

STUDENT EXPECTATIONS

AND

DISCIPLINE HANDBOOK

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QUINTON TOWNSHIP SCHOOL DISCIPLINE POLICY

PHILOSOPHY OF DISCIPLINE

The Quinton Township Board of Education wishes to ensure the physical and mental health, safety, and welfare of the students who attend the Quinton Township Elementary School. This goal may be attained through the maintenance of an orderly environment conducive to learning. Therefore, each staff member shall share responsibility for supervising the behavior of students through the enforcement of the rules and regulations contained in this policy. The Core Ethical Values of accountability, citizenship, cooperation, empathy, friendship, integrity, respect, responsibility, self-respect and tolerance serve as the foundation for the Discipline Policy of the Quinton Township School.

The definitions of the Core Ethical Values are as follows:

- Accountability – I will be responsible for and accept the consequences of my own actions.
- Citizenship – I will take pride and be a positive role model in my country, my town, and my school.
- Cooperation – I will work together with others for our common benefit.
- Empathy – I will identify with others' feelings and ideas.
- Friendship – I will be kind and helpful to others.
- Integrity – I will be honest and ethical in my actions.
- Respect – I will be considerate of the feelings and property of others and treat them without bias or judgment.
- Responsibility – I will be reliable and dependable in my actions.
- Self-Respect - I will have proper regard for myself.
- Tolerance – I will be fair, objective, and permissive toward opinions and practices that differ from my own.

Students are expected to conduct themselves in a proper and orderly fashion. Staff members shall encourage the growth of students toward self-discipline through consistent, impartial, and fair implementation of the discipline policy. Thus, those administering the educational system have a responsibility for the related goals of:

- Ensuring that schools perform their educational function;
- Maintaining an orderly environment conducive to learning; and
- Providing for the safety and welfare of the school population.

On the other hand, students, as citizens of this country, are guaranteed certain rights. For example:

- To express their personal and political opinions through speech and other modes of expression. (This freedom is accompanied by a responsibility that the statement does not include obscene or libelous material and/or content which creates a disruption to the school environment);
- To privacy in the conduct of certain aspects of their own affairs. (Parents should contact the school for an appointment if they wish to see their child's school record. School lockers or other storage facilities are subject to periodic inspections. Additionally, school officials may conduct reasonable searches of student property and lockers, if they have reasonable grounds to suspect that the search will reveal any evidence that the student has violated or is violating either the law or the rules of the school);
- To be free from illegal discrimination based on race, color, gender, religion, ancestry, sexual orientation, gender identity and expression, national origin, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5 in relation to any school matter, whether it involves academic, extra-curricular, or disciplinary procedures or penalties;
- To a free public education that supports student's development into productive citizens;
- To attend school in a safe and secure environment;
- To attend school irrespective of students' marriage, pregnancy or parenthood;
- To be heard and to have fair and consistent rules; and
- To advance notice of behaviors that will result in suspensions or expulsions, pursuant to N.J.S.A. 18A:37-2.
- To due process and appeal procedures and policies (N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and where applicable, N.J.A.C. 6A:14-2.7 and 2.8 and 7.2 through 7.6).
- To parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3, 7.2, 7.3, and 7.8;
- To records and privacy protections pursuant to Federal and State laws and regulations identified at N.J.A.C. 6A:16-7.1(c)3vii.

STUDENT RIGHTS

Students who believe that their rights have been violated should bring the problem to the attention of the appropriate school official and if satisfaction does not result, to seek advice from the appropriate community organization and/or attorney. These student rights are accompanied by responsibilities such as their responsibilities to:

- Attend school and classes regularly.
- Respect school property;
- Respect school employees; and
- Refrain from conduct that disrupts or threatens to disrupt the learning of other student

The school shall retain authority over every student as prescribed by law (IN LOCO PARENTIS) NJSA 18A: 25-2. The discipline code shall be in effect in every part of the school property and at all school functions, including all extra-curricular activities regardless of location.

Students are protected pursuant to federal and State laws that include FERPA, Protection of Pupil Rights Amendment, HIPAA, No Child Left Behind, confidentiality of student alcohol and other drug information, and rights regarding maintenance and access to student records. For students with disabilities, the behavior interventions and supports pursuant to the requirements of N.J.A.C. 6A:14 will be provided.

STUDENT RESPONSIBILITIES

It is the basic aim of this code to make the student responsible for his/her own behavior. Since a good attitude on the part of the student is absolutely essential for sound learning, it is necessary that parents not only be kept informed but also that they work cooperatively with teachers and school officials charged with implementation of this code for better discipline in our school.

The focus of the discipline code is on the part which the students themselves must play in the process of education. In our society, the school is the arena in which children must demonstrate their growing ability to regulate their own behavior, where they "...learn to resist temptation, delay gratification, control aggression, and show concern for the needs and welfare of others..." (Grusec & Mills, 1982). Moreover, they must learn over time to do so on their own, without the monitoring of others. Attaining self-discipline is no easy matter, particularly in the complex world in which we live. Modern society is not characterized by an inflexible set of easily learned rules and behavioral norms applicable to nearly all circumstances. Instead, our children and youth must be prepared by their educational experiences to negotiate differing and intricate social systems, involving flexible rules and norms (Wallet & Green, 1982). Thus, the educational aim of self-direction is all the more important and challenging.

STUDENT EXPECTATIONS

The fundamental expectation we have for students is that they will become increasingly able to control and direct their own behavior. Stemming from this basic expectation, there are several other expectations which focus on the theme of children's developing activities to reason about their behavior, control it, and be held accountable for his/her own actions. These expectations are listed below:

- Prepare themselves mentally and physically for the process of learning.
- Demonstrate respect for people and property.
- Take responsibility for their own behavior and learning.
- Use time and other resources responsibly.
- Share responsibilities when working as members of a group.
- Meet the unique requirements of each class.
- Monitor their own progress toward objectives.
- Communicate with parents and school personnel about school-related matters.

The Quinton Township Board of Education wants to emphasize appropriate behavior as a major component of the school's discipline code. To this end, the New Jersey Project on Student Expectations is integrated throughout the code to foster student behavior, which is associated with successful learning and effective schools. The New Jersey Project on Student Expectations, initiated in 1985 by the New Jersey State Department of Education and the New Jersey Association of Principals and Supervisors, was based on a two-part rationale, as follows:

- Standards of behavior can facilitate the quality of learning, just as the lack of standards can impair it.
- Educators at all levels have high interest in preventing problems that arise, both for individual pupils and the school as a whole, when student behavior threatens the teaching-learning process.

The rationale of the project was based on the following set of statements of underlying values and assumptions, they are as follows:

1. Positive student commitment and behavior are essential to effective learning;
2. Students must be helped to understand how their own attitudes and acts are related to their learning and that of others; and
3. With the help of adults at home and in school, students have the capacity to contribute positively to the school environment and the quality of learning.

Students, parents, teachers, administrators, and the Board of Education all agree that positive student commitment and behavior are essential to effective learning. At the same time, student behavior is often a problem in schools. We believe that it is important to help students realize that their own attitudes and acts are directly related to their school experience and that of their classmates. With the support and assistance of school personnel and parents, all students have the capacity to demonstrate actions, which contribute to the effectiveness of the school and the worth of their learning experiences. Commensurate with their maturational levels and individual abilities, all students can behave in ways that enhance the social relationships of the school and facilitate learning.

In order that students and parents can acquaint themselves with the expectations for student behavior, examples of each behavior are listed below the primary expectation in the next section. The behaviors listed under each statement of student expectations are examples only and, therefore, do not represent the full range of possibilities.

STUDENTS ARE EXPECTED TO:

Prepare themselves mentally and physically for the process of learning.

- Students are nourished, rested, clean, properly dressed, and groomed.
- Students are free of drugs and alcohol.
- Students come to school prepared to learn.

Demonstrate respect for people and property.

- Students are honest and courteous.
- Students respect the property of others.
- Students accept the rights of others to their own opinions.
- Students settle differences peacefully.
- Students display good sportsmanship at school-related functions as well as in physical education classes.
- Students participate in the maintenance and cleanliness of school facilities and property.

Take responsibility for their own behavior and learning.

- Students recognize that school is work and academic development is a school's primary purpose.
- Students complete all homework, class work, and tests.
- Students make personal choices based on reasonable decision-making processes.
- Students accept constructive criticism and disagreement when necessary and appropriate.
- Students accept the consequences of their actions.

Use time and other resources responsibly.

- Students attend school regularly and punctually.
- Students use study periods for schoolwork.
- Students use books and other equipment appropriately.

Share responsibilities when working as members of a group.

- Students cooperate, contribute, and share in the work of the group.
- Students accept and assume positive leadership when appropriate.
- Students listen politely to the points of view of others.

Meet the unique requirements of each class.

- Students participate actively in classwork.
- Students follow class rules and procedures.
- Students bring to class textbooks, clothing, and other materials necessary for participation.
- Students observe rules for safe handling of class equipment and material

Monitor their own progress toward objectives

- Students record and maintain records of progress.
- Students seek assistance from school staff members and peers.
- Students value the relationship of learning to everyday life.

Communicate with parents and school personnel about school-related matters.

- Students take time to discuss academic learning and school progress with parents and school personnel.
- Students transmit information to parents and return responses to appropriate school personnel when required.
- Students know the appropriate people to involve when a problem occurs.
- Students outline with parents and teachers a clear and concise educational goal for the school year.

Tanner's (1978) principles of discipline, which are applicable to the development of the above specific expectations for student behavior, are as follows:

- The aims of school discipline are to help children and youth become self-directing.
- The function of discipline is to help pupils channel their energies toward their learning goals.

- Discipline is a legitimate and inseparable part of school curriculum.
- Appropriate behavior is related to the rational demands of specific situations.
- Expectations for behavior and ways of dealing with misbehavior should be in accord with developmental goals.
- Basic discipline can be achieved only when students' basic human needs are met.

From the viewpoint of the school, discipline is a process through which students and those who work with them may learn alternative, mutually beneficial ways of fulfilling their personal, social, and intellectual needs (Jones, 1984).

The Board of Education requires each student of this district to adhere to the rules and regulations established, and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules require that students:

1. Conform to reasonable standards of socially acceptable behavior;
2. Respect the person and property of others;
3. Preserve the degree of order necessary to the educational program in which they are engaged;
4. Respect the rights of others; and
5. Obey constituted authority and respond constructively to those who hold that authority.

Pupils in the public schools shall comply with the rules established in pursuance of law for the government of such schools, pursue the prescribed course of study and submit to the authority of the teachers and others in authority over them (NJSA 18A: 37-1).

DUE PROCESS

All alleged violations are to be investigated by a school administrator with pupils accorded due process of law. Due process of law required that in the case of suspension, the student must have an informal hearing by a school official, which includes:

1. Informing the student of the charges against him/her.
2. Giving the student a chance to reply to the charges.

A conference between the appropriate administrator and the parent(s) must be held prior to the student's re-entry to school.

CAUSES FOR SUSPENSION AND EXPULSION

The administration has the authority to suspend and/or recommend expulsion for students based on NJSA 18A: 37-2. That law states the following: Conduct, which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct, shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person having authority over him;
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other pupils;
4. Habitual use of profanity or obscene language;
5. Physical assault upon another pupil (in addition to any penalties that the school might impose, students run the risk of criminal charges being brought against them. Furthermore, they and/or their parents could be sued in a court of law by the victim of the assault, or for any other wrongful act that could give rise to civil liabilities under the law);
6. Taking or attempting to take, personal property or money from another pupil, or from his presence, by means of force or fear;
7. Willfully causing, or attempting to cause, substantial damage to school property (The parents or guardian of any minor who shall injure any public or nonpublic school property shall be liable for damages for the amount of the injury to be collected by the board of education of the district or the owner of the premises in any court of competent jurisdiction together with the costs of the suit (NJSA 18A: 37-3 and NJSA 2A: 53A15);
8. Participation in an unauthorized occupancy by any group of pupils or others of any part of any school district, and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility;
9. Incitement which is intended or does result in unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district;
10. Incitement which is intended to and does result in truancy by other pupils;
11. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
12. Assault (as defined pursuant to NJSA 2C: 12-1) upon a teacher, administrator, or board member, or other employee of a board of education, acting in the performance of his duties and in a situation where his authority to act is apparent (NJSA 18A: 37 – 2.1). (In addition to any penalties that the school might impose, students run the risk of criminal charges being brought against them. Furthermore, they and/or their parents, could be sued in a court of law by the victim of the assault, or for any other wrongful act that could give rise to civil liability under the law.)

A school may suspend a student for conduct not included above which the student was or should have been aware was in violation of school policy (*Babbit v. Maran*, 1974 SLD 1145). Also, a school may suspend a student for misbehavior after school hours or away from school grounds where the misbehavior is detrimental to school safety, discipline, or welfare.

For example, a student and his parents were held financially liable for damages after the student set a fire at the school on Sunday night. (*Board of Education of Palmyra v. Hansen*, 56 NJ Superior 567, 153 Q.2D 393 (1959)). In another case, a student became involved in an altercation with a neighbor's daughter in the neighbor's home after school hours. The altercation resulted in the girl being cut with a knife and the student was suspended. The court said that the school has the power to suspend students for conduct away from school grounds when such action is necessary for the student's physical or emotional safety and well being of other students, teachers, or public school property. Any such suspension, however, must be done in accordance with due process (*R.R. v. Board of Education of Shore Regional High School*, 109 NJ Superior 337, 263 A.2d 180 (1970)). In New Jersey, when a student is suspended from a public school, the suspension must be reported to the board of education at the next regular meeting (NJSA 18A: 37-4). No suspension may be continued longer than the board's second regular meeting unless the board itself determines to continue it. At the second meeting, the board has the power to end or continue the suspension or to expel the student (NJSA 18A: 37-5). A hearing on a student's suspension may be delegated by the board to a board committee or to school administrators for the purpose of determining facts and making recommendations. If this is done, however, the board as a whole must receive and consider either the transcript or a detailed written report of the hearing prior to taking final action (*E.H. v. Board of Education of Trenton*, SLD 475, 478). An expulsion may have serious effects on a student's opportunities for higher education and employment. Therefore, New Jersey state administrative regulations require that as a prerequisite to any board action to expulsion, the student must be referred to the district's basic child study team for a preliminary determination as to whether the student is in need of special education (NJAC 6:28 – 2.8 (f)). The purpose of this evaluation is for a determination to be made as to whether the student's misbehaving arises out of a handicapping condition.

Students who are not eligible for special educational services, but continue to exhibit patterns of behavior that are generally disruptive to the educational process, will be considered for an alternative school program. Arrangements other than conventional school programs are required to provide chronically disruptive students with the special support and assistance they need to develop more responsible patterns of behavior. This, in turn, protects the safety of others and makes the environment more conducive to learning and teaching. The program completion provisions, contained in the New Jersey Administrative Code, provide school districts with the legal basis to establish alternative education programs (NJAC 6:8 – 4.2 (d)II).

SHORT AND LONG-TERM SUSPENSIONS

There are two kinds of suspensions, short-term and long-term. A short-term suspension is usually defined as a suspension for 10 days or less. A long-term suspension involves more than 10 days. The procedures that a school must follow in order to suspend a student differ depending on whether the suspension is short-term or long-term. The court requires that a student being placed on a short-term suspension be given due process proceedings as reviewed in the above information. The Court did not require, in the context of short-term suspensions, however, that students have the right to secure counsel, to confront and cross examine witnesses, or to call their own witnesses to verify their own version of the incident. Finally, the Supreme Court in *Goss* recognized that there are certain situations in which prior notice and a hearing cannot take place in connection with a short-term suspension. The court said that where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process that student may be immediately removed from school, but the due process proceedings required for the short-term suspension should follow as soon as possible.

It should be noted that although in *Goss*, the Supreme Court held that the due process clause required procedures even in the case of brief suspensions, not all disciplinary sanctions that may be imposed on a student require due process. The right to due process applies to serious punishments but not to minor ones. Courts have found brief, in-school punishments such as a reprimand or an admonition, lunch/recess detention, or after-school detention not sufficiently serious to require due process procedures (*Linwood v. Board of Education*, 463 F. 2d 763 (7th Circuit) cert. Den, 409 US 1027 (1972)).

New Jersey courts have required more formal procedures for suspensions of longer than 10 days or for expulsions from school. In such cases, the courts have required that the students be afforded notice of the charges against them and a more formal hearing.

GRIEVANCES AND APPEALS

The discipline code shall be administered fairly and equitably and a student who feels his rights have been violated during the suspension process has the right to appeal that decision. The first level of appeal is to the Chief School Administrator who will render a written decision on the matter. The next steps in the appeal are to the local board of education to which a written statement of the problem must be given, then to the State Commissioner of Education, and finally to the State Board of Education within 30 days after the Commissioner has made his decision. If no relief is obtained within the educational system, the student may appeal his suspension to the Appellate Division of the New Jersey Superior Court, then to the State Supreme court and finally, to the United States Supreme Court (NJSA 18A: 6 – 9 et seq.).

CORPORAL PUNISHMENT OF PUPILS

No person employed or engaged in a school or educational institution, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a pupil attending such a school or institution; but any such person may, within the scope of his employment, use and apply such amounts of force as is reasonable and necessary in the following four specific circumstances:

1. To quell a disturbance threatening physical injury to another;
2. To obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil;
3. For the purpose of self-defense; and
4. For the protection of persons and property.

And such acts, or any of them, shall not be construed to constitute corporal punishment within the meaning and intendment of this section (NJSA 18A: 6 – 1).

CHILD ABUSE

New Jersey, in common with every other state, has a child abuse reporting law. The law's purpose is to identify children who may be physically abused at home so that protective steps may be taken.

Under New Jersey Law, school personnel, or anyone else who has reasonable cause to believe that a child has been abused, must report the matter promptly to the Division of Youth and Family Services (NJSA 9: 6 -8.10). The law provides the person with immunity from any civil or criminal lawsuits arising from such report (NJSA 9: 6 – 8.13). The law also states that any person, who is aware that child abuse has been committed and fails to report it, is considered to be in violation of the law (NJSA 9: 6 – 8.14 and Quinton Township Board of Education Policy 5141.4).

POLICE IN THE SCHOOLS

In our society, the police have the responsibility to protect all citizens by enforcing the laws of the community. Although we hope that occasions rarely arise which require the presence of law enforcement officials in the public schools, we must realize that occasionally this will occur. Police may enter a school if they are invited on the premises by a school official, if they suspect a crime has been committed, or if they have a warrant for an arrest or a search. Students have the same rights with respect to the police in school that they have out of school: They have the right to be informed of their legal rights, to be protected from coercion and illegal constraint, and to remain silent (US Constitution, Amendment V).

STUDENT DRESS

All students in grades pre-kindergarten through eighth grade are required to follow the dress code. A complete copy of Board Policy #5132 (School Uniform Policy) is available to parents and students in the Superintendent's office.

THE MERIT SYSTEM

The merit system is intended to reward and recognize students who live up to expectations with acceptable or even outstanding behavior. It will also identify those students, whose behavior, at times, is unacceptable. Students will also receive praise referrals for good conduct and academic success and can earn back lost merits for proper behavior.

Each student in third through eighth grade will receive 100 points at the beginning of the school year. If a student commits a disciplinary infraction, a pre-assigned point total will be subtracted from the student's current total depending on the penalty given. The points assigned to the penalties are as follows:

1. Verbal reprimand (bus, classroom misconduct, and the first two uniform violations) – 1 point deducted
2. Bus Suspension – 2 points deducted for each day
3. Lunch/recess detention – 2 points deducted for each day
4. After-school detention – 3 points deducted for each day
5. Homework center detention – 3 points deducted for each day
6. Internal suspension – 4 points deducted for each day
7. External suspension – 15 points deducted for the first day; 5 points deducted for each additional day.

Students must earn their privileges. Therefore, when a student reaches a point total of less than 70 points, he/she will not be allowed to participate or attend any extra-curricular activities. This would include the 8th grade dance, dances, trips, chorus, band, safety patrol, track and field day, eighth grade puff/polo game against the teachers, the eighth/ninth grade basketball event, Jump Rope/Hoops for Heart event, and evening programs held at the school. If the Camp Mason trip is in November, no eighth grade student will be permitted to go on the trip if he/she falls below 85 merits before the trip. If a prek through second grade student receives five discipline referrals, he/she will not be permitted to participate in track and field day.

When a student's point total reaches 85, a warning letter will be mailed to the parents/guardians. A final notice will be mailed when the total reaches 69 or below. Any student reaching a point total of zero may graduate but may not attend the graduation ceremony. Any student denied the privilege of attending a trip due to their merit total will be required to remain in internal suspension for the day and complete classwork. To encourage proper behavior, a student will be able to gain back five (5) points, if they do not receive any loss of points for thirty (30) consecutive school days.

If a student loses all 100 merit points, he/she will be required to serve (5) internal suspensions from 8AM –12PM during summer vacation. Failure to comply will result in the student beginning the following school year with zero merit points. That student will also need to make up for the week missed during the following summer vacation, otherwise he/she will remain at zero merits.

New students that have a discipline record that register to Quinton Township School after the school year has begun will have their discipline infractions transferred into merit points lost. For example, if a student was involved in using offensive language at his/her former school, that student will start with 96 merits. A first offense use of offensive language would equate to an internal suspension and a loss of 4 merit points.

DISCIPLINARY CODE ACTIONS

The administration and staff will apply the following guidelines in the consistent administration of discipline at Quinton Township Elementary School. Decisions regarding disciplinary matters will depend on the following:

1. A complete investigation and presentment of evidence in detail;
2. Consideration of the severity of the offense;
3. Consideration of the repetitive behavior of the offender; and
4. Fairness in light of mitigating circumstances.

PENALTIES

1. Lunch/recess detention – Students will be required to sit in the Principal’s office during the lunch/recess period.
2. After-school detention – Students will be required to remain after school from 3:00 – 4:00 PM. Parents must arrange transportation for their child, but will be given 24-hour notice for the detention via the hand-carried discipline referral form. The discipline referral form must be signed by the parent and returned to the school. Detention(s) assigned by the office must begin within three (3) days of the offense.
 - If a student is unable to serve an after school detention, that student will be required to serve a ½ day internal suspension as an alternative punishment.
3. Internal suspension – Students will be required to be isolated for the entire school day including lunch period. The student will not be permitted to attend any after-school activities during the time of the suspension. * Students in internal suspension may bring their own lunch or order from the cafeteria.

4. External suspension – Students will be required to remain out of school for the entire school day. A parent-administrator conference at the school will be required prior to re-entry to the regular school program. The student will not be permitted to attend any after-school activities during the time of the suspension.

THE ADMINISTRATION RESERVES THE RIGHT TO ASSIGN ALTERNATIVE PENALTIES WHEN DISCIPLINARY GUIDELINES ARE NOT FOLLOWED AND IS THE FINAL AUTHORITY ON CODE INFRACTION INTERPRETATION. STUDENT DISCIPLINE MAY BE IMPLEMENTED PRIOR TO PARENT CONTACT.

POSITIVE STUDENT DEVELOPMENT

The following factors at a minimum, shall be given full consideration by school administration in the development of remedial measures to address the problem behaviors:

- Age, developmental and maturity levels of the parties involved;
- Degree of harm;
- Surrounding circumstances;
- Nature and severity of the behaviors;
- History of past incidences or past or continuing patterns of behavior;
- Relationships between the parties involved; and,
- Context in which the alleged incidents occurred.

Remedial measures could include the following:

- Restitution and restoration;
- Mediation;
- Corrective instruction or other relevant learning or service experience;
- Supportive student interventions, including referral to and participation of the Pupil Assistance Committee pursuant to N.J.A.C. 6A:16-8;
- Behavioral management plan, with benchmarks that are closely monitored;
- Assignment of leadership responsibilities;
- Involvement of Principal;
- Student counseling; or,
- Parent conferences.

CHILD STUDY TEAM EVALUATION

Any student who has been suspended from school may, following the third suspension in any school year, be referred to the Child Study Team for a complete evaluation. According to the Special Education regulations (NJAC 6: 28 – 3.1), a child study team is an interdisciplinary group of appropriately certified persons, a school psychologist, a learning disabilities teacher/consultant, and a school social worker. Their function is to evaluate and determine eligibility of pupils for special education and provide preventive and support services.

EXPULSION

When circumstances warrant the expulsion of a student, the following procedure will be followed:

1. The Chief School Administrator will notify the Board of Education of charges prior to the next regular meeting. A formal hearing will be scheduled within 21 days of such notice (R.R. v. Board of Education of the Shore Regional H.S. District, 109 NJ Superior 337, 263 A.2d 180, 1970).
2. Written notice of charges against the student shall be supplied to the student and his/her guardian(s).
3. The Board of Education shall ascertain the facts and if the facts indicate the student's guilt, the Board shall review the designated punishment to determine its fairness.
4. The parents and student shall be present at the hearing. Legal counsel may represent students. Witnesses may be cross-examined.
5. A written record of the hearing shall be kept.
6. The findings and recommendations of the Board of Education shall be reduced to writing and send it to the student and his/her parents.
7. The student and his/her parents shall be made aware of their right to appeal the decision of the Board of Education.
8. All involved staff members shall be consulted for their input regarding the student including the Child Study Team.
9. Juvenile authorities and law enforcement agencies shall be notified or consulted if necessary.

It must be emphasized that actions taken by teachers and/or administrators are intended to remediate problems as well as provide a safe and secure environment for learning.

DISCIPLINE CODE INFRACTIONS AND PENALTIES

Grades 3 - 8

ACTIONS AGAINST THE RIGHTS OF OTHERS

1. Misconduct during class time that disrupts the activities taking place. For example: Excessive noise, excessive talking, throwing things, distracting action or comments. **This is cumulative, not per teacher.**

- a. 1st offense: Teacher contact - Email with reply or documented phone conversation
- b. 2nd offense: 1 detention
- c. 3rd offense: 2 detentions
- d. 4th offense: 3 detentions
- e. 5th and all subsequent offenses: 1 internal

A student will proceed to the second offense only if the teacher completing the referral has documented the first offense.

2. Misconduct during a school program or assembly.

- a. 1st and all subsequent offenses: 1 detention and removal from the program offenses

3. Misconduct in a non-instructional setting. For example: excessive noise, horseplay, running, shoving, or throwing things.

- a. 1st offense: Teacher contact - Email with reply or documented phone conversation
- b. 2nd offense: 1 detention
- c. 3rd offense: 2 detentions
- d. 4th offense: 3 detentions
- e. 5th and all subsequent offenses: 1 internal suspension

A student will proceed to the second offense only if the teacher completing the referral has documented the first offense.

4. Taking or possessing the property of an individual by force or fear.

- a. 1st offense: 1 external suspension
- b. 2nd offense: 2 external suspensions
- c. 3rd and all subsequent offenses: 3 external suspensions

5. Taking, possessing or destroying the property of an individual without knowledge or permission.

- a. 1st offense: (1-3) internal suspensions; parent held financially responsible for repair or replacement; possible police contact
- b. 2nd offense: (3-5) internal suspensions; parent held financially responsible for repair or replacement; possible police contact
- c. 3rd and all subsequent offenses: (1-3) external suspension; parent held financially responsible for repair or replacement; possible police contact

6. Willfully causing or attempting to cause damage to school property.

- a. 1st offense: 1 to 3 external suspensions; parent held financially responsible for repair or replacement; police action possible
- b. 2nd offense: 3 to 5 external suspensions; parent held financially responsible for repair or replacement; police action possible
- c. 3rd and all subsequent offenses: 5 to 10 external suspensions; parent held financially responsible for repair or replacement; possible police contact

7. Causing damage to school property.

- a. 1st offense: 1 to 3 internal suspensions; parent held financially responsible for repair or replacement; police action possible
- b. 2nd offense: 3 to 5 internal suspensions; parent held financially responsible for repair or replacement; police action possible
- c. 3rd and all subsequent offenses: (1-3) external suspension; parent held financially responsible for repair or replacement; possible police contact

8. Willfully taking or possessing school property

- a. 1st offense: 1 to 3 external suspensions; parent held financially responsible for repair or replacement; police action possible
- b. 2nd offense: 3 to 5 external suspensions; parent held financially responsible for repair or replacement; police action possible
- c. 3rd and all subsequent offenses: (5-10) external suspension; parent held financially responsible for repair or replacement; police action possible

9. Smoking/Vaping on school property or buses and/or the possession of smoking items and/or tobacco products.

- a. 1st offense: 1 to 3 internal suspensions
- b. 2nd offense: 3 to 5 internal suspensions
- c. 3rd and all subsequent offenses: 1 to 3 external suspensions

10. Possession or use of fireworks and/or other explosive devices.

- a. 1st offense: 1 to 3 external suspensions; parent held financially responsible for repair or replacement; police action possible
- b. 2nd offense: 3 to 5 external suspensions; parent held financially responsible for repair or replacement; police action possible
- c. 3rd and all subsequent offenses: 5 to 10 external suspensions; parent held financially responsible for repair or offenses replacement; police action possible

11. Possession of electronic devices on school grounds. This includes cell phones.

- a. 1st and all subsequent offenses: 1 detention; confiscation with return to parents only

12. Generation of false alarms.

- a. 1st offense: 1 external suspensions; police contact possible
- b. 2nd and all subsequent offenses: 3 external suspensions; police contact possible

13. Possession or use of alcoholic beverages.

- a. 1st offense: 5 external suspensions; police contact with possession
- b. 2nd and all subsequent offenses: 10 external suspensions; police contact with possession offenses:

14. Possession or use of narcotics or possession of paraphernalia commonly associated with the possession or use of controlled foreign substances(s).

- a. 1st offense: 5 external suspensions; police contact with possession
- b. 2nd and all subsequent offenses: 10 external suspensions; police

subsequent offenses: contact with possession

15. Sale, purchase, or transfer of a controlled dangerous substance.

- a. 1st and all 10 external suspension; police
subsequent offenses: contact

Note: New Jersey Law requires that any teacher or other member of the school's educational staff who believes that a student is under the influence of drugs must report the matter to a school administrator. The administrator in turn must notify the student's parents or guardians. If, after a medical examination, it is determined that the student is under the influence of such substances, this fact must be reported by the school to the New Jersey Department of Health. Also, the student must be sent home and cannot return until a physician certifies that he or she is physically and mentally able to resume attendance at school (NJSA 18A: 40 – 4.1 and Quinton Board of Education Policy 5131.6).

16. Use of any item as a weapon.

- a. 1st offense: 1 to 3 external suspensions;
possible police contact
b. 2nd offense: 3 to 5 external suspensions;
possible police contact
c. 3rd and all 5 to 10 external suspension; possible police contact
subsequent offenses:

17. Use of cell phone

- a. 1st and all 1 internal suspension; confiscation with
subsequent offenses: return to parents only

18. Possession of any item that could be used to produce physical discomfort or permanent injury to others.

- a. 1st offense: (1 – 3) internal suspensions;
possible police contact
b. 2nd offense: (1-3) external suspensions;
possible police contact
c. 3rd and all 3 to 5 external suspension; possible police

subsequent offenses: contact

Note: Items will be confiscated and will not be returned to students.

19. Possession of a firearm.

In compliance with State law (Chapter 127 to 1995) any student found to be in possession of a firearm on any school property, on a school bus, or at a school-sponsored function; or having committed a crime while possessing a firearm shall be immediately removed from the school's regular education program for a period of not less than one calendar year and placed in an alternative education program pending a hearing before the Board of Education to remove the pupil. Consequences will be administered pursuant to N.J.A.C. 6A:16-5.5 (firearms offenses), 5.6 (assaults with weapons offenses), 5.7 (assaults on board of education members or employees).

20. Abusive conduct, any act of physical aggression toward any school employee.

- a. 1st offense: Student shall be immediately suspended from school consistent with procedural due process pending expulsion proceedings before the Board of Education no later than 21 days following the day on which the pupil was suspended (NJSA 18A: 37 – 2.1). See long-term suspension and expulsion.

21. Use of a weapon to assault a pupil, teacher, administrator, board member or other school district employee.

- a. 1st offense: In compliance with State law (Chapter 128 of 1995) any student that uses a weapon other than a firearm to assault a pupil, teacher, administrator, board member or other school district employee shall be immediately removed from the school's regular education program for a period of not less than one calendar year and placed in an alternative education program pending a hearing before the Board of Education to remove the pupil.

22. Using the phone without office permission.

- | | |
|---|-------------|
| a. 1st and all
subsequent
offenses: | 1 detention |
|---|-------------|

23. Cheating.

- | | |
|---|-------------------------|
| a. 1st and all
subsequent
offenses: | up to 1 day of internal |
|---|-------------------------|

24. Chewing gum during school hours.

- | | |
|---|-------------|
| a. 1st and all
subsequent
offenses: | 1 detention |
|---|-------------|

25. Eating or drinking in any area other than the lunchroom except when sanctioned by a teacher.

- | | |
|---|-------------|
| a. 1st and all
subsequent
offenses: | 1 detention |
|---|-------------|

26. Distribution, possession, creation or use of pornographic material (pictorially or in writing).

- | | |
|-----------------|------------------------|
| a. 1st offense: | 1 internal suspension |
| b. 2nd offense: | 1 external suspension |
| c. 3rd and all: | 3 external suspensions |

27. Indecent exposure or lewd behavior.

- | | |
|-----------------|-----------------------------|
| a. 1st offense: | 3 to 5 external suspensions |
|-----------------|-----------------------------|

- b. 2nd and all subsequent offenses 5 to 10 external suspension; possible police contact

28. Chronic homework neglect.

- a. 3 missing assignments-teacher must make contact with parents (and Child Study Team if appropriate)
- b. 50% of missing assignments by mid marking period will result in 1 after school detention per class.

29. Failure to return signed office referrals.

- a. 1st and all subsequent offenses: 1 lunch detention

30. Homework center misconduct (students attending on a voluntary basis).

- a. 1st offense: 1 detention
- b. 2nd offense: Removal from any further participation

31. School dress code violation.

- a. 1st and all subsequent offenses: The student will be called to the Principal's office.
The student will be given a warning. Students are allowed two warnings per marking period. All subsequent violations in the marking period will result in one after-school detention. Merits will be subtracted for school uniform violations.

Note: Students who blatantly violate the school dress code policy will be immediately placed in internal suspension (ex: vulgar language). The parent will be contacted and will be responsible for bringing in a change of clothes. If the parent is unable to bring in a change of clothes, the student will be required to serve the entire day in internal suspension. If the student is in grades 3 – 8, four merits will be subtracted from the student's total.

If a student blatantly violates the policy a second time, the offense will be categorized as willful defiance.

ACTION AGAINST THE PERSON Grades 3 - 8

1. Public display of intimacy.

- a. 1st offense: 1 detention
- b. 2nd offense: 2 detentions
- c. 3rd and all subsequent offenses: 1 internal suspension

2. Invading the body space of others (touching other students inappropriately, unwarranted physical contact).

- a. 1st offense: 1 detention
- b. 2nd offense: 2 detentions
- c. 3rd and all subsequent offenses: 1 internal suspension

3. Name-calling towards other students.

- a. 1st offense: 1 detention
- b. 2nd offense: 2 detentions
- c. 3rd and all subsequent offenses: 1 internal suspension

4. The use of offensive language.

- a. 1st offense: 1 internal suspension
- b. 2nd offense: 2 internal suspensions
- c. 3rd and all subsequent offenses: 1 external suspension

5. Verbal or written (delivered or undelivered) assault to students – obscene and/or vulgar language, harassment, intimidation, gestures, racial slurs, or threats towards other students.

- a. 1st offense: 1 internal suspension
- b. 2nd offense: 2 internal suspensions
- c. 3rd offense and all subsequent offenses 1 to 3 external suspension and referral to I and RS

6. Repetitive bullying of a specific individual.

- a. 1st offense: 3 internal suspensions
- b. 2nd offense: 5 internal suspensions
- c. 3rd offense: 3 external suspensions
- d. 4th offense: 4 external suspensions

Policy 5131.9 prohibiting harassment, intimidation, and bullying is in the back of this booklet as well as on the school website.

7. Physical assault to students – fighting and/or incitement that could result or results in physical confrontation between students.

- a. 1st offense: 1 to 3 internal suspensions
- b. 2nd offense: 3 to 5 internal suspensions
- c. 3rd offense: 5 to 10 external suspensions

8. Willful disobedience, defiance, disrespect, or insubordination to any teacher or person having authority over the student.

- a. 1st offense: 1 internal suspension
- b. 2nd offense: 2 internal suspensions
- c. 3rd offense: 1-3 external suspension; IR&S Meeting to discuss student behavior

9. Verbal assault – obscene and/or vulgar language, gestures, and/or threats toward any school employee, bus driver, or parent chaperoning any school event.

- a. 1st offense: Police contact, Crisis Evaluation 1 to 3 external suspensions
- b. 2nd offense: And all other subsequent offenses Police contact, Crisis evaluation, CST Referral, 3 to 5 external suspensions

10. Abusive conduct, any act of physical aggression toward any school employee.

- a. 1st offense: The student shall be immediately suspended from school consistent with procedural due process pending expulsion proceedings before the Board of Education no later than 21 days following the day on which the pupil was suspended (NJSA 18A:37 – 2.1).

11. Throwing snowballs.

- a. 1st and all subsequent offenses: 1 detention

12. Extortion – taking money or any other item through threats.

- a. 1st offense: 1 to 3 external suspensions
- b. 2nd offense: 3 to 5 external suspensions
- c. 3rd and all subsequent offenses: 5 to 10 external suspension; possible police contact

13. Forging parental/guardian signature.

- a. 1st and all subsequent offenses: 1 detention

14. Verbal or written threat to take another student's life.

- a. 1st offense: Police Contact, Crisis Evaluation, and (1-3) internal suspensions
- b. 2nd and all subsequent offenses: Police Contact, Crisis Evaluation, CST Referral, 1+external suspensions

15. Misuse of Technology – Violations include:

- Looking at or searching for inappropriate material
- Changing the computer settings
- Purposely deleting or compromising another student's work
- Destruction of technology
- Each violation will result in the student not being permitted to utilize technology offered by Quinton School for 30 days.

- | | |
|-------------------------------------|--|
| a) 1st offense: | 1 internal suspension and restitution |
| b) 2nd offense: | 2 internal suspensions and restitution |
| c) 3rd offense: | 3 internal suspensions and restitution |
| d) 4th and all subsequent offenses: | 1 external suspension and restitution |

16. Sexual harassment – Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal or physical conduct of a sexual nature when made by any student or another student.

Note: Based on the severity of the offense, the student will receive from 1 to 5 external suspensions.

ACTIONS RELATING TO SCHOOL ATTENDANCE

1. Lateness to school (unexcused) (All grades)

- a. All offenses: Unexcused lateness to school three times within a 30 day period will result in the assignment of one detention

2. Leaving school early (unexcused) (Grades 3 – 8)

- a. All offenses: Leaving school early for an unexcused reason three times within a 30 day period will result in the assignment of one detention

3. Unexcused lateness to class (Grades 3 – 8)

- a. 1st and all subsequent offenses: 1 detention

4. Cutting class, lunch (Grades 3 – 8)

- a. 1st and all subsequent offenses: 2 detentions

5. Truancy (truancy is a violation of NJ attendance laws). (All grades)

- a. 1st offense: 1 internal suspension
- b. 2nd offense: 2 internal suspensions
- c. 3rd and all subsequent offenses: 3 internal suspensions

Note: Each school district is required to have attendance officers (NJSA 18A: 38 – 32). Their role is to look into all attendance violations and warn the violators and their parents or guardians of the consequences of continued violations. These consequences can include appropriate charges being filed in court with a monetary penalty (NJSA 18A: 38 – 31). The officers must notify the parents or guardians in writing and tell them to have the child begin attending school regularly within five days after the notice is sent or personally delivered (NJSA 18A: 38 – 29). The officer must also deliver any child who is truant from school to his/her parents or guardians or to the teacher of the school at which the student is enrolled (NJSA 18 A: 38-28).

6. Not attending a detention assigned by the office. (Grades 3 – 8)

- a. 1st and all subsequent offenses: 1 detention

7. Leaving school grounds without permission. (Grades 3 – 8)

- a. 1st offense: 1 external suspension
- b. 2nd offense: 2 external suspensions
- c. 3rd and all subsequent offense: 3 external suspensions

8. In an unauthorized area without permission and/or supervision before, during and after school hours. (Grades 3 – 8)

- a. 1st offense: 1 detention
- b. 2nd offense: 2 detentions
- c. 3rd and all subsequent offenses: 1 internal suspension

Note: Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even by extra after-school instruction. Consequently, many pupils who miss school frequently experience great difficulty in achieving the maximum benefits of schooling. Indeed, many pupils in these circumstances are able to achieve only mediocre success in their academic programs. The school cannot teach pupils who are not present.

The Commissioner of Education has held that a School Board of Education may impose penalties for unjustifiable tardiness, improper absences from classes, truancy, and other unexcused absences. He has sustained a board policy, which has denied course credit based on a student's lateness and absences. The Quinton Township Board of Education has determined the following absences as excusable according to policy 5113:

1. Personal illness or injury;
2. Death of a member of the immediate family or household;
3. Absence due to court intervention;
4. Religious holidays as prescribed by NJSA 18: 26 – 16;
5. Quarantine;
6. School sponsored activities; and
7. Unique special circumstances which may develop on a case-to-case basis.

Note: All other absences shall be marked as unexcused and subject the pupil to disciplinary action.

Any pupil who for any reason fails to attend 160 days of school within any academic year, shall be subject to an administrative review by the Chief School Administrator before the student can be considered for promotion. (Quinton Township Board of Education Policy – 5113). Any student who is absent from school for five consecutive days or more must submit medical verification of his/her recent absenteeism upon return to school, which should certify that he/she is free from contagion. Student will be given a reasonable length of time to make up work that was missed due to excused absences (Quinton Policy – 6154, 5113). No after-school activities may be attended on the day of an absence

ACTIONS RELATING TO TRANSPORTATION

The following is a list of bus rules, which must be followed by every student. Any infraction of the rules will be cause for punishment at the discretion of the Principal. Penalties may include removal from the bus for a period of 3 days to the remainder of the year. Serious misbehavior on the bus may also be cause for punishment up to and including suspension or expulsion from school.

BUS RULES:

1. The bus driver will assign seats.
 - a. No rudeness or profanity.
 - b. Do not eat or drink on the bus; keep the bus clean.
 - c. Violence is prohibited. (Any act of violence will result in additional consequences in accordance with the discipline policy).
 - d. Remain seated in your assigned seat.
 - e. No smoking.
 - f. Keep your hands and head inside the bus.
 - g. Do not destroy property. (Restitution by parents will be required if property is destroyed.)
 - h. No throwing objects within the bus or out of the bus windows.
 - i. No unnecessary noise or shouting.
 - j. No obscene gestures to people inside or outside of the bus.
 - k. For your own safety, do not distract the bus driver through misbehavior.

GENERAL BUS INFRACTIONS (ALL GRADES)

- a. First offense: Bus misconduct form, signed by the bus driver will be sent home to the parents stating the date and nature of the offense with the statement that any future offenses will be punished by exclusion from riding the bus. This form must be signed by the parent and returned to the office.
- b. Second offense: Exclusion from riding the bus for three (3) school days. Parents are notified of the reason for the exclusion and the effective days. Parents will be responsible for the transportation of the student to and from school.
- c. Third offense: Exclusion from riding the bus for five (5) school days. Parents are notified of the reason for the exclusion and the effective dates. Parents will be responsible for the transportation of the student to and from school.

d. Fourth offense: Exclusion from riding the bus for ten (10) school days. Parents are notified of the reason for the exclusion and the effective dates. Parents will be responsible for the transportation of the student to and from school.

e. Fifth and all subsequent offenses: Exclusion from riding the bus for thirty (30) school days. Parents are notified of the reason for the exclusion and the effective dates. Parents will be responsible for the transportation of the student to and from school.

ACTIONS RELATING TO THE CAFETERIA (GRADES 3 – 8)

1. Not sitting at the assigned table.

- | | |
|-------------------------------------|--------------------------|
| a. 1st offense: | 1 lunch/recess detention |
| b. 2nd and all subsequent offenses: | 1 detention |

2. Not remaining seated during lunch.

- | | |
|-------------------------------------|--------------------------|
| a. 1st offense: | 1 lunch/recess detention |
| b. 2nd and all subsequent offenses: | 1 detention |

3. Sitting or lying down on the tables.

- | | |
|-------------------------------------|--------------------------|
| a. 1st offense: | 1 lunch/recess detention |
| b. 2nd and all subsequent offenses: | 1 detention |

4. Misconduct. For example: Excessive noise, horseplay, running shoving, pounding tables, and screaming.

- | | |
|-------------------------------------|---------------------------|
| a. 1st offense: | 1 lunch/recess detention |
| b. 2nd offense: | 2 lunch/recess detentions |
| c. 3rd offense: | 3 lunch/recess detentions |
| d. 4th and all subsequent offenses: | 1 internal suspension |

5. Throwing food.

- | | |
|-------------------------------------|------------------------|
| a. 1st offense: | 1 internal suspension |
| b. 2nd and all subsequent offenses: | 2 internal suspensions |

6. Spitting.

- | | |
|-------------------------------------|--------------------------|
| a. 1st offense: | 1 lunch/recess detention |
| b. 2nd and all subsequent offenses: | 1 detention |

7. Touching or taking other students' food without permission from them.

- | | |
|-------------------------------------|---------------------------|
| a. 1st offense: | 1 lunch/recess detention |
| b. 2nd offense: | 2 lunch/recess detentions |
| c. 3rd and all subsequent offenses: | 1 internal suspension |

8. Possession of carbonated drinks.

- | | |
|-------------------------------------|---------------------------|
| a. 1st offense: | 1 lunch/recess detention |
| b. 2nd offense: | 2 lunch/recess detentions |
| c. 3rd and all subsequent offenses: | 1 detention |

NOTE: ALL RULES OF THE QUINTON TOWNSHIP DISCIPLINE CODE APPLY TO THE CAFETERIA

ACTIONS RELATING TO THE PLAYGROUND (GRADES 3-8)

1. Misconduct on the playground.

- | | |
|-------------------------------------|---|
| a. 1st offense: | Teacher contact - Email with reply or documented phone conversation |
| b. 2nd offense: | 1 lunch/recess detention |
| c. 3rd offense: | 2 lunch/recess detentions |
| d. 4th offense: | 3 lunch/recess detentions |
| e. 5th and all subsequent offenses: | 1 internal suspension |

2. Misuse of playground equipment or use of restricted equipment.

- | | |
|-------------------------------------|---------------------------|
| a. 1st offense: | 2 lunch/recess detentions |
| b. 2nd offense: | 1 detention |
| c. 3rd offense: | 2 detentions |
| d. 4th and all subsequent offenses: | 1 internal suspension |

3. Refusal to stay within the playground boundaries.

- | | |
|-------------------------------------|-----------------------|
| a. 1st offense: | 1 detention |
| b. 2nd offense: | 2 detentions |
| c. 3rd and all subsequent offenses: | 1 internal suspension |

4. Eating, drinking, littering on the playground.

- | | |
|-------------------------------------|--------------------------|
| a. 1st and all subsequent offenses: | 1 lunch/recess detention |
|-------------------------------------|--------------------------|

5. Playing any game, which results in students hitting, tripping, shoving, or falling on top of each other. (Tackle football and other contact sports prohibited).

- | | |
|-------------------------------------|---------------------------|
| a. 1st offense: | 1 lunch/recess detention |
| b. 2nd offense: | 2 lunch/recess detentions |
| c. 3rd and all subsequent offenses: | 1 internal suspension |

NOTE: ALL RULES OF THE QUINTON TOWNSHIP DISCIPLINE CODE APPLY TO THE PLAYGROUND. CREDIT IS DUE TO THE NEW JERSEY STATE DEPARTMENT OF EDUCATION FOR THE MATERIAL UTILIZED IN THEIR BOOKLET, “STUDENT CODES OF CONDUCT”.

DISCIPLINE CONSEQUENCES FOR GRADES PK-2

Please note that all students in grades PK-2 will be held accountable for all discipline listed in pages 17-36, however their consequences are listed below, unless indicated.

First Offense – Verbal reprimand by staff member

Second Offense – Parent contact by phone/note/email/classroom dojo, etc.

Third Offense – Loss of classroom privileges (Individual teacher will decide)

Fourth Offense – Discipline referral and lunch detention

Fifth Offense – Half hour after school detention and a parent conference with the teacher, guidance counselor and principal

Sixth Offense – Half hour after school detention and an IRS referral and loss of the next upcoming extracurricular privilege

Extra Curricular Privileges could include, but not limited to:

- Non-Educational Party
- School Assembly
- Track and Field Day

The first three incidents of offenses (same type) are handled at the teacher level. The fourth offense and all subsequent offenses will be handled by administration.

ATTENDANCE

Quinton Township School has revised the attendance plan in accordance with state regulations. Students are required to be in school by 8:25 a.m. Parents are requested to call the school by 9:00 AM on each day a student is absent from school. If parents have not called by 9:00 AM, school personnel will call to check on the child. In the event that phone contact was not made, parents are requested to send a signed and dated note on the day the child returns to school explaining the reason for the absence. Please utilize the absentee hotline at (856) 935-2379 ext. 1 to report an absence during non-school hours.

Unexcused absences will result in action consistent with the District's Code of Conduct as stated below. These actions may include, for example, letters home to the parents, meetings with the principal to develop an individual plan to improve attendance, or submitting referrals to the courts for truancy.

From one to four unexcused absences:

- Notification to the parent of the unexcused absence.
- Investigation to determine causes of unexcused absence.
- Development of an action plan to address the patterns of the habitual unexcused absences.

From five to nine unexcused absences:

- Notification to the parent of the unexcused absence.
- Investigation to determine causes of unexcused absence.
- Evaluation and revision of the action plan as needed.

Cases of ten or more unexcused absences:

- A mandatory referral to the court program designated and required by the New Jersey Administrative Office of the Courts.
- An attempt will be made to notify the student's parents/guardians of said mandatory referral.
- Continuation of consultations with the parent/guardians and the involved agencies to support the student's return to school and regular attendance.
- Cooperation with law enforcement and other authorities and agencies, as appropriate.
- Proceed in accordance with the provisions of N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School and other applicable state and federal statutes, as required.

Excused Absences

The Board of Education considers the following as cause for excused absence:

- Disabling illness;
- Recovering from an accident;
- Required court attendance;
- Family illness (serious illness of a family member of the student, residing in the household of the student or the quarantine of the family member, family or student in accordance with the directives of health officials);
- Death in the family (death of a family member of the student, including but not limited to parent/guardian, sibling, grandparent, aunt, uncle, etc.);
- Religious observance – In accordance with N.J.S.A. 18A:36-14 through 16, no pupil absent for religious observance of the day recognized by the commissioner of education or this Board of Education shall be charged with an unexcused absence, deprived of an award or eligibility/opportunity to compete for an award, or of the right to take an alternate to a test or examination missed through absence;
- Such good cause as may be acceptable to the Principal with written parental permission.

Please note that vacations are considered unexcused absences.

Quinton's focus on an attendance policy, together with school climate and increased academic performance offers an opportunity to engage the entire school community – parents, staff, students, and community members - in a process which will build upon the strengths of all concerned.

Quinton Township Board of Education

District Policy Manual

Harassment, Intimidation & Bullying Policy 5131.9

Date Adopted: December 10, 1985 Date Revised: April 3, 1995, June 26, 2003, August 16, 2007, October 23, 2008, February 26, 2009, February 25, 2010, June 30, 2011, August 25, 2011

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

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment; and since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

For the purposes of this policy, "harassment, intimidation or bullying" means any gesture or written, verbal or physical act or any use of an electronic communication device directed at a student that takes place on or off school grounds, at any school-sponsored function, or on a school bus as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3 that:

- A. Targets a student and which may affect his/her educational program;
- B. Substantially disrupts, infringes or interferes with the orderly operation of the school or the rights of other students;
- C. Creates a hostile educational environment for a student(s) by infringing and/or interfering with a student(s)' education;
- D. Severely or pervasively causes physical or emotional harm to a student(s);
- E. Is motivated 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 disability; or,
- F. By any other distinguishing characteristic; and

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

For the purposes of this policy and as defined in NJSA 18A:37-15.1, an electronic communication device is, "A communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer or pager."

Acts of harassment, intimidation or bullying may also be a pupil or group of pupils exercising control over another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

The term "school grounds," pursuant to NJAC 6A:16-1.3, means and 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 property also includes other facilities as defined in NJAC 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.

Anti-Bullying Coordinator

The Superintendent of Schools shall appoint the principal as the district anti-bullying coordinator. The district anti-bullying coordinator shall be responsible for overseeing and strengthening the anti-bullying initiatives and policies of this district to prevent, identify and address harassment, intimidation or bullying of students. The district anti-bullying coordinator shall also:

- A. Collaborate with the Board of Education and the Superintendent of Schools to prevent, identify and respond to harassment, intimidation or bullying of students in the district;
- B. Provide data in collaboration with the Superintendent of Schools, to the New Jersey Department of Education regarding harassment, intimidation or bullying of students;
- C. Execute such other duties related to school harassment, intimidation or bullying as requested by the Superintendent of Schools; and,

- D. Meet at least twice per school year (once in the first semester and once in the second semester) with the Superintendent of Schools to discuss and strengthen procedures and policies to prevent, identify and address harassment, intimidation or bullying in the district.

In addition, a school safety team shall be established in each school to foster and maintain a positive school climate within the schools. Any parent/guardian who serves on the school safety team shall not participate in any activity of the team that may compromise the confidentiality of students.

The Principal shall be appointed by the Superintendent of Schools to fulfill the role of anti- bullying specialist.

The school anti-bullying specialist shall:

- A. Chair the school safety team;
- B. Lead investigations of incidents of harassment, intimidation or bullying in the school; and,
- C. Act as the primary school official responsible for preventing, identifying and addressing incidents of harassment, intimidation or bullying in the school.

The Superintendent of Schools/designee shall develop a list of appropriate responses to actions of harassment, intimidation or bullying occurring off school grounds, in cases in which a school employee is made aware of such actions. These responses shall be consistent with the district's code of student conduct and other provisions of this policy and in accordance with the provisions of state and federal laws.

For school staff to address HIB that occurs off school grounds there must be reason to believe, at a minimum, that the alleged HIB has substantially disrupted or interfered with the orderly operation of the school or the rights of other students. Once this determination has been made, school staff must implement the provisions of this policy and the code of student conduct of the district.

Expected Behavior

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

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

The Board of Education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent discipline problems and encourage pupils' abilities to grow in self-discipline.

Cyber-bullying

The Board of Education expressly forbids cyber-bullying. For the purposes of this policy, "cyber-bullying" shall mean using the communication capacities of computers, the Internet and/or other digital communication devices to bully others by:

- A. Sending or posting cruel messages or images;
- B. Threatening others;
- C. Excluding or attempting to exclude others from activities or organizations;
- D. Starting or passing on rumors about others or the school system;
- E. Harassing or intimidating others;
- F. Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
- G. Sending or posting harmful, untrue or cruel statements about a person to others;
- H. Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
- I. Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or,
- J. Engaging in tricks to solicit embarrassing information that is then made public.

Pupils found to be engaging in activities as described above shall be subject to the terms and sanctions found in this policy and the discipline code of the district.

The Superintendent of Schools shall provide annually to pupils and their parents/guardians the rules of the district regarding pupil conduct, and the policy shall appear in all publications of the school district's comprehensive rules, procedures and standards of conduct for schools within the school district, including the pupil handbook.

Provisions shall be made for informing parents/guardians whose primary language is other than English. These district rules shall include, but not be limited to:

- A. Describing pupil responsibilities including the requirements for pupils 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;
- B. Addressing appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success,
- C. Explaining pupil rights; and, D. Identifying disciplinary sanctions and due process.

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

Discipline of Pupils

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidents or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil behavior and the consequences of such actions and to involvement of law enforcement officers, including school resource officers.

Pupils

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

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

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

Consequences

- A. Admonishment;
- B. Temporary removal from the classroom;
- C. Deprivation of privileges;
- D. Classroom or administrative detention;
- E. Referral to disciplinarian;
- F. In-school suspension during the school week or the weekend;
- G. After-school programs;
- H. Out-of-school suspension (short-term or long-term);
- I. Legal action; and
- J. Expulsion.

Remedial Measures

- A. Personal;
- B. Restitution and restoration;
- C. Mediation;
- D. Peer support group;
- E. Recommendations of a student behavior or ethics council;
- F. Corrective instruction or other relevant learning or service experience;
- G. Supportive student interventions, including participation of the intervention and referral services team;
- H. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- I. Behavioral management plan, with benchmarks that are closely monitored;
- J. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- K. Involvement of school disciplinarian;
- L. Student counseling;
- M. Parent conferences;
- N. Student treatment; or
- O. Student therapy.

Environmental (Classroom, School Building or School District)

- A. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- B. School culture change;
- C. School climate improvement;
- D. Adoption of research-based, systemic bullying prevention programs;

- E. School policy and procedures revisions;
- F. Modifications of schedules;
- G. Adjustments in hallway traffic;
- H. Modifications in student routes or patterns traveling to and from school;
- I. Supervision of students before and after school, including school transportation;
- J. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- K. Teacher aides;
- L. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- M. General professional development programs for certificated and non-certificated staff;
- N. Professional development plans for involved staff;
- O. Disciplinary action for school staff who contributed to the problem;
- P. Supportive institutional interventions, including participation of the intervention and referral services team;
- Q. Parent conferences;
- R. Family counseling;
- S. Involvement of parent-teacher organizations;

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

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

Staff

Any person who has been convicted of bias intimidation may disqualify that person for employment in this district. Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges that could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

Consequences

- A. Admonishment;
- B. Temporary removal from the classroom;
- C. Deprivation of privileges;
- D. Referral to disciplinarian;
- E. Withholding of Increment
- F. Suspension;
- G. Legal action; and
- H. Termination.

Remedial Measures

- A. Personal;
- B. Restitution and restoration;
- C. Mediation;
- D. Support group;
- E. Recommendations of behavior or ethics council;
- F. Corrective action plan;
- G. Behavioral assessment or evaluation;
- H. Behavioral management plan, with benchmarks that are closely monitored;
- I. Involvement of school disciplinarian;
- J. Counseling;
- K. Conferences;
- L. Treatment; or
- M. Therapy.

Environmental (Classroom, School Building or School District)

- A. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- B. School culture change;
- C. School climate improvement;
- D. Adoption of research-based, systemic bullying prevention programs;
- E. School policy and procedures revisions;
- F. Modifications of schedules;
- G. Supervision;
- H. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- I. General professional development programs for certificated and non-certificated staff;
- J. Professional development plans for involved staff;
- K. Disciplinary action;
- L. Supportive institutional interventions, including participation of the intervention and referral services team;
- M. Conferences;
- N. Counseling.

Reporting Harassment, Intimidation or Bullying

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

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

All acts of harassment, intimidation or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted services provider witnessed or received reliable information regarding any such incident. The principal shall inform the parent(s)/guardian(s) of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services. All acts of harassment, intimidation or bullying shall be reported in writing to the principal within 2 school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subjected to harassment, intimidation or bullying.

In cases in which an incident of harassment, intimidation or bullying occurs exclusively among or between special education students or student with developmental disabilities in the context of a county special services school district or a separate program for special education students within a school district, the school employee who witnesses such an incident shall have the discretion to determine whether it is necessary to report the incident or if the incident may have been affected by the condition of the student(s) and thereby warrants an alternative approach more appropriate in the special education context.

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

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

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

The appropriately designated administrator shall maintain all reports and records of the investigation on file.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The Board of Education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school district) responses may include, but are not limited to:

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

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include, but not be limited to:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith- based).

Retaliation and Reprisal Prohibited

The Board of Education prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the

Superintendent of Schools and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and Board of Education policies and procedures.

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

Students

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

School Employees

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

Visitors, Volunteers

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

Consequences

- A. Admonishment;
- B. Temporary removal from the classroom or school;
- C. Deprivation of privileges;
- D. Classroom or administrative detention; E. Referral to disciplinarian;
- F. In-school suspension during the school week or the weekend;
- G. After-school programs;
- H. Out-of-school suspension (short-term or long-term);

- I. Legal action;
- J. Withholding of Increment;
- K. Suspension;
- L. Expulsion;
- M. Termination.

Remedial Measures

- A. Personal;
- B. Restitution and restoration;
- C. Mediation;
- D. Peer support group;
- E. Recommendations of a student behavior or ethics council;
- F. Corrective instruction or other relevant learning or service experience;
- G. Supportive student interventions, including participation of the intervention and referral services team;
- H. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- I. Behavioral management plan, with benchmarks that are closely monitored;
- J. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- K. Involvement of school disciplinarian;
- L. Counseling;
- M. Conferences;
- N. Treatment; or
- O. Therapy.

Support for Victims of Harassment, Intimidation or Bullying

The Superintendent of Schools/designee shall establish procedures and practices for supporting victims of harassment, intimidation or bullying, incorporating the services of professional staff members within the district or as he/she deems appropriate.

Investigation & Appeal

The Superintendent of Schools/designee is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Superintendent of Schools/designee shall oversee a prompt, thorough and complete investigation of the alleged incident.

School administrators who receive a report of harassment, intimidation or bullying from a district employee and fail to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation or bullying and fail to take sufficient action to minimize or eliminate the harassment, intimidation or bullying may be subject to disciplinary action.

The investigation shall be initiated and conducted by the principal in his/her role as the school anti-bullying specialist within one school day of the report of the incident.

Additional personnel may be appointed by the principal to assist in the investigation. The investigation shall be completed within 10 school days from the dates of the written report of the incident of harassment, intimidation or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.

The results of the investigation shall be reported to the Superintendent of Schools within 2 school days of the completion of the investigation and in accordance with the regulations promulgated by the NJ State Board of Education pursuant to the "Administrative Procedure Act," PL 1968, c410 (C.52:14B-1 et seq). The Superintendent of Schools may decide to provide intervention services, establish training programs to reduce harassment, intimidation or bullying and enhance school climate, impose discipline, or order counseling as a result of the findings of the investigation or take or recommend other appropriate actions.

The results of each investigation shall be reported to the Board of Education no later than the date of the Board of Education meeting following the completion of the investigation along with information on any services provided, training established, discipline imposed or other actions taken or recommended by the Superintendent of Schools.

Parents/guardians of the students who are parties to the investigation shall be entitled to receive information about the investigation in accordance with federal and state law and regulations, whether the district found evidence of harassment, intimidation or bullying or whether discipline was imposed or services provided to address the incident. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the Board of Education. A parent/guardian may request a hearing before the Board of Education after receiving the information and the hearing shall be held within 10 days of the request. The Board of Education shall meet in executive session for the hearing to protect the confidentiality of the student(s). At the hearing, the Board of Education may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services and any programs instituted to reduce such incidents.

At the Board meeting following the receipt of the report, the Board of Education shall issue a decision, in writing, to affirm, reject or modify the decision of the Superintendent of Schools. The decision of the Board of Education may be appealed to the NJ Commissioner of Education in accordance with the procedures set forth in law and regulation, no later than 90 days after the issuance of the decision of the Board of Education.

A parent/guardian or organization may file a complaint with the Division of Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation or bullying based on membership in a protected group as enumerated in the “Law Against Discrimination,” PL 1945, c169 (C. 10:5-1 et seq).

Response to an Incident of Harassment, Intimidation or Bullying

Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under NJSA 18A:37-1, Discipline of Pupils.

Public Participation

Based on broad community involvement (i.e., the use of a process that includes representation of parents/guardians and other community representatives, school employees, volunteers, pupils and administrators for the purpose of providing input regarding the development and content of the policy that is based on accepted core ethical values), the Board of Education shall develop general guidelines for pupil conduct and shall direct development of detailed regulations suited to the age levels of the pupils and the mission and physical facilities of the individual schools. Board policy requires all pupils in the district to adhere to the rules and regulations established by the school district and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules.

Dissemination and Implementation

The Superintendent of Schools shall take the following steps to publicize this policy:

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

A link to this policy shall be prominently posted on the home page of the district website and distributed annually to parents/guardians of students of this district. In addition, the

name, school address, school phone number and email address of the district anti- bullying coordinator shall be listed on the district's website home page.

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

Training of Staff Members, Administrators & Board of Education Members

The training needs of district staff for the effective implementation of this policy, procedures and initiatives of the Board of Education shall be reviewed annually. The Board of Education shall also implement staff training programs consistent with this review. Such training shall include, but not be limited to information on and the relationship between the risk of suicide and incidents of harassment, intimidation or bullying and reducing the risk of suicide among students, especially for those students who are members of communities identified as having members at high risk of suicide.

By the 2011-2012 school year, all candidates for school administrator or teacher certification will be required to complete a program on harassment, intimidation or bullying prevention, and that training in this area will be a part of the professional development requirements for these individuals.

Within one year after being newly elected or appointed or being re-elected or re-appointed to the Board of Education, a Board Member shall complete a training program dealing with harassment, intimidation or bullying in schools and including a school district's responsibilities under PL 2002, c.83 (C.18A;37-13 et seq). This training shall be provided by the New Jersey School Boards Association in consultation with recognized experts in school bullying from a cross-section of academia, child advocacy organizations, nonprofit organizations, professional associations and governmental agencies. Board Members shall be required to complete the program only once.

The training course for any safe school resource officers and/or public school employees assigned by the Board of Education to serve as a school liaison to law enforcement must include training in the protection of students from harassment, intimidation or bullying.

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

Help Numbers

Twice annually, at a public hearing, the Superintendent of Schools must report to the Board of Education, all acts of violence, vandalism and harassment, intimidation or bullying that occurred during the previous period. This report shall include, but not be limited to:

- A. The number of reports of harassment, intimidation or bullying and the status of all investigations;
- B. The nature of the bullying based on one of the protected categories identified in Section 2 of PL 2002, c.83 (C18A:37-14);
- C. The names of the investigators;
- D. The type and nature of any discipline imposed on any student engaged in harassment, intimidation or bullying; and,
- E. Any other means imposed, training conducted or programs implemented to reduce harassment, intimidation and bullying.

The information shall also be reported once during each semester of the school year to the Department of Education. The report must include data broken down by the enumerated categories as listed in Section 2 of PL 2002, c.83 (C18A:37-1), and data broken down by each school in the district, in addition to district-wide data. The report will be used to grade schools and districts in their efforts to implement policies and programs with the "Anti-Bullying Bill of Rights Act. It shall be a violation to improperly release any confidential information not authorized by federal or state law for public release.

The district shall be graded by the New Jersey Commissioner of Education on its efforts to identify harassment, intimidation or bullying and the School Report Card shall include data identifying the number and nature of all reports of harassment, intimidation or bullying.

The grade assessed for each school and the district shall be published on the district website, along with a link to the report. This information shall be posted on the district website within 10 days of the receipt of a grade by the school and district.

The Superintendent of Schools shall ensure that the rules for this policy are applied consistently with the district's code of student conduct, NJAC 6A:16-7 and all applicable laws and regulations and that all disciplinary sanctions are carried out with necessary due process.

A copy of this policy and any future revisions to it shall be transmitted to the County Executive Superintendent of Schools within 30 days of the adoption of the policy and/or any revisions to it.

Annually, the district shall conduct a re-evaluation, reassessment and review of this policy, making any necessary revisions and additions. The Board of Education shall include input from the school anti-bullying specialist in conducting this review, re- evaluation, and reassessment.

The week beginning with the first Monday in October of each year has been designated as a “Week of Respect” in the State of New Jersey. This district shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation and bullying. In addition, the district shall provide ongoing age-appropriate instruction dealing with the prevention of harassment, intimidation and bullying, in accordance with the New Jersey Core Curriculum Content Standards.

Legal References

NJSA 2A:4A-60 et al. Disclosure of juvenile information; penalties for disclosure

2C:12-1 Definition of assault 2C:33-19 Paging devices, possession by students 2C:39-5 Unlawful possession of weapons 18A:6-1 Corporal punishment of pupils 18A:11-1 General mandatory powers and duties 18A:25-2 Authority over pupils 18A:37-1 et seq. Discipline of Pupils 18A:54-20 Powers of board (county vocational schools)

NJAC 6A:14-2.8 Discipline/suspension/expulsions

6A:16-1.1et seq. Programs to Support Student Development 6:32-12.1 Reporting requirements

Possible Cross References

1120, 1410, 3517, 3541.33, 4131, 4131.1, 4148, 4231.1, 4248, 5010, 5020, 5113, 5114, 5124, 5131.7, 5132, 5145, 5145.4, 5145.6, 5145.11, 5145.12, 6142.41, 6145, 6164.4, 6171.4, 6172

The New Jersey Youth Helpline, 2NDFLOOR, is a toll-free, anonymous and confidential helpline available 24 hours a day, 7 days a week, 365 days a year to all New Jersey young people, ages 10 to 24. Youth can call 2NDFLOOR at 1-888-222-2228 to speak with professionals and trained volunteers who listen attentively, non-judgmentally and compassionately to issues and problems they are facing. Visit www.2NDFLOOR.org for more information and try the message board!

Addiction Hotline.....1-800-322-5525 or 844-276-2777
 AIDS Coalition of Southern NJ.....(856)-933-9500
 AIDS/STD Hotline.....1-800-624-2377
 Alanon Southern NJ.....(856)-468-0083
 American Red Cross.....(609) 646-8330
 Care Management Organization.....1-877-652-7624
 Care Management Organization (Local).....(856)-507-9400
 Cornerstone (Pregnancy).....(856)-935-0300
 Cyber Tipline for Missing Kids1-800-843-5678
 Disability Discrimination.....1-800-922-7233
 Domestic Violence.....1-800-572-7233
 DCP&P (Local Offices).....(856)-339-6600
 DCP&P Child Abuse/Neglect Reporting1-877-652-2873
 Eating Disorders Hotline.....1-800-931-2237
 Emergency Information.....911
 Family Support Organization.....(856)-507-9400 x101
 Food Stamps.....1-800-687-9512
 Gay & Lesbian National.....1-888-843-4564
 Healthcare Commons (24 hour hotline).....(856)-299-3001
 Healthcare Commons (local office).....(856) 299-3200
 Heating/Energy Assistance.....(856) 935-7739
 Medicaid Programs.....(856)-299-7200
 Medical Transport Help.....1-866-527-9933
 Medicare.....1-800-633-4227
 Memorial Society of SJ (Funeral).....(856)-667-3618
 Missing and Exploited Children.....1-800-843-5678
 Mobile Response and Family Crisis.....1-877-652-7624
 Narcotics Anonymous.....1-800-992-0401
 National Suicide Prevention.....1-800-273-8255
 NJ Anti-Hunger Coalition (Food Pantry)..... <http://njahc.org/>
 NJ Commission for the Blind.....1-877-685-8878
 NJ Division on Civil Rights.....(609)-292-4605
 NJ Department of Health and Senior Services..www.state.nj.us/health
 NJ Family Care.....1-800-701-0710
 NJ Funeral Directors Association.....1-800-734-3712
 NJ State Police Woodstown856-769-0774
 Relations/NJ Cares About Bullying.....(877)-NO-BULLY

Non Emergency Information.....	211
PAAD.....	1-800-792-9745 (Pharmaceutical Assistance to the Aged and Disabled)
Parents Anonymous.....	(856)-293-7300
Poison Control.....	1-800-222-1222
Police (Local).....	911
Salem County Social Services	(856) 299-7200
Salem County Office on Aging.....	(856)-339-8622
Salem Family Success Center.....	(856)-935-8919
Salem Hospital.....	(856)-935-1500
Salem Outreach Center – SODAT.....	(856)-935-0441
School Counselor.....	(856)-935-2379 x227
School Nurse.....	(856)-935-2379 x128
Social Security.....	1-800-772-1213
Southern NJ AIDS Alliance.....	(856)-455-5125
Statewide Parent Advocacy Network.....	(973)-642-8100
Teen Pregnancy Prevention Hotline.....	1-800-845-5437
Tri-County Community Action Agency.....	(856)-935-0944
Veteran’s Services.....	1-800-827-1000
Women’s Referral Center.....	1-800-322-8092
Women’s Services.....	(856)-935-6655
Youth Case Management.....	1-800-382-6717

Other helpful information:

www.state.nj.us/nj/community/counseling

www.nj.gov/dcf/families