIEW

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

Additionally, the Superintendent will determine – based on evidence and evaluative data gathered – whether a case requires consideration for an Expulsion Hearing.

HEARING NOTIFICATION/PREPARATION PROCEDURES

*All forms associated with the **Board of Education or Designee Hearing** must be completed (refer to Appendix items A – G).*

SUSPENSION (FIVE DAYS OR LESS):

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

SUPERINTENDENT’S SUSPENSION HEARING:

1. Principal notifies the Superintendent of the nature of the offense committed and prepares paperwork to refer the case for a Superintendent’s Suspension Hearing, **follow incident call-in procedure (see Appendix B).**
2. Completed paperwork sent to the Superintendent’s office.
3. By the close of the day of suspension, an incident report (**see Appendix D**) shall be forwarded to the Superintendent and to other departments that may be involved.
4. If it is determined that the case is appropriate for a Superintendent’s Suspension Hearing, the Principal/Designee will coordinate with the Superintendent’s office to schedule a hearing. It is strongly recommended that the hearing take place within five days.
5. Principal/Designee sends a certified letter concerning the Superintendent’s Suspension Hearing to the student’s parent/guardian that details the hearing proceedings and their Rights for Due Process.



6. Superintendent's secretary contacted the school regarding the place and time of the hearing.
7. Principal/Designee notifies the Vice Principal of Special Services (if Special Education student) and the Director of Student Intervention and Family Support Services.
8. Request for in-home instruction is submitted to the office of Guidance and Attendance.
9. The Principal/Designee notifies the individual in charge of Home Instruction to start in-home services.
10. Principal/Designee compiles data that includes the discipline report, witness report, report from a Security Guard and/or Police, teacher's comments, and other essential data.
11. This report is sent to the Superintendent, Coordinator of Pupil Progression, and Director of Student Intervention and Family Support Services.

BOARD OF EDUCATION DISCIPLINARY HEARING PROCEDURES:

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



STUDENT'S NAME:

Last

First

Middle

ADDRESS:

GRADE:

SCHOOL:

OFFENSE:

DATE OF OFFENSE:

SUSPENSION DAT

A COPY OF ALL DOCUMENTS MUST BE INCLUDED BEFORE A SUPERINTENDENT'S SUSPENSION HEARING WILL BE CONSIDERED.

(ALL COPIES OF DOCUMENTS MUST BE CLEAR AND LEGIBLE)

- | | |
|---------------------------------------------------------------------------------|-------------|
| <input type="checkbox"/> 1. Witness Statements | Date: _____ |
| <input type="checkbox"/> 2. Incident Report | Date: _____ |
| <input type="checkbox"/> 3. Superintendent's Incident Call-in | Date: _____ |
| <input type="checkbox"/> 4. Disciplinary Notification | Date: _____ |
| <input type="checkbox"/> 5. Notification of Parent/Guardian (Formal Letter) | Date: _____ |
| <input type="checkbox"/> 6. Original certified mail receipts to Parent/Guardian | Date: _____ |
| <input type="checkbox"/> 7. Suspension Hearing Report | Date: _____ |
| <input type="checkbox"/> 8. Hand Delivered Notification | Date: _____ |
| <input type="checkbox"/> 9. Superintendent's Suspension Data | Date: _____ |
| <input type="checkbox"/> 10. Superintendent Notification (by Administrator) | Date: _____ |
| <input type="checkbox"/> 11. Board Secretary Notification | Date: _____ |
| <input type="checkbox"/> 12. Superintendent's Suspension Hearing | Date: _____ |
| <input type="checkbox"/> 13. Student's return date from Suspension | Date: _____ |
| <input type="checkbox"/> 14. Home Instruction (date in-home instruction began) | Date: _____ |
| <input checked="" type="checkbox"/> 15. Other _____ | Date: _____ |

BOARD HEARING PROCEDURES:

- | | |
|--------------------------------------------------------------------|-------------|
| <input type="checkbox"/> 16. Twenty-One Calendar Days Deadline | Date: _____ |
| <input type="checkbox"/> 17. Notification Letter for Board Hearing | Date: _____ |
| <input type="checkbox"/> 18. Board Attorney Notification | Date: _____ |
| <input type="checkbox"/> 19. Board Hearing | Date: _____ |
| <input type="checkbox"/> 20. Other _____ | Date: _____ |

Signature of person(s) completing form:



SUPERINTENDENT'S OFFICE	DETAILED REPORT OF INCIDENT
DATE: _____	(Please complete narrative below)
TIME INCIDENT CALLED IN: _____ a.m. _____ p.m.	
SCHOOL INVOLVED: _____	
DATE/TIME OF INCIDENT: _____ a.m. /p.m.	
NAME OF PERSON(S) INVOLVED: 1. _____ 2. _____	
TITLE OF PERSON(S) INVOLVED: 1. _____ 2. _____	
DESCRIPTION OF INCIDENT:	
ACTION TAKEN:	
NOTIFICATION TO: Police Name: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Security: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Parent/Guardian <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A DYFS: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Other: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Name: _____ Contact # _____	
COMMENTS:	
INCIDENT REPORTED BY: (ADMINISTRATOR ONLY)	
PERSON TAKING INCIDENT:	
Copy to: Superintendent of Schools	



Date

Dear Parent/Guardian:

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

The Superintendent's Suspension Hearing will result in:

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

The Superintendent's Suspension Hearing date has been set for the following date and time:

Date: _____ at _____ am/pm

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

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

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

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

Yours truly,

School Administrator



FORM D: CODE OF CONDUCT REPORT PLAINFIELD PUBLIC SCHOOLS (DCR REPORT)

*Please Note: The form below is ONLY an overview of the information needed to complete the DCR report in Genesis. Go to <https://genesis.plainfieldnj.k12.org/> and login with your username and password.

Student's Name: _____ Grade: _____ Date: _____

Reporting Staff: _____ Subject/Room # _____

Date of Offense: _____

Dear Parent/Guardian: The Code of Conduct for students who attend Plainfield Public Schools is based on the six pillars of character listed below. A check mark indicates the value that was breached. Also listed is a brief description and applicable consequences. Please help us help your child understand the implications of improper actions and accept the related consequences.

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

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

<input type="checkbox"/> Cutting class	<input type="checkbox"/> Forgery	<input type="checkbox"/> Substance abuse violation
<input type="checkbox"/> Defiance of authority	<input type="checkbox"/> Lateness to class/school	<input type="checkbox"/> Theft
<input type="checkbox"/> Destruction/defacement of school property	<input type="checkbox"/> Leaving school grounds without permission	<input type="checkbox"/> Threatening (staff and students) <input type="checkbox"/>
<input type="checkbox"/> Disruption of school order Dress Violation	<input type="checkbox"/> Parking – unauthorized Profanity	<input type="checkbox"/> Trespassing
<input type="checkbox"/> False fire alarm	<input type="checkbox"/> Prohibit Item	<input type="checkbox"/> Truancy
<input type="checkbox"/> Fighting	<input type="checkbox"/> Smoking	<input type="checkbox"/> Use of electronic device
		<input type="checkbox"/> Weapons/dangerous instruments
		<input type="checkbox"/> Other

Detailed Description of Offense (please attach sheet if additional space is required)

Corrective Actions

<input type="checkbox"/> Student returned to class: date: _____	<input type="checkbox"/> Teacher Detention Date: _____
<input type="checkbox"/> Conference with Student date: _____	<input type="checkbox"/> Community Service Program Date: _____
<input type="checkbox"/> Return with Parent/ Guardian date: _____	<input type="checkbox"/> Student Removed from class Date: _____
<input type="checkbox"/> Referred to Counselor	<input type="checkbox"/> Student suspended Date: _____
<input type="checkbox"/> Behavioral Intervention	<input type="checkbox"/> Student readmitted Date: _____
<input type="checkbox"/> Other: _____	

☐ Parent Contact: Date of Phone Call: _____ Date Mail _____ Conf. Date _____

Administrator's Signature

Date: _____



FORM E: CONFIDENTIAL INCIDENT REPORT PLAINFIELD PUBLIC SCHOOLS

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

School: _____ Date: _____

Incident date: _____ Incident time: _____

Reported by: _____ Position: _____

Reported to: _____ Position: _____

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

- | | |
|--------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Aggravated Assault | <input type="checkbox"/> Gambling |
| <input type="checkbox"/> Arson | <input type="checkbox"/> Sexual Harassment |
| <input type="checkbox"/> Bullying/Harassment | <input type="checkbox"/> Threatening (Staff and Students) |
| <input type="checkbox"/> Drugs – Possession of Alcohol (CDS) | <input type="checkbox"/> Weapon/Dangerous Instrument |
| <input type="checkbox"/> Extortion | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Firearms – Dangerous Weapons | _____ |

Name of individual(s) involve

Description of incident:

Action taken (if any):

Submitted by: _____ Date: _____

Person monitoring incident: _____ Date: _____

Administrator's signature: _____ Date: _____

Date received (Superintendent's office): _____

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



FORM F: ACKNOWLEDGEMENT REFERRAL PLAINFIELD PUBLIC SCHOOLS

Student's Name: _____ Grade: _____ Date: _____

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

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

Reason(s) for Referral (not limited to below)		
ACADEMICS:		
<input type="checkbox"/> Excellent job on a major project <input type="checkbox"/> Improved participation <input type="checkbox"/> Attends tutorial	<input type="checkbox"/> Timely Assignments <input type="checkbox"/> Contributes significantly in class	<input type="checkbox"/> Academic Improvement <input type="checkbox"/> High Quality Assignments <input type="checkbox"/> Other: _____
PERSONAL BEHAVIOR:		
<input type="checkbox"/> Improved class behavior <input type="checkbox"/> Less tardy <input type="checkbox"/> Shows respect for other <input type="checkbox"/> Emphasizes the positive <input type="checkbox"/> Proactive <input type="checkbox"/> Handles pressure well	<input type="checkbox"/> Sense of humor <input type="checkbox"/> Kind/warm <input type="checkbox"/> Responsive to others <input type="checkbox"/> Courteous <input type="checkbox"/> Helpful to all <input type="checkbox"/> Enthusiastic	<input type="checkbox"/> Consistent attendance <input type="checkbox"/> Motivates others <input type="checkbox"/> Cooperative <input type="checkbox"/> Honest <input type="checkbox"/> Conscientious <input type="checkbox"/> Other: _____
SCHOOL/COMMUNITY SUPPORT:		
<input type="checkbox"/> Community service <input type="checkbox"/> Helps maintain school's physical appearance	<input type="checkbox"/> Achievement outside of school <input type="checkbox"/> School spirit	<input type="checkbox"/> Extracurricular achievement <input type="checkbox"/> Volunteer work <input type="checkbox"/> Other: _____
ATTENDANCE		
<input type="checkbox"/> Less tardy <input type="checkbox"/> Improved attendance	<input type="checkbox"/> Perfect attendance <input type="checkbox"/> Excellent attendance	<input type="checkbox"/> Other _____
SCHOOL UNIFORM		
<input type="checkbox"/> Participate in extracurricular activities <input type="checkbox"/> Certificate of Recognition	<input type="checkbox"/> Telephone call home	<input type="checkbox"/> District / Superintendent Recognition
RECOMMENDED RECOGNITION		
<input type="checkbox"/> Refer for Student of the Month <input type="checkbox"/> Participation in Honor Roll Recognition <input type="checkbox"/> Participation in attendance Recognition <input type="checkbox"/> Positive Teacher Call Home <input type="checkbox"/> Certificate of Excellence	<input type="checkbox"/> District / Superintendent Recognition <input type="checkbox"/> Official Letter from the Principal <input type="checkbox"/> Participation in extracurricular activities <input type="checkbox"/> Participation in Awards Recognition	
ADDITIONAL COMMENTS:		
Student's Signature		Date:
Administrator's Signature		Date:
Parent Signature		Date:

Copies to: student, parent, cumulative folder, administrator



School: _____

(To be completed after the hearing)

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

Address: _____

Name of Parent or Guardian (relationship): _____

Hearing held on (date and time): _____

Present (list name and titles): _____

Incident preceding suspension: _____

Proceedings at hearings: _

Outcome – specific plans for the future: _____

Superintendent's signature: _____ Date: _____

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



PLAINFIELD PUBLIC SCHOOLS

School: _____

(To be sent by the Principal to the Superintendent or Designee on the 1st day of suspension until Board of Education or Designee Hearing is completed)

Date: _____

Student's Name: _____ Date of Birth: _____

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

Name of Parent or Guardian (Relationship): _____

Address: _____

Telephone: _____ Grade: _____

Recommended dates of Superintendent's Suspension: _____

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

Principal's signature: _____ Date: _____

Attach: *Guidance/Counseling/Pertinent notes and reports Copy of principal suspension hearings
Notes from Office of Special Services re: Manifestation determination*



FORM I: DISCIPLINARY NOTIFICATION PLAINFIELD PUBLIC SCHOOLS [\[LINK\]](#)

(For infractions prior to suspensions)

School: _____ Parent: _____ Address: _____

Date: _____ Telephone #: _____ Teacher: _____

Grade: _____ Room # _____

Re: _____

Student's Name

Dear _____:

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

Description of Incident:

Action Taken:

Recommendation for Parent Follow-Up:

Administrator's Signature

Teacher's Signature

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



MEMORANDUM

TO: Board Secretary

FROM:

RE: Arrangement of Board Hearing

DATE:

STUDENT'S NAME: _____

DOB: _____

ADDRESS: _____

GRADE: _____

SCHOOL: _____

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

cc: Superintendent



Date:

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

Dear Mr./Ms. _____:

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

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

ADDRESS: _____

SCHOOL: _____

DATE OF SUSPENSION: _____

21 CALENDAR DAY DEADLINE: _____

Yours truly,



Student's Name: _____ School: _____

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

I want to explain what we are going to do this evening. You have been asked to appear with your child because he/she has been accused of violating one or more rules at

_____ School. Because of the nature of his/her/their misbehavior, a recommendation has been made that your child must appear before the Superintendent.

Expulsion from school would mean that your right to send your child to the Plainfield Public Schools is terminated permanently.

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

The hearing will occur in two parts. During the first part, the Superintendent will receive evidence from the administration and from you on whether the offense or offenses took place. No other information will be received during this first half of the hearing.

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

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



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

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

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

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



APPENDIX IV: DEFINITION OF HARASSMENT, INTIMIDATION OR BULLYING

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

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

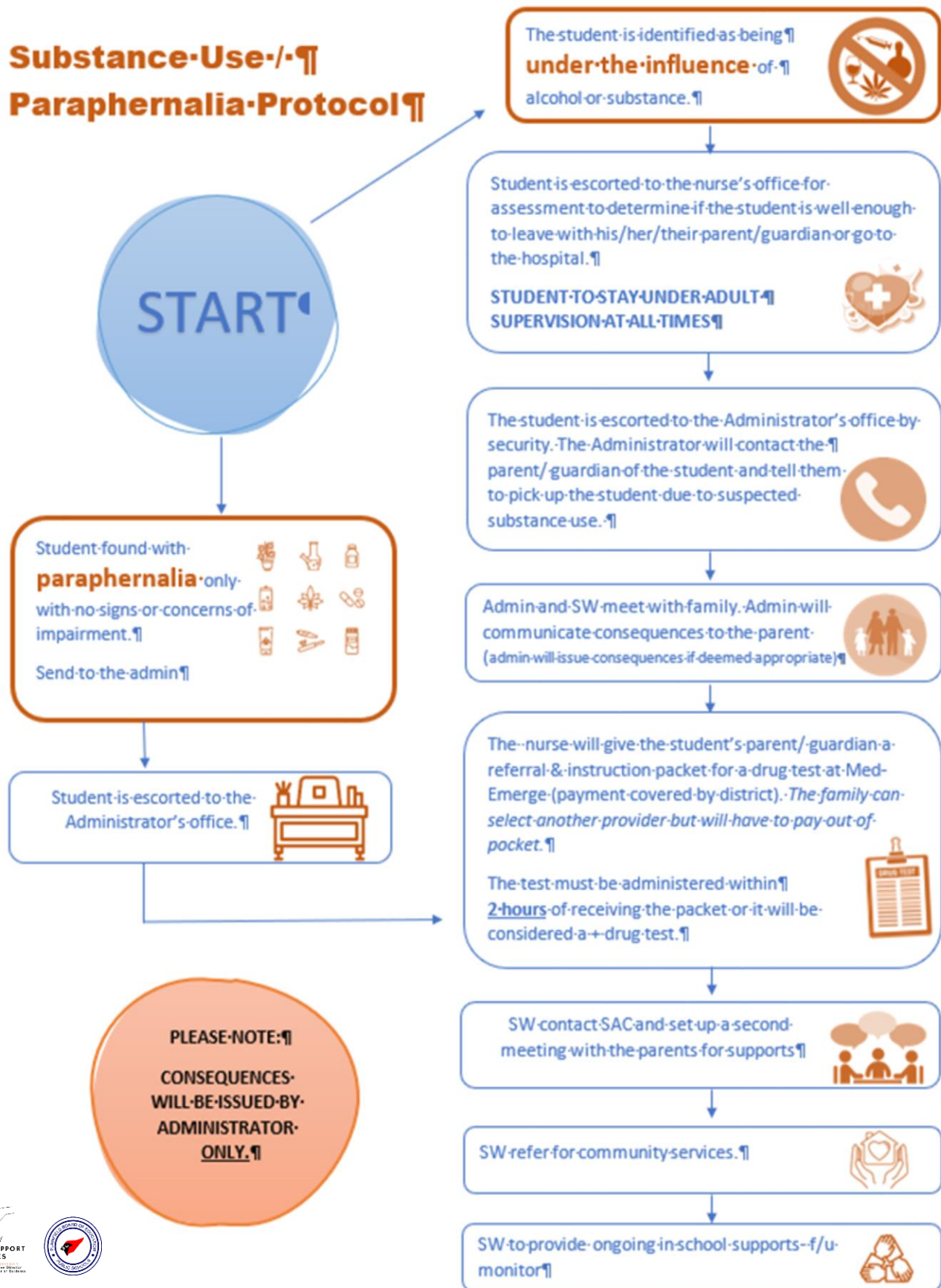


As outlined below, students at Plainfield Public Schools possess certain rights. Students have the right to:

1. Education in a safe and secure learning environment.
2. Education, irrespective of the student's actual or perceived characteristic such as race, color, creed, religion, ancestry, national origin, gender, affectional or sexual orientation, gender identity and expression, or a mental, physical, or sensory handicap or any other distinguishing characteristic.
3. Written expectations and consequences as provided for in the PPS Code of Conduct.
4. Notification of unmet attendance and behavior expectations, such as disciplinary infractions, suspensions and expulsions as described in the PPS Code of Conduct.
5. An informal hearing in case of suspension/expulsion and an opportunity to reply to suspension/expulsion procedures.
6. A formal hearing in the case of any long-term suspension/expulsion and an opportunity to appeal as described in the PPS Code of Conduct.
7. A translator once requested.
8. Alternative education during long-term suspensions and expulsions.
9. All protections pursuant to federal and state laws pertaining to student rights.



Substance Use/ Paraphernalia Protocol





2022-2023 TRUANCY PROCEDURES

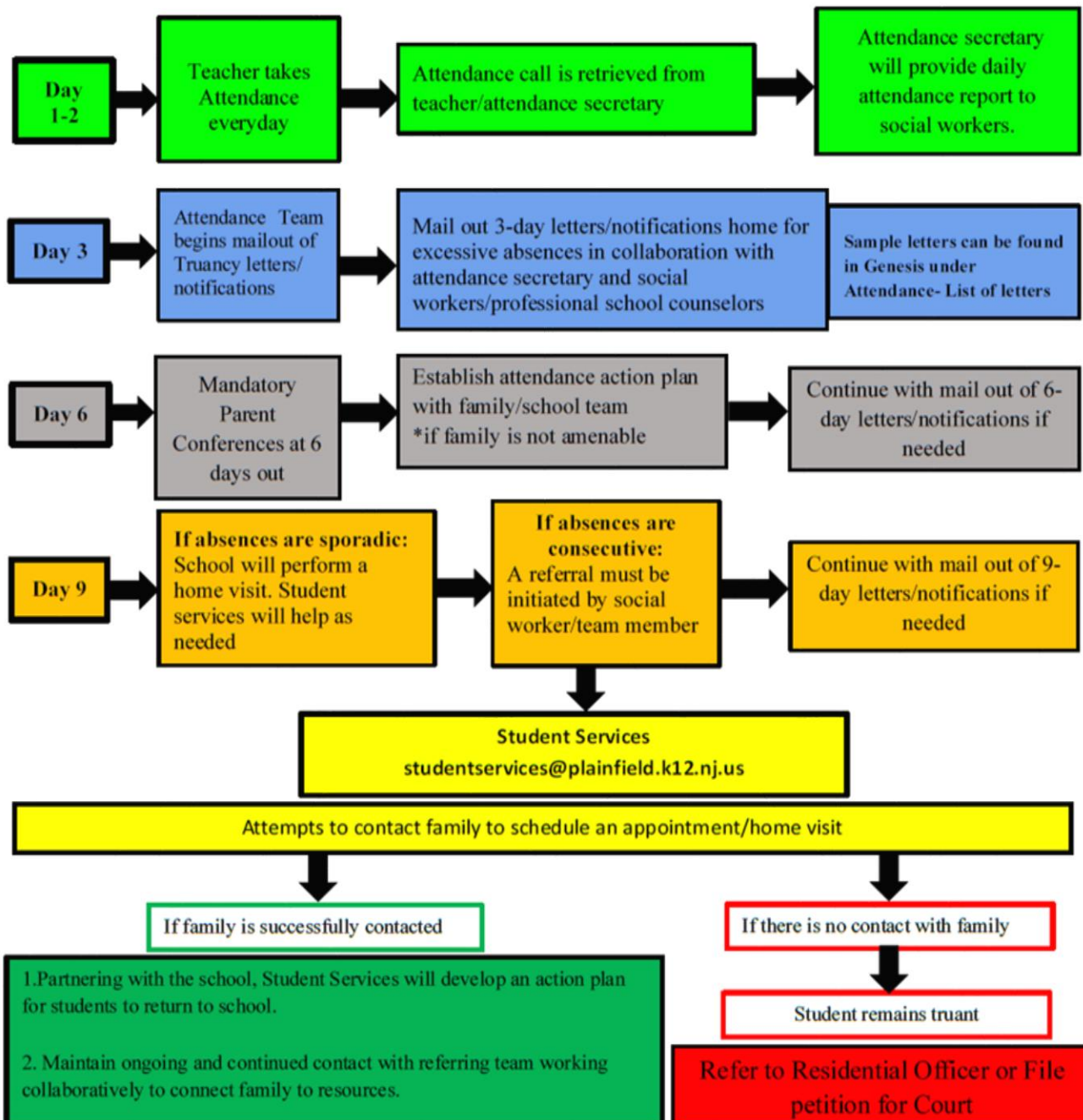
Establish an attendance team to meet regarding attendance concerns

(suggestions for outreach to truant students can be found on state.nj.us and attendance works)

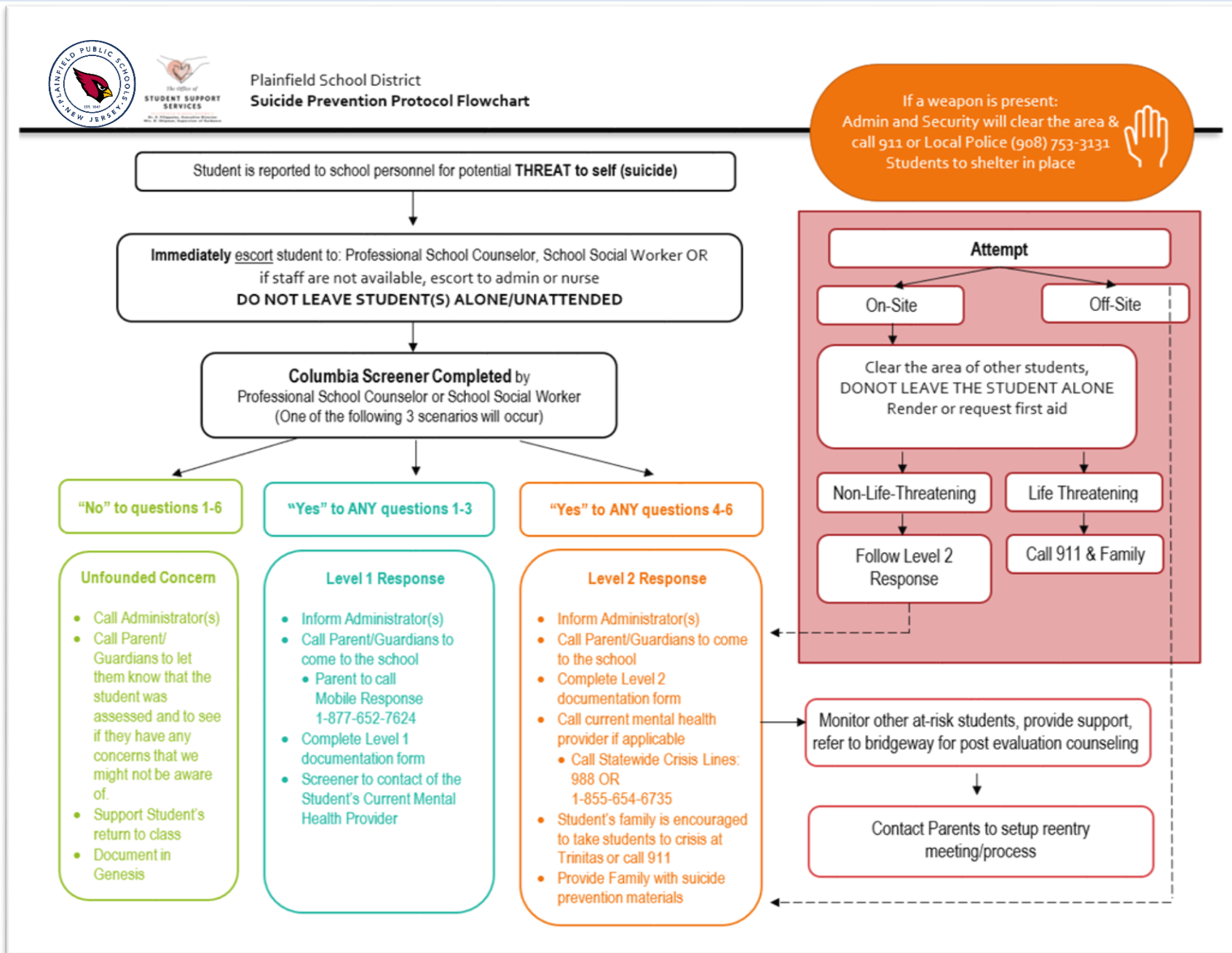
DOCUMENT ALL CONTACT IN GENESIS !!!



The compulsory education law (*N.J.S.A. 18A:38-28 through 31*) requires all children between the ages of 6-16 to attend school. The attendance regulations (*N.J.A.C. 6A:16-7.6*), require each district board of education to develop, adopt and implement policies and procedures regarding the attendance of students, including the adoption of a definition of "unexcused absence" that counts towards truancy. While the regulations allow for the parent to be referred to municipal court for a truant child, consideration should be made to refer or coordinate with a community-based social and health provider agency, or another community resource.



APPENDIX VIII- SUICIDE PREVENTION PROTOCOL FLOWCHART



NJTSS/I&RS

Through the LinkIt RFA Process



1. To **START** the Link IT RFA, the teacher will identify the TYPE of RFA via LinkIT
|Reading | Writing | Math | SEL | Behavior|
 (Combinations need to be specific: Reading + Behavior)



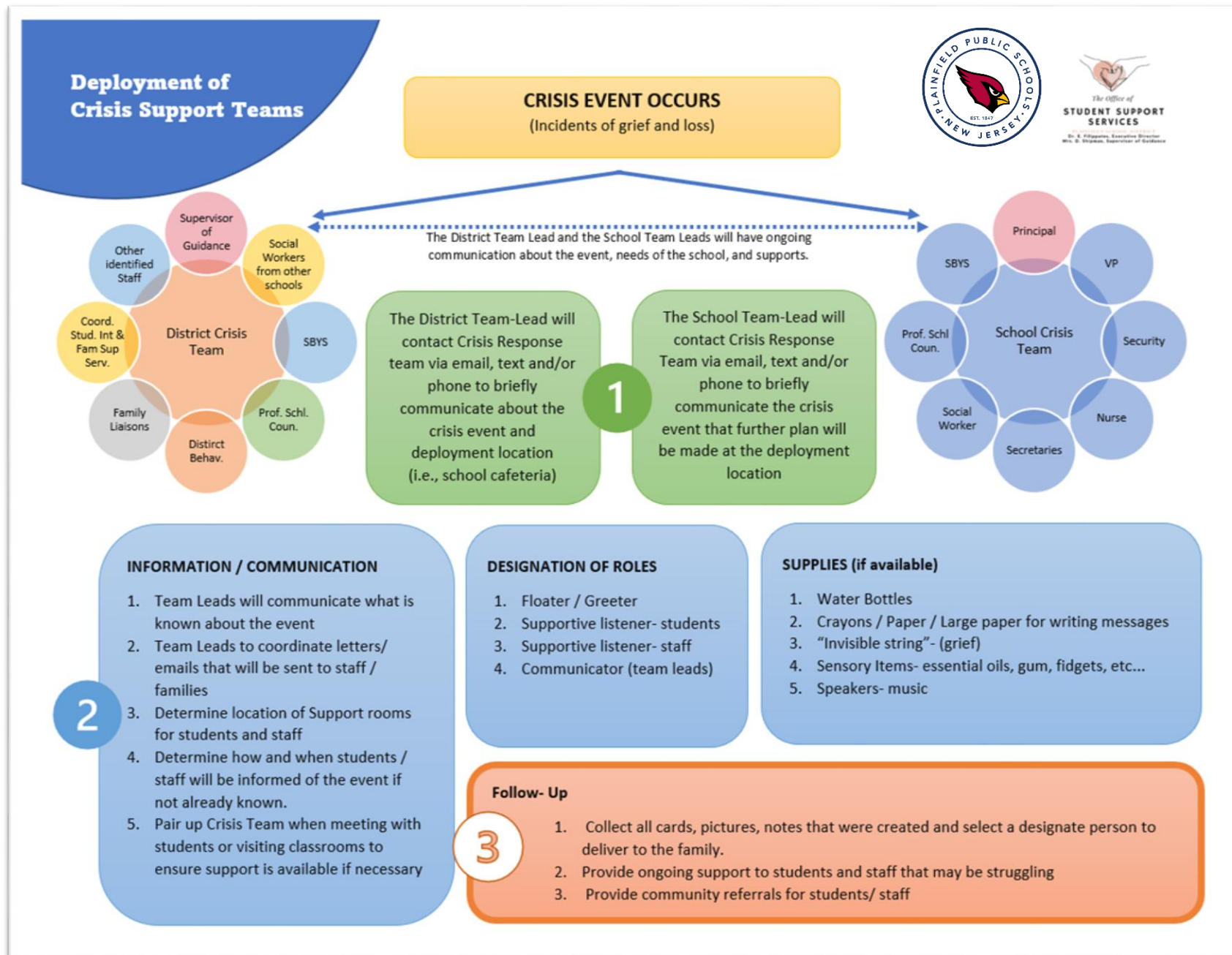
THE CODE

- N.J.A.C. 6A:16-8: I&RS code which states interventions are to be provided in the gen ed curriculum/classroom. I&RS is a process to support gen ed teachers with creative strategies for struggling learners
- & N.J.A.C. 61:14-3.1(d): Special education code mandates interventions be provided in gen ed before an evaluation is warranted
 - I&RS is not meant to be a pathway for Special Education
- NJTSS guidelines function as an umbrella to ensure students receive data driven tiered support academically, socially/behaviorally, family & health
- I&RS is a FUNCTION of NJTSS

I&RS Members:

- Administrator
- Social Worker/Professional School Counselor
- Interventionist
- Elementary Math Coaches as needed
- Elementary ELA Coaches as needed
- ELA/ Math Coaches (Middle Schools)
- Data Coaches: provide data support
- Nurse (consultation, as needed basis)
- Child Study Team Representative





Child Abuse and Neglect Protocols

1-877-NJ ABUSE | 1-877-652-2873



1

Child is identified with signs of child abuse or neglect

Err on the side of caution

2

Escort the child to the nurse's office for a brief medical assessment. Make note of any additional information for call to DCP&P

3

The person who saw or heard about the abuse ("Person of First Contact" **MUST** Call NJ- ABUSE ASAP. Do Not Wait to call at the end of the day.

INFO NEEDED:

- Names of people involved
- Date of birth AND address
- Describe the incident including location
- Where is the child now
- Does the perpetrator have access to the child
- Other children in the home?

4

After calling DCP&P, you **MUST** report call to administration so that law enforcement can be notified. (NJ DOE Regulation)

5

Continue to support the child and follow up with DCP&P, child and (Family-if appropriate)

If a **STAFF MEMBER** is accused of child abuse or neglect, Report immediately to the administration for Institutional Abuse. **!**

ABUSE & NEGLECT DEFINITIONS

When a parent / caregiver of a child under the age of 18:

1. Inflict or allows to be inflicted physical injury by other than accident mean that creates substantial harm or risk of substantial harm.
2. Fails to provide proper supervision or adequate food, clothing, shelter, education, or medical care although financially able or assisted to do so.
3. Commits or allows to be committed an act of sexual abuse against a child

We Are All Mandated Reporters

The "person of first contact" about the abuse **MUST** call DCP&P. Social Workers can support but can't call DCP&P if they are not the first contact.

WARNING SIGNS

Physical Abuse: unexplained bruises, welts, burns, laceration, fractures, abrasion etc....

Sexual Abuse: complaints about genital/anal areas, STD's unusual knowledge about or preoccupation with sex.

Neglect: consistent hunger, poor hygiene, inappropriate dress, lack of supervision

Emotional difficulties: Aggressive or withdrawn, unusual fear, running away sudden change in mood or behavior



Protocol for Addressing Non-Suicidal Self Injury (NSSI):



TYPES OF SELF HARMING BEHAVIORS:

- Common: Cutting (70-90%), head banging or hitting themselves (21-44%), burning (15-35%),
- Other: Scratching, to the point of drawing blood, infecting oneself, inserting objects into body openings, drinking harmful substances (bleach or detergent), breaking bones

1. A Student is identified has having self-injured

2. The student will be escorted to the nurse's office for medical evaluation

- student will be picked up by parent /guardian and transported to the hospital if needed
- student will remain in school if wounds are superficial

3. Student will be escorted to the school social worker/ professional school counselor

4. Social Worker/ Counselor will:

- Note method of self-injury including Frequency, Intensity, Duration
- Contact the parents / guardians if not already done so
- Contact the students community therapist if involved OR connect student to community counseling.
- Create a safety plan with the student (see attached)
- Give Parents/ guardians resources including a copy of the safety plan
- If in psychological distress consider calling Mobile Response.

5. Frequent Weekly Follow ups

- The Social worker will meet with the student frequently teach and practice coping skills as well as evaluate coping skills effectiveness with the student
- The Social Worker will stay in connect with the family and community therapist.

Why Self Harm?

- Distract from negative feelings
- Express emotions they might be embarrassed to show
- Develop a sense of control over their lives
- Process the way they are feeling
- Punish themselves for things they think they have done wrong
- Self-Harming does work as a coping skill but it maladaptive and is difficult to stop if the student doesn't want to.

?

Helpful Dialectical Behavioral Therapy (DBT) Skills

Opposite Actions:

Feeling	Opposite Action
Sadness	Physical Movement
Anger	Do Something Nice for yourself or someone else
Fear	Face It
Shame	Face It
Guilt	Repair it or tolerate it

SI Emergency Kit

1. A list of people to call
2. A list of things you can do instead of cutting
3. A journal to write in
4. A ball or fidget to let out tensions
5. earphone & music device
6. A photo of some you love.

Stop when your emotions rise

Take a step back and

Observe what's happening

Proceed-mindfully appraise the situation in a new way
(Is there a new way to look at what is going on?)

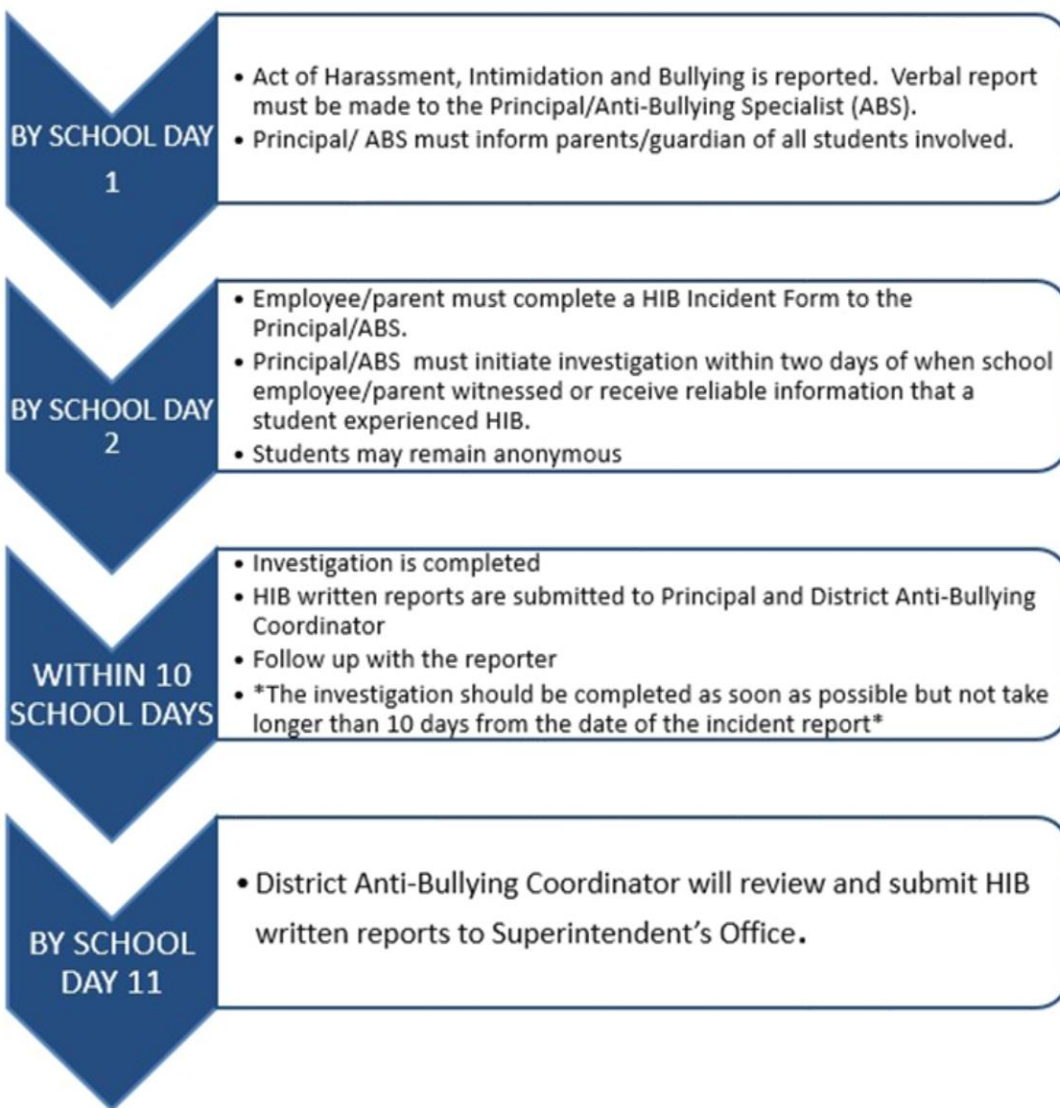
STOP





PLAINFIELD PUBLIC SCHOOLS

Harassment, Intimidation and Bullying (HIB) Reporting Flow Chart



Moving Plainfield Public Schools Forward

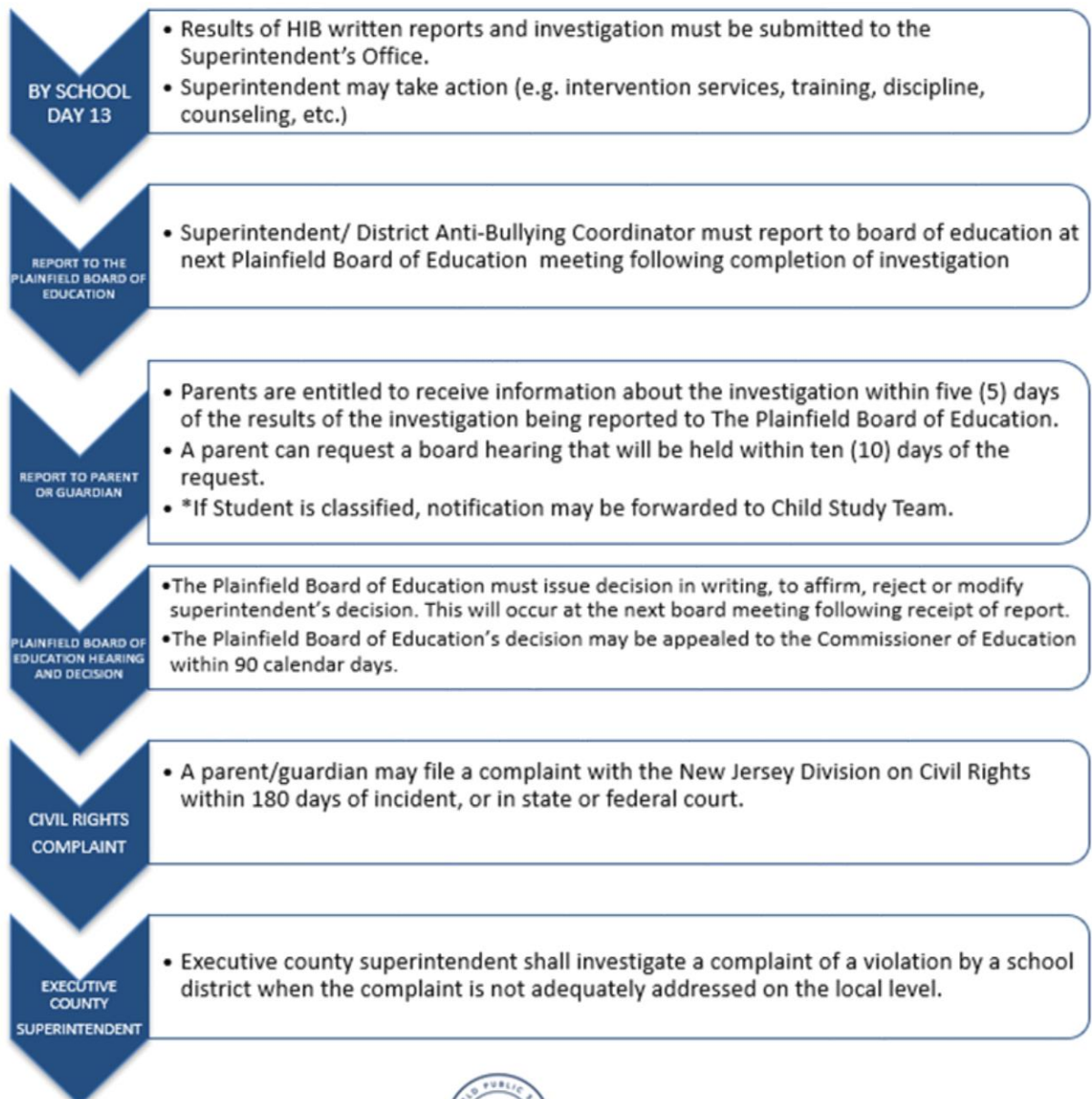
DEPARTMENT OF STUDENT SERVICES





PLAINFIELD PUBLIC SCHOOLS

Harassment, Intimidation and Bullying (HIB) Reporting Flow Chart



Moving Plainfield Public Schools Forward

DEPARTMENT OF STUDENT SERVICES



Must I have a “problem?” -NO!

What kind of issues can I discuss?

SACs address social/emotional concerns

- Anxiety, motivation, stress
- Alcohol, tobacco and other drug concerns
- Changes or crises in the home or family: divorce, separation, illness, death
- Emotional difficulties
- Feeling identification and expression
- Relationships with friends, teachers, parents
- LGBTQI issues
- Self-image/ esteem/ acceptance
- Sexuality and Sexual health



Plainfield Public Schools
Student Assistance Program
950 Park Avenue
Plainfield, NJ 07060

Plainfield Public Schools Student Assistance Program

A safe place to come....A safe place to talk....A safe place to share....A safe place!





Student Assistance Program

Since the mission of our school district is to promote student achievement through high academic standards, our schools must maintain an environment conducive to a sound educational process. Drug abuse can seriously impede student learning and maturation. Therefore, it is our aim to provide proper support for any student confronted with such issues.

How Does It Work?

1. Students may self-refer by coming directly to the SAC office or asking a trusted adult to help contact the SAC.
2. Parent/guardian may refer their child.
3. A student may refer a friend they are concerned about.
4. Administration and staff members may refer a student at risk.

SACs possess specific training to identify and address certain behavioral concerns. SACs may work with students in groups or individually. We offer the support and information necessary to alleviate a crisis and/or help restore emotional wellbeing in a confidential setting.

Safe Haven Disclosures

The Student Assistance Program operates with a great deal of confidentiality, especially in regards to substance abuse related issues. We want our students to feel safe with assurance that sensitive personal issues remain private.

Students who are affected by substance abuse related issues, whether it be their own personal use or the use of a family member, are strongly encouraged to utilize this program.

Students should reach out to the SAC (Student Assistance Coordinator) for HELP! If you have a friend who is struggling with issues, you too should consult the SAC to help your friend!

THE RESPONSIBILITY IS YOURS!!!



What Does Confidentiality Mean?

This means the SAC will not share anything a student tells them with anyone in school or at home without their expressed permission (*with only three exceptions). Students may express to have additional support from other people in the school such as the nurse, social worker, or school counselor. The SAC can help build a support team, but only with the student's permission.

***Three Exceptions to Confidentiality –**
Conversations are kept strictly confidential unless the student is:

- In danger of hurting themselves
 - In danger of hurting others
 - In danger of being hurt by someone else
- In these instances the SAC must, by law, share information with necessary personnel to keep the student safe.

Our great concern is the health and safety of our exceptional and valued students.

Contact Us

Plainfield Public Schools
Student Assistance Program
950 Park Avenue
Plainfield, NJ 07060
(908) 731-4390 x5279
mlucky@plainfield.k12.nj.us
www.plainfieldnj.k12.org

¿Debo tener un "problema"? ¡NO!

¿Qué tipo de problemas puedo discutir?

Los SAC abordan principalmente preocupaciones sociales / emocionales

- Ansiedad, motivación, estrés.
- Problemas relacionados con el alcohol, el tabaco o las drogas.
- Cambios o crisis en el hogar o la familia: divorcio, separación, enfermedad, muerte.
- Dificultades emocionales
- Identificación y expresión del sentimiento.
- Problemas de relación con amigos, maestros, padres.
- Problemas LGBTQI
- Autoimagen/estima /aceptación
- Sexualidad y salud sexual.



Plainfield Public Schools
Student Assistance Program
950 Park Avenue
Plainfield, NJ 07060

Escuelas Públicas de
Plainfield

Programa de Asistencia Estudiantil

Un lugar seguro para
venir... Un lugar seguro
para hablar ... Un lugar
seguro para compartir ...





Programa de Asistencia Estudiantil

La misión de las escuelas del distrito es promover éxitos estudiantiles por medio de altos estándares académicos. Nuestras escuelas deben mantener un ambiente conducente al proceso educacional. El abuso de drogas pueden seriamente impedir el crecimiento y aprendizaje del estudiante. Por consiguiente, es nuestro objetivo prestar apoyo apropiado para cada estudiante que se encuentra lidiando con estos problemas.

Como Funciona?

1. Estudiantes pueden acercarse a la oficina de SAC y hacer una cita. Situaciones de emergencia tienen prioridad.
2. Los padres/tutores pueden referir al estudiante.
3. Un estudiante puede referir a un amigo (a) del que están preocupado (a).
4. La administración y trabajadores de la escuela pueden referir a un estudiante en riesgo.

SACs poseen entrenamiento específico e único para identificar y dirigir comportamientos de preocupación. SACs pueden trabajar con estudiantes en grupos o individualmente. Nosotros ofrecemos apoyo e información necesaria para aliviar una crisis o ayudar a restablecer el bienestar emocional en un ambiente confidencial...

Hablando en un Refugio Seguro

El Programa de Asistencia Estudiantil opera con mucha confidencialidad, especialmente con respecto a problemas con abuso de sustancias. Nosotros queremos que nuestros estudiantes se sientan seguros que su información personal quedará en privado.

Estudiantes que son afectados por abuso de sustancias, por uso personal o en la familia, son energicamente alentados a utilizar el programa.

Estudiantes deben contactarse con SAC (Student Assistance Coordinator-Coordinador de Asistencia Estudiantil) por AYUDA! Si tienes una amistad que esta combatiendo con estos problemas, tambien deberias de consultar a SAC para ayudar a tu amigo (a).

ES TU RESPONSABILIDAD!!!



Que significa confidencialidad?

Esto significa que SAC no compartirá nada que el o la estudiante le diga con alguien de la escuela o en casa sin el permiso del estudiante (*solo hay tres excepciones). Estudiantes pueden pedir servicios adicionales de otras personas en la escuela como de la enfermera o consejero académico. SAC puede ayudarte a crear un equipo de apoyo pero solo con el permiso del estudiante.

*Tres Excepciones de la Confidencialidad:

Conversaciones son estrictamente confidenciales al menos que el estudiante este:

- En peligro de lastimarse así mismo
- En peligro de lastimar a otros
- En peligro que lo lastime otra persona

En cualquier instancia, la ley ordena que SAC debe compartir esta información con las personas necesarias para mantener al estudiante seguro.

Nuestra preocupación principal es el bienestar y seguridad de nuestros estimados y excepcionales estudiantes.

Contáctenos

Escuelas Públicas de Plainfield
Programa de Asistencia Estudiantil
950 Park Avenue
Plainfield, NJ 07060

(908) 731-4390 x5279
mlucky@plainfield.k12.nj.us
www.plainfieldnj.k12.org

TERM	DEFINITION
Accessory	A student who knows of inappropriate behavior by another student and does not report it to the appropriate administrator is an accessory.
Alternative Education Program	A non-traditional learning environment that addresses the individual learning styles and needs of disruptive or disaffected students at risk of school failure or mandated for removal from general education, that is based upon an Individualized Program Plan and New Jersey Core Curriculum Content Standards and has been approved by the Commissioner of Education, pursuant to N.J.A.C. 6A:16-9.
Assault	Mutual aggressive behavior; Attempts to cause or purposely, knowingly, or RECKLESSLY causes bodily injury to another; or negligently causes bodily injury to another with a deadly weapon; or attempts by physical MENACE to put another in FEAR of imminent serious bodily injury. May include but not limited to Sexual, Physical or Verbal
Behavior Plan	A written document outlining behavior expectations and related timeline.
Bus Regulation & Bus Suspension	<p>It is a violation of bus regulation if a student (or other person) intentionally disrupts, prevents, or interferes with the transportation of students to or from school or an activity sponsored by a school on a district-owned or subcontractor operated vehicle.</p> <p>The school administrator suspends the student from all buses for a specified time period. The student is expected to attend school, but the parent/guardian is responsible for providing transportation to school.</p> <p>Depending on the circumstances, students may be suspended from school for a bus offense.</p>
Cheating	Cheating includes: all acts of academic dishonesty such as supplying or receiving information during a test, copying tests or homework, allowing others to copy your work, obtaining test answers or questions beforehand, using unauthorized materials during a tests, using a project or paper in a second class without teacher permission, using the ideas or writing as your own (plagiarism) including materials retrieved electronically (articles, papers, projects, encyclopedia sources, magazine/newspaper articles, and other similar materials.
Computer Trespass	Unauthorized use of computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or causing the malfunction of the computer, network, program(s) or data.
Conduct Away from School Grounds	School authorities have the right to impose a consequence on a student for conduct away from school grounds, including on a school bus or at a school-sponsored function, where such conduct is detrimental to the safety of students and staff, school discipline or school grounds, pursuant to N.J.S.A. 18A:25-2 and N.J.S.A. 18A:37-2.
Detention	An extra attendance period is usually served before school, after the student's school day or after school. A teacher or an administrator may assign the detention.



TERM	DEFINITION
Disorderly Conduct	Strikes and demonstrations, instigation of, participation in, or the encouragement of others to participate in strikes or demonstrations on school property which cause interruptions in the learning environment or threaten the safety of the learning environment.
Electronic Sound Communication Devices	District policy prohibits the use of radios, tape players, CD players, and other electronic devices in all classrooms. Use of communication devices at school for disruptive or illicit purposes is not permitted. Small audio devices with earphones intended for personal use may be allowed in some areas of the school at the discretion of the administration. Students are strongly advised to leave electronic sound and communication devices at home. School is not responsible for lost or stolen articles.
Explosive Devices	The possession and/or use of any exploding item, fireworks, explosive materials, or device that would be capable of bodily harm or damage to property.
False Alarms	Activating a school alarm for other than the intended purpose of the alarm is prohibited.
Fireworks Offense	The possession, selling/distributing, or detonating of a self-fusing explosive device, no greater in size than two inches, and commercially sold as "fireworks." Cherry bombs, M80s and M90s are included in this category.
Gang/Group Fight	A fight between two or more members of identified groups or an assault by two or more members of one group upon members of another group. The groups may be gangs per se, or cliques or groups of students "working together," even though the groups may not have a formal partnership.
Gangs	A gang is defined as any three or more individuals who have a name, claim a territory, use graffiti to mark a school, territory, or themselves, have rivals/enemies, or interact together at the exclusion of the other people. Such gang affiliation may be established by evidence of a common name or identifying signs, symbols, tattoos, graffiti or attire or other distinguished characteristics.
Gender/Ethnic/Religious/Disability Harassment	Verbal: Written or oral innuendos, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc. toward a fellow student, staff member or other person associated with the district. Conducting "a campaign of silence" toward a fellow student, staff member, or other person associated with the district by refusing to have any form of social interaction with the person.
Physical and Nonverbal Harassment	Nonverbal: Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the district. Physical: Any intimidating or disparaging action such as hitting, hissing, or spitting on a fellow student, staff member, or other person associated with the district.



TERM	DEFINITION
Hazing	Hazing occurs when an act is committed against a student or a student is coerced into committing an act that creates a substantial risk of harm to the student or third party for the student to be initiated into or affiliated with any school group, club, athletic team, grade level, activity, or organization. Hazing includes any activity that subjects a student to an extreme and unreasonable level of embarrassment, shame or humiliation.
Inappropriate Display of Affection	Demonstration of one's affection toward another person has an appropriate time and place.
Individualized Program Plan (IPP)	A written plan developed for a general education student who has been assigned by the district board of education to home instruction (or to), an alternative education program or who is being provided other educational services either in or out of school that are comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.A.C. 18A:38-25.
In-School Restriction/Suspension	Removal of the student from the regular school routine, however, student remains in the building. This involves a period away from peers, classroom activities, lunchroom privileges, and hall passing and may range from a time-out to a formal suspension. During the in-school restriction/suspension, students are expected to do schoolwork.
Lock-Down	The principal will notify faculty, staff, and students over the public address system that a lockdown is in progress. Everyone is to remain in class until notified by the administration that the lock is lifted.
Look-Alike	Any substance or item which is not, but reasonably appears to be, or is represented to be, the real substance or item. Examples may include: A toy gun which is exceedingly difficult to distinguish, except upon close examination, from an actual gun. A green leafy plant material which is not, but is claimed, believed, or intended to appear to be marijuana. A white powdered substance not believed or intended to be a toxic chemical or biological agent.
Motor Vehicle Theft	This includes theft or attempted theft of any motorized vehicle.
Out-of-School Suspension Long Term (over 10 days)	The removal of a student for more than 10 school days from the general education program, or the special education program when the appropriate procedures set forth in NJAC 6A:14-2.8 have been followed, but not the cessation of the students of the educational services.



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



TERM	DEFINITION
Suspected Use Not Confirmed	<p>Alcoholic Beverages and Controlled Dangerous Substances — Per N.J.A.C. 6A:16-4.3(a), any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs on school property or at a school function shall report the matter as soon as possible to the principal and the certified or non-certified school nurse or the school physician, according to the requirements of N.J.S.A.18A:40A-12.</p> <p>Anabolic Steroids — Per N.J.A.C. 6A:16-4.3(b), any educational staff member or other professional who has reason to believe that a student has used or may be using anabolic steroids, that person shall report the matter as soon as possible to the principal and to the certified or non-certified school nurse or the school physician or to the substance awareness coordinator, according to the requirements of N.J.S.A. 18A:40A-12.</p> <p>In each instance described above, the referring staff member shall complete the Violence, Vandalism and Substance Abuse Incident Report, according to the requirements of N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3, checking the field, Suspected Use — Not Confirmed. If there is a positive determination from the medical examination, indicating that the student’s alcohol or other drug use interferes with the student’s mental or physical ability to perform in school, or if it is determined that the student has used anabolic steroids, the field, Suspected Use — Not Confirmed, would be unchecked (de-selected) and the field, Suspected Use</p> <p>— Confirmed, would be checked (selected). Leave Suspected Use — Not Confirmed checked if there is no positive determination of use.</p>
Terroristic Threat	Threatening to commit one of the following criminal offenses: homicide, assault, sexual assault, robbery, kidnapping or arson with the purpose of placing others in imminent fear of one of the violent acts under circumstances causing the victims(s) to believe the immediacy of the threat and the likelihood that it will be carried out. One needs to consider age and developmentally appropriate behavior before using this category.
Time-Out	Student is removed from an activity.
Truancy	Ten or more cumulative unexcused student absences, as determined by the district board of education pursuant to N.J.A.C.6A:16-7.8(a) 3, for any of the hours that the school is in session.
Use or Possession	Evidence of use and/or possession of alcoholic beverages or illegal/unauthorized drugs or narcotics, including marijuana and related paraphernalia, is prohibited in any form at school, or at a school-sponsored activity. Substances supported to be illegal are also prohibited. This includes consumption prior to arrival at school or school-sponsored activities.



TERM	DEFINITION
Vandalism	Defacing, damaging, or disrupting the appropriate use of school property or the private property of others is prohibited. Acts of vandalism directed toward a staff member, on or off campus, will still be subject to school discipline.
Warning	A verbal or written warning delivered by a school staff member to the student.
Zero Tolerance	There will be consequences for serious drugs, weapons, bullying, and youth gang/hate group offenses on school property or at a school activity, function, or event. The school system will be proactive. Each individual case will be reviewed.

