

# Garfield School District

## Code of Conduct

### 2022 - 2023

**GARFIELD PUBLIC SCHOOLS**  
*Vision of Champions*

**TO**

**ENCOURAGE, INSPIRE, AND SUPPORT  
EVERY INDIVIDUAL TO ACHIEVE MORE**

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# **Garfield School District**

**2020 - 2021**

## **Educational Leadership Team**

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Dr. Giovanni Cusmano - Board Secretary

Alexandra Bellenger – Director of Curriculum

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As a result of the current conditions related to the Covid 19 Pandemic Crisis the Garfield School District will be making the following modifications to the current District Code of Conduct to address situations that are unique to the current educational environment. These modifications relate to student behavior in both the in-person and virtual setting. During virtual instruction students are expected to follow all expectations for in-person instruction since they can be seen and heard by all participants both literally and through the chat feature.

#### Code of Conduct Modifications – Behavior

A consistent Code of Conduct has never been more crucial to the day-to-day operation of an effective educational system. The Garfield School System’s Code of Conduct creates a system of behavior modifications designed to create a positive educational experience free from disruption for all stakeholders of the Garfield School Environment. *The Road Back Guide* provided by the New Jersey Department of Education provides the following explanation of its overall goal, “The health and safety of students and staff must remain the number one priority and guide all decisions at the local level,” (16).

#### In-Person/Virtual Instruction

The District’s Code of Conduct utilizes the REALTIME Discipline tab to document all student violations using a pulldown menu. To create a consistent method of documenting Covid 19 related infractions the District will utilize the following six categories of disciplinary intervention with an appropriate description to document Code of Conduct infractions as they relate to Covid 19.

1. Dress Code – First Offense/Second Offense: Students wearing mask/face coverings with writing or insignias; Students removing mask/face coverings in public areas/classrooms where masks/face coverings are required; Students wearing inappropriate shirts, pants, shorts or shoes. During virtual instruction all students are expected dress in a manner that would be appropriate in a classroom. The virtual classroom is an extension of the school and will be treated as such.
2. Disruptive Behavior: First Offense/Second Offense: Students purposefully cause a disruption in the physical or virtual classroom; Students use chat feature of TEAMS to purposely disrupt instruction; Students post comments on other educational platforms to purposely disrupt instruction.
3. General Misconduct: Any action not directly defined above that jeopardizes the health and safety of students and staff. In addition, any actions deemed to jeopardize the educational process in a virtual setting will also be considered included in this description. Virtual infractions will include any action that jeopardizes the privacy of Garfield staff and students through the copying, altering, or redistributing any virtual material intended for educational purposes. Administration will judge severity of the offense in relation to the consequences.
4. Insubordination: Students refuse a direct request from any staff member regarding the health and safety of students and staff in both the in-person and virtual setting. Administration will judge severity of the offense in relation to the consequences.
5. Intent to Cause Physical Harm: Students purposefully remove mask/face coverings to breathe, cough or sneeze on another student or staff; Students refuse to social distance when necessary; Students refuse to wear masks/face coverings when moving about classrooms, halls and bathrooms. Students refusing to follow designated hallway traffic patterns. Immediate assignment to fully remote instruction until student satisfies the necessary steps to return.
6. Continued and Willful Disobedience: Any instance of repeated infractions to any of the above listed violations of the Code of Conduct in both in-person or virtual instruction. The result of multiple infractions

that interfere with the educational process will result in students being placed on fully remote instruction until student satisfies the necessary steps to return.

The district recognizes the importance of finding alternative forms of behavior modification. The normal punitive methods utilized in most instances have been rendered ineffective with the new model of instruction. Considering the outside factors that may impact behavior related to Covid 19 including stress, anxiety, family related traumas and social issues, punitive punishments where applicable will be seen as a last result. Restorative Practices, both in person and virtual, can be implemented to find solutions to behavior issues. Time can be allotted during virtual Wednesday session to facilitate Restorative Practices to address student to student issues and student to staff issues as well. Time can also be allocated for meetings related to counseling, SEL and other interventions identified in the IR&S/RTI Plan.

#### Basic Etiquette for Online Video Learning

- All students are required to show up at the scheduled time
- Find a quiet place with the least distractions (siblings, pets, parents, television)
- Be respectful when speaking and writing
- Stay on mute until you would like to contribute, need to speak or ask a question
- Refrain from chewing gum, eating or drinking in front of the camera
- Video must be on to be considered present for attendance
- Maintain eye-contact
- Limit movement to avoid causing a distraction to others
- Do not share screenshots of TEAMS meetings where student or teacher images are displayed
- Chat should only be used to discuss or ask questions related to the lesson
- Do not copy, alter, or redistribute conferencing videos.

#### Code of Conduct - Attendance

The district will develop an equitable system of taking attendance recognizing the needs of families and students to effectively provide four hours of standards-based instruction per day. Utilizing synchronous and asynchronous instruction models with flexible methods of monitoring student participation will be necessary to provide all students equitable access to instruction recognizing their unique social and emotional needs during the Covid 19 crisis. A minimum 24 hour turn around period is recommended to assure all students can access four hours of standards-based instruction per day regardless of their personal situations.

## Garfield School District Comprehensive Code of Conduct/Behavior Policy

The Garfield School District recognizes the need for a comprehensive and consistent behavior policy from the elementary level through high school. District expectations for the Behavior Policy are to foster a positive culture, develop the right relationships and teach our students to be successful. The Code of Conduct/Behavior Policy is consistent throughout all the schools in the district following the same basic procedures with appropriate scaffolding for the age group involved. It is important to remember that the origin of the word “Discipline” has nothing to do with punishment. Its origin comes from a Latin root meaning to teach or to learn. This Code of Conduct/Behavior Policy is built around three fundamental concepts of modifying negative behaviors: Creating Trust, Appropriate Intervention and Behavior Modification through guided self-reflection.

The district-wide program is based on the Garfield High School Behavior Program called Student Youth Development (SYD). This program was developed as an alternative to traditional in-school suspension and has demonstrated a high level of success in reducing the total number of In-School Suspensions (ISS) as well as Out of School Suspensions (OSS). The SYD program focuses on the concept the something has happened to cause trouble and to move forward, the root cause of the difficult behavior must be identified; we must understand and address the student’s unmet needs and answering the question why the behavior occurred. Behavior directly correlates with academic achievement and by improving a student’s attitude we can improve their academic performance.

The program grew and expanded its primary purpose into directed interventions designed around behavior modification through guided self-reflection. The Program utilizes the following concepts:

**Dignity: All** people have an inherent worth. Not only must we remember the worth of our students as people, but we must also instill in students an appreciation of their own worth and the worth of everyone they interact with daily including their teachers, their peers, and their families.

**Equity: All** people have a right to being treated in a manner that meets their individual needs. The only way to truly meet them is to gain an understanding of their past to positively affect their futures.

**Empathy: All** people travel a unique and very personal path through the world. In order to understand the motivations and actions of any individual we must take the time to appreciate their life’s journey without judgment or comparison to our own. It is only after understanding where a student has been, can we ever hope to help them move forward.

**Respect: To** create a positive mediation, experience we must create a climate of trust with our students.

**Relationships: Mutual** respect allows students to find their own voice in order to effectively communicate their individual concerns and needs.

**Responsibility: Students** need to become aware there are consequences for all actions. Negative behavior results in negative consequences.

This program has subsequently been adapted for use throughout the whole District through the creation and adoption of the following Garfield School District Code of Conduct.

### Code of Conduct

Research has demonstrated negative behaviors often manifest themselves when alternative choices are not part of the student’s established patterns of conduct. Every student’s behavior is a form of communication with the educational environment. Prior to entering school, children can only model the behavior they have witnessed in their lives up to that point. This behavior may or may not be demonstrated by parents or guardians in the home. It is possible this observed behavior can be demonstrated by other siblings, observed through media sources or even of students in their classroom. Children innately trust that this observed behavior is what is socially acceptable, since it is what they are observing in the social context of their young lives. When this observed behavior becomes the norm, students subsequently react to

all situations and use it as a basis for their moral decisions. In most cases the imitated behavior is socially acceptable; however, in instances when it is not acceptable, the behavior needs to be addressed by the school district. The district's approach is not limited by punitive punishment, but through specific interventions designed to uncover the cause of the negative behavior and offer alternative behaviors students can implement. Many times, the negative behavior is not the result of malicious intent, but rather the student's lack of alternative behavior choices. Through intervention and guided self-reflection, the district can provide students on all levels with alternate behaviors to implement when their own life experiences have not provided them with appropriate responses. Once students see these alternatives provide them with positive responses to various situations the student will develop trust in the district's staff to assist them in all aspects of their lives, educational and social-emotional. An educational environment is built in which students understand what they did was undesirable, and they can help build their own consequences. The District's Behavior Policy is a process utilizing various code of conducts built around the same fundamental principles explained through grade appropriate language that is designed for students to improve their behavior rather than a system designed to punish them for their mistakes.

Through implementing the Code of Conduct/Behavior Policy program at lower educational levels the district can effectively modify negative behaviors earlier and subsequently see an overall decrease in disciplinary referrals across all age groups. It is essential the district enforces a consistent discipline program across elementary schools and in middle school in order to implement a program that relies less on punitive punishments and instead offers alternatives to negative behaviors.

The district's mindset is a proactive model built around fostering positive behaviors. We do not need to accept disrespect and negative behavior. We need to combat them in a different way. The first step in creating this change is to create a district-wide universal Code of Conduct scaffolded for our elementary students, our middle school students, our high school students, our community stakeholders, our parents and our guardians. The district must place the appropriate Codes of Conduct for behavior in highly conspicuous places so they can be referred to briefly. It is essential that the expectations we have for our students are readily visible so all students, parents and guardians can see them everywhere.

Through the creation of highly visible district-wide Codes of Conduct we can create a consistent policy across all our elementary schools all the way through middle school and high school. The Code of Conduct is built around the following five principles:

**Responsibility**

**Honesty**

**Tolerance**

**Courtesy**

**Respect**

### **Garfield School District Universal Code of Conduct**

The Garfield School District recognizes the need to provide a school environment in which all members of the educational community can contribute the instruction and growth of the students enrolled in our school. In order to

provide a high-quality educational experience, the district has created the following policy to assure that all members of the community can perform their respective roles in an environment without disruption or interference. While the roles of each member of the Garfield School District's differ greatly, the district has identified a set of expectations for all its members based on the practice of values and concepts of responsibility, honesty, tolerance, courtesy and respect. Just as all members of the District Community differ in age and experience, so do the expectations of the district. Each group within the Garfield School District Community will receive individual Codes of Conduct specifically created to meet their respective experience and maturity level that follow the overarching criteria listed below.

**Garfield Educational Community Stakeholders:**

- All students, parents, guardians, community members, teachers, paraprofessionals, support staff, guidance counselors, custodians, supervisors, principals and administration

**Responsibility:**

All members of the Garfield School Community should:

- Recognize the importance of effectively satisfying the requirements of their respective roles
- Demonstrate the ability to make appropriate decisions for their own continual growth and the growth of the District Community
- Engage in activities that enhance the reputation of the individual and the District's Community
- Collaborate with all relevant members of the District's Community to all resolve all conflicts

**Honesty**

All members of the Garfield School Community should:

- Recognize the importance of creating and maintaining trustworthy relationships
- Demonstrate the ability to always tell the truth, even when it is difficult
- Commit to keeping their word

**Tolerance**

All members of the Garfield School Community should:

- Recognize the inherent value of all members of the Garfield Educational Community regardless of their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5
- Defend all members of the Garfield Educational Community against discrimination based on their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5

**Courtesy**

All members of the Garfield School Community should:



- Demonstrate the practices of polite behavior including and not limited to saying thank you, saying you are welcome, saying hello, saying goodbye, opening and holding the door, paying attention when someone is speaking to you, being on time to meeting or class, and offer help when you see it is needed.

## **Respect**

All members of the Garfield School Community should:

- Recognize the importance of the Garfield School District's set of expectation's for each respective group
- Recognize the basis and the nature of authority within the chain of command of the Garfield Educational Community
- Recognize an individual's right to privacy
- Demonstrate genuine care and concern for themselves and others
- Demonstrate compassion for an individual's unique life experience, both negative and positive
- Participate in everyday practices that demonstrate an appreciation for the District facilities they utilize during the course of their educational experience

The Garfield School District recognizes the need to provide a school environment in which all members of the educational community are able to contribute to the instruction and growth of the students entrusted to our care. The mission of the Garfield School District Universal Code of Conduct is to instill in all of its members a set of expectations that assure continued positive growth without disruption or interference. The following five principles will act as the foundation for all members of the school community to successfully perform their daily tasks and accomplish their goals. The Garfield School District has identified the five concepts of Responsibility, Honesty, Tolerance, Courtesy, and Respect as the core concepts necessary for all members of the Garfield Educational Community to exemplify in order to create a high-quality educational environment.

### **Garfield Educational Community Stakeholders:**

All students, parents, guardians, community members, teachers, paraprofessionals, support staff, guidance counselors, custodians, supervisors, principals and administration

### **Garfield Parents and Guardians**

#### **Responsibility:**

All Parents and Guardians of the Garfield Educational Community will:

- Recognize the importance of their children meeting the academic and behavioral expectations set out in the School's Handbook
- Demonstrate the ability to make appropriate decisions for their children's continual academic and social growth
- Engage in activities that enhance the reputation of the individual and Garfield High School
- Collaborate with all relevant members of the High School Community to all resolve all conflicts involving their children

#### **Honesty:**

All Parents and Guardians of the Garfield Educational Community will:

- Recognize the importance of creating and maintaining trustworthy relationships
- Demonstrate the ability to tell the truth at all times, even when it is difficult
- Commit to keeping their word

#### **Tolerance:**

All Parents and Guardians of the Garfield Educational Community will:

- Recognize the inherent value of all members of the Garfield High School Community regardless of their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5.
- Defend all members of the Garfield High School Community against discrimination based on their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5.

**Courtesy:**

All Parents and Guardians of the Garfield Educational Community will:

- Demonstrate to their children the practices of polite behavior including and not limited to saying thank you, saying you are welcome, saying hello, saying goodbye, opening and holding the door, paying attention when someone is speaking to you, being on time to meeting or class, and offer help when you see it is needed.

**Respect:**

All Parents and Guardians of the Garfield Educational Community will:

- Recognize the importance of the Garfield Educational Communities set of expectations for its students
- Recognize the basis and the nature of authority within the chain of command of Garfield Educational Community
- Recognize an individual student's right to privacy
- Demonstrate genuine care and concern for themselves, their children, and all other members of the Garfield Educational Community
- Demonstrate compassion for an individual's unique life experience, both negative and positive
- Participate in everyday practices that demonstrate an appreciation for the Garfield Educational Community's facilities they utilize during the course of their educational experience
- Practice restraint and consideration in all forms of communication including, but not limited to, spoken or written word and all forms of social media

The Garfield School District recognizes the need to provide a school environment in which all members of the educational community can contribute to the instruction and growth of the students entrusted to our care. The mission of the Garfield School District Universal Code of Conduct is to instill in all its members a set of expectations that assure continued growth without disruption or interference. The following five principles will act as the foundation for all members of the school community to successfully perform their daily tasks and accomplish their goals. The Garfield School District has identified the five concepts of Responsibility, Honesty, Tolerance, Courtesy, and Respect as the core concepts necessary for all members of the school community to exemplify in order to create a high-quality educational environment.

### **Garfield Educational Community Stakeholders:**

All students, parents, guardians, community members, teachers, paraprofessionals, support staff, guidance counselors, custodians, supervisors, principals, and administration

### **Responsibility**

- All members of the Garfield Elementary School Community will:
- Understand the importance of working hard and following the rules of the school
- Recognize the importance of meeting the academic and behavioral expectations set out in the School's Handbook
- Make decisions that help with their own academic and social growth
- Demonstrate the ability to make appropriate decisions for their own continual academic and social growth
- Make their school a better place
- Engage in activities that enhance the reputation of the individual and Garfield High School
- Work with others to resolve conflicts
- Collaborate with all relevant members of the Garfield Elementary School to all resolve all conflicts

### **Honesty:**

All members of the Garfield Elementary School Community will:

- Understand the importance of making and keeping safe relationships
- Recognize the importance of creating and maintaining trustworthy relationships
- Demonstrate the ability to tell the truth at all times, even when it is difficult
- Keep their word
- Commit to keeping their word

### **Tolerance:**

All members of the Garfield Elementary School Community will:

- Treat other with fairness and respect
- Find ways to help others in every way
- Refuse to bully others
- Speak out against bullying
- Refuse to let others be bullied
- Help others feel safe at school
- Always have self-control, keep hands and feet to themselves, and speak positive words
- Recognize the inherent value of all members of the Garfield Elementary School Community regardless of their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and

expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5.

- Defend all members of the Garfield Elementary School Community against discrimination based on their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5.

**Courtesy:**

All members of the Garfield Elementary School Community will:

- Be polite by saying thank you, saying you are welcome, saying hello, saying goodbye, opening and holding the door, paying attention when someone is speaking to you, being on time to school, and offering help when you see it is needed.
- Demonstrate the practices of polite behavior including and not limited to saying thank you, saying you are welcome, saying hello, saying goodbye, opening and holding the door, paying attention when someone is speaking to you, being on time to meeting or class, and offer help when you see it is needed.

**Respect:**

All members of the Garfield Elementary School Community will:

- Understand the importance of the expectations for its students
- Respect each other
- Respect the property of the school
- Respect the property of others
- Respect them selves
- Act respectfully always including when speaking to others, as well as on all forms of social media
- Recognize the importance of the Garfield Elementary School's set of expectations for its students
- Recognize the basis and the nature of authority within the chain of command of Garfield Elementary Schools
- Recognize an individual student's right to privacy
- Demonstrate genuine care and concern for themselves and other students
- Demonstrate compassion for an individual's unique life experience, both negative and positive
- Participate in everyday practices that demonstrate an appreciation for the Garfield Elementary School facilities they utilize during their educational experience
- Practice restraint and consideration in all forms of communication including, but not limited to, spoken or written word and all forms of social media

The Garfield School District recognizes the need to provide a school environment in which all members of the educational community can contribute to the instruction and growth of the students entrusted to our care. The mission of the Garfield School District Universal Code of Conduct is to instill in all its members a set of expectations that assure continued positive growth without disruption or interference. The following five principles will act as the foundation for all members of the school community to successfully perform their daily tasks and accomplish their goals. The Garfield School District has identified the five concepts of Responsibility, Honesty, Tolerance, Courtesy, and Respect as the core concepts necessary for all members of the school community to exemplify in order to create a high-quality educational environment.

### **Garfield Educational Community Stakeholders:**

All students, parents, guardians, community members, teachers, paraprofessionals, support staff, guidance counselors, custodians, supervisors, principals and administration

### **Garfield High School/ Middle School**

#### **Responsibility:**

All members of the Garfield School High School/Middle School Community will:

- Recognize the importance of meeting the academic and behavioral expectations set out in the School's Handbook
- Demonstrate the ability to make appropriate decisions for their own continual academic and social growth
- Engage in activities that enhance the reputation of the individual and Garfield High School
- Collaborate with all relevant members of the High School Community to all resolve all conflicts

#### **Honesty:**

All members of the Garfield High School/Middle School Community will:

- Recognize the importance of creating and maintaining trustworthy relationships
- Demonstrate the ability to tell the truth at all times, even when it is difficult
- Commit to keeping their word

#### **Tolerance:**

All members of the Garfield High School/Middle School Community will:

- Recognize the inherent value of all members of the Garfield High School /Middle School Community regardless of their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5.
- Defend all members of the Garfield High School /Middle School Community against discrimination based on their actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A 10:5.

#### **Courtesy:**

All members of the Garfield High School /Middle School Community will:

- Demonstrate the practices of polite behavior including and not limited to saying thank you, saying you are welcome, saying hello, saying goodbye, opening and holding the door, paying attention when someone is speaking to you, being on time to meeting or class, and offer help when you see it is needed.

**Respect:**

All members of the Garfield High School/Middle School Community will:

- Recognize the importance of the school's set of expectations for its students
- Recognize the basis and the nature of authority within the chain of command of Garfield High School /Middle School
- Recognize an individual student's right to privacy
- Demonstrate genuine care and concern for themselves and other students
- Demonstrate compassion for an individual's unique life experience, both negative and positive
- Participate in everyday practices that demonstrate an appreciation for the school facilities they utilize during the course of their educational experience
- Practice restraint and consideration in all forms of communication including, but not limited to, spoken or written word and all forms of social media

**Enforcement of the Code of Conduct**

## **Elementary Level: Reflection on Expectation Process (REP)**

When students do not meet the expectations of the code of conduct the teacher, the school and the district have created for them there needs to be a follow up process to assess why the student made the choice not to meet the outlined expectations. The Garfield School District can proceed with a similar process designed around the existing philosophy of the High School behavior policy. For the elementary level the “Reflection on Expectations Process” or REP procedure should be implemented. This process will identify how the student did not meet the District- Wide Code of Conduct and then require them to reflect on they made a choice that placed them in outside the expected behavior. The REP program would follow the following process; once students are identified a REP Referral Form will be filled out by the staff member who witnessed the incident. This REP Referral form is attached to this report as Attachment A. The form will be then forwarded to the building Principal for their review. Depending on the severity of the infraction the building Principal will then either interview the student themselves or recommend them to REP Coordinator. The building Principal may decide to have the student follow the REP protocol while under their supervision or take the action they feel is appropriate in accordance with the severity of the situation.

The REP Process falls within the RtI Process as an appropriate intervention system to address the Social Emotional Learning (SEL) needs of students at risk for behavioral infractions that could their growth, both emotionally and academically. Through the implementation of this process members of the educational community can build relationships with students in order to discover what factors may be influencing them to behave inappropriately in the school setting.

The REP procedure for students identified by the building principal can be initially scheduled to take place during the school day at times that would not interfere with the student’s instructional time. RtI period, Lunch period and recess would be ideal. At that time the students would be sent to a quiet room and interviewed by the REP Coordinator using the REP Interview Form that is attached to this document and identified as Attachment B.

The reasoning behind using an interview of the student rather than having them write their responses is to save time during the process and also to capture their responses within in an electronic data bank. Following the interview the REP Coordinator will discuss with the student the importance of meeting the school’s expectations and methods these students can use in the future if the same or similar situation presents itself.

Once the REP Interview is completed students will be asked to reflect on the incident and offer ways, they will address these issues in the future. The students will complete the REP Self-Reflection attachment C. In the event the student does not have time to complete the REP Self-Reflection Form they will be required to attend the next scheduled REP session to complete their self-reflection. The REP Self-Reflection Form is attached to this document as.

A copy of the completed REP Self-Reflection will be attached to a copy of the REP Referral Form and both will be sent home to the parents for their review and signature indicating they have read both forms. In some instances, the building Principal may decide to meet with the parents to discuss the content of both forms to further involve the parents in the concept of Expectations for Success.

ATTACHMENT A:





ATTACHMENT B:

Reflection on Expectations Process

Interview Sheet

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level Teacher: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

Student's description of **how** they failed to meet the Code of Conduct:

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Student's reason for **why** they failed to meet the Code of Conduct:

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Student's description of the **emotions** they were feeling when the incident occurred:

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Student's explanation of **what** they might do differently next time to meet with the Code of Conduct:

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Student's **goal** for the future:

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Ask why the student has chosen that goal:

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ATTACHMENT C:

**Reflections on Expectations Process**

**Self-Reflection Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please describe in your own words what happened:

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Please describe what emotions you were feeling when the incident happened:

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What will you do next time?

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REP Coordinator Signature: \_\_\_\_\_

Building Principal Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Middle School/High School: Student Youth Development (SYD)

The Student Youth Development Program (SYD) is a program developed around a simple premise; it is more important to understand what has triggered the student's behavior than creating a punitive system of punishment built around the concept "If you do the crime, you must pay the time." This is not to say there is not an appropriate disciplinary response to each infraction. A list of infractions and subsequent consequences is attached to this document as Attachment D. When students misbehave there has to be some type of consequence, however by understanding what factors the root cause of a student's negative behavior maybe we are highly successful at preventing a repetition of the same behavior in the future. Not only is there a decrease in repeat offenders since the initial behavior has been effectively addressed, but it also prevents in most cases, an escalation to a more serious infraction.

The SYD process consists of the following steps:

1. When an infraction occurs, the student is sent to the Vice Principal or their designee. Depending on the level of the infraction sometimes students are removed from the class immediately and other times the teacher may just write the incident and report it the Vice Principal, or their designee, later. These students will be seen by the Vice Principal when time permits but within 48 hours of the reported offense. Incidents where students are removed from the room at the time of the infraction are then escorted by school personal, sometimes but not always security officers, to SYD room for a "Cool Down Interview." The purpose of this interview is to get the student's version of the events that lead to the disciplinary incident. During this interview they are allowed to recount the events in whatever language they deem appropriate except for threatening harm against themselves or others. The interview is designed to uncover any possible underlying issues. Since we already know what the student has done is it more important to determine why they acted in the manner that got them into trouble. Once the students can determine why they behaved in the manner they did it is important for them to realize they created this situation through the choices they made and reflect on how they can avoid these poor choices in the future. Depending on the level of the incident involved students are either kept for the rest of the block or sometimes for the rest of the day when the administration feels it necessary to limit the student's exposure to the school community. All relevant schoolwork is collected from the student's teachers and given to them to complete while they are in the SYD room. Depending on the level of the infraction this is sometimes the only intervention deemed necessary.
2. In the event the Administration feels further intervention is necessary students can be assigned to the SYD room for another full block, a whole day or multiple days when appropriate. When students are assigned to the SYD room for multiple days the SYD Coordinator contacts all the classroom teachers for the work that will be missed. Students in the SYD room understand this work needs to be completed during the day to prevent any further repercussions. The morning starts with another interview designed to have the students reflect on the choice or choices they made that led to the disciplinary issue and they could have avoided the situation in the future. When they have completed their work, they are given a self-reflective essay assignment based on a series of quotes as their culminating activity.
3. Students with serious disciplinary infractions are assigned to the SYD room for one day for the first infraction, two days for the second infraction and three days for the third infraction. When a student has been referred to the SYD room for more than three infractions or has violated the District Violence Policy are required to attend the Bergen County Suspension Alternative Program (SAP). The SAP program is in alternative to out extended out of school suspensions. The SAP Program provides "proactive interventions prior to out of school suspensions that will address student's emotional, behavioral, and academic functioning." Participation in the SAP program is defined as instructional rather than out of school suspension and attendance is phoned into the district each day. Upon leaving the SAP Program students are required to complete a Treatment Plan that details their experience in the SAP Program and identifies both short- and long-term goals for the student to work towards back in their home schools. Prior to re-admission to Garfield High School the student, their parents or guardians, the SYD Coordinator, Guidance and any other school personnel deemed necessary are required to attend an administrative meeting to discuss the SAP Treatment Plan in addition to any other interventions the High School plans to implement in order to keep the student moving in a positive direction. This meeting provides parents and students the opportunity to participate in an ongoing dialogue with the school to assist them with receiving whatever supports they feel

necessary to succeed. It is only after all these options are exhausted without a change in behavior that an out of school suspension is implemented for non-violent offenses.

(See Attachment D below)

ATTACHMENT D:

Infractions/Consequence List

Number of Points for a disciplinary infraction may be found in student handbook, which serves as a guideline for the assignment of points. Points given to students will vary based on the severity of the infraction at the discretion of school administration.

- Points are accumulated over the course of the school year.
- Points assigned for disciplinary infractions will double during the 4th Marking Period.
- Students accumulating (60) or more points will be placed on the excluded list. Time on the excluded list will last for 10 weeks at the discretion of the administration.
- Placement on the Excluded List will be made at the discretion of the administration and the time assigned on the excluded list is subject to increase with repeated behavior of the same/similar infraction.
- Students who are on the excluded list may not participate in any school or extracurricular activities, athletics, class trips, and school events.
- Teacher Detention, Silent Lunch, Central Detention, SYD and OSS will be assigned as disciplinary consequences as per the GMS Disciplinary Code.
- Consequences will include, but are not limited to, silent lunch, central detention, Student Youth Development (SYD), Out of School Suspension, Parent Contact/Conference et. al. in accordance with the Discipline Policy.

Infractions	Description	Consequence
Arson, False Alarms, Possession of BOMBS, Firecrackers, Snaps, Poppers, Matches, Lighters, Possession of Flammables or any items, devices, or materials that can cause a fire	Setting fires, Tampering/activating alarm Possession and or use of BOMBS, firecrackers, matches or lighters, or any materials that can cause a fire; Threats or false information that jeopardizes safety of students and staff	Parent Contact Police Contact OSS Excluded List Confiscate items  60 points
Backpacks/Book bags/ Pocketbooks/Purses	Carrying backpacks, book bags, and pocketbooks in classrooms and/or cafeteria	Warning Return item to locker Central Detention Silent Lunch Parent Contact  5+ points
Bullying	Creating a hostile environment for student or staff member; harassment, intimidation, name- calling, teasing threatening others, inappropriate remarks based on race, religion, gender, disability; spreading	Parent Contact  Police Contact/ Report to Anti-Bullying Specialist / Principal  Silent Lunch Central

	hurtful rumors; hate mail, Posting harassing or derogatory comments on social media	Detention SYD/OSS Excluded List 5 – 60 points
Bullying	Creating a hostile environment for student or staff member; harassment, intimidation, name-calling, teasing threatening others, inappropriate remarks based on race, religion, gender, disability; spreading hurtful rumors; hate mail, Posting harassing or derogatory comments on social media	Parent Contact Police Contact/ Report to Anti-Bullying Specialist / Principal Silent Lunch Central Detention SYD/OSS Excluded List 5 – 60 points
Bus Behavior	Inappropriate behavior on school bus or public bus: Being disrespectful; fighting; use of profanity; bullying; And/or any other violation of school rules	Warning Loss of Bus Privileges for period of time as per administration Disciplinary action based on offense 5 – 60 points
Cafeteria Behavior (breakfast/lunch)	Any violation of cafeteria rules (See visual display of rules in the cafeteria) *Food fights Throwing food/ drinks Refusal to clean eating area  Excessive movement from table to table	Warning/Reassign Seating Clean tables/ eating area Silent Lunch/Central Detention Removal from cafeteria during breakfast Excluded List SYD/OSS 5-60 points  *Food Fight = 60 points/ Automatic OSS
Cell Phone	Possession of Cell Phone in classroom, hallways, cafeteria etc. DURING the school day. Use of cell phone in any manner DURING the school day The School is not responsible for lost or stolen cell phones.	Confiscation, Silent Lunch Central Detention, SYD/OSS Parent must come pick up after First Offense 1st-10 points  2nd-20 points  3rd & After-60 points
Cheating/ Plagiarism	Giving or receiving answers on test/class work; Exchanging homework; Taking credit for words or ideas of others without citing the source;	Parent Contact  Loss of grade

	copying. Using a cell phone or other electronic device before, during or after an examination.	Invalidation of test Central Detention Silent Lunch 10-30 points
Cutting Class, Assigned Detention, Silent Lunch, or ISS; Inappropriate Behavior during Detention, Silent Lunch; ISS	Not reporting to assigned area for detention, silent lunch, or ISS; Misbehavior during Detention, Silent Lunch, ISS	Parent Contact Additional Consequences—extra detention, silent lunch, or time in SYD Excluded List, OSS 10-60 points
Consuming Food, Candy, Water, Drinks in classrooms/hallways Chewing Gum	Chewing gum anywhere in the school or on school grounds; Consuming food, candy, and/or water or other drinks (ex. energy drinks) in the classrooms except during special classroom activities as permitted by the teacher	Warning Teacher Detention Central Detention SYD Excluded List 5-30 pts
Disrespect to Staff or Substitute	Swearing at staff or substitute, refusing to follow direction in an aggressive manner or tone.	Verbal Warning Parent Contact SYD OSS Excluded List Time in Office 5 – 60 points
Possession and/or use of Drugs Use, possession of and/ distribution of any illegal or dangerous substances; drugs, drug paraphernalia, marijuana, narcotics, steroids, inhalants, and alcohol.	Use of or possession of, being under the influence of, selling, bringing, giving, distributing, or passing to another individual or possessing with intent to use or sell.	Parent contact Drug Test Police contact OSS Maximum 60 points
Extortion	Attempt to secure money, homework, or property through threats or physical harm	Parent Contact Police Contact SYD OSS Excluded List 10-60 pts.
Possession of and/or use of Electronic Devices and Portable Communication Devices	Possession and/or use during the instructional day of electronic devices, including, but not limited to cell phones, pagers, iPods, MP3 players, CD players, radios, laser pens, electronic games, etc. -Cell phones and all electronic devices must be turned off and kept in locker	Parent Contact/Confiscate Item Parent Pick-Up Central Detention Silent Lunch Excluded List SYD/OSS 10-60points



Forgery	Writing or signing documents with deliberately misleading, false, or inaccurate information; falsifying the signature of parent/ guardian on any school related documents	Parent Contact Silent Lunch Central Detention SYD/OSS Excluded List 10-60 pts.
Gangs	Wearing any type of clothing or accessory on school grounds, school bus, or at any school related or sponsored activity, that would indicate a pupil has membership in , or affiliation with any gang associated with criminal activities pursuant to N.J.S.A 18 A: 11-9	Parent Contact/Conference SYD/OSS Police Contact Excluded List 10-60 points
Gambling	Wagering on any game or activity on school property	Police Contact Parent Contact Central Detention SYD Excluded List OSS 10-30 points
Hallway/Staircase Conduct	Running, loitering, drinking, eating, screaming/yelling; disruptive behavior in hallways and/or staircases loitering in hall/staircases without pass Includes PDA- Public display of affection Kissing, hugging, in hallways or staircases	Parent Contact Central Detention Silent Lunch SYD Excluded List 5-60 points
Horseplay /Play Fighting	Actions that are unsafe or unacceptable in the school environment/ students using physical force or teasing and claiming to be "just kidding	Parent Contact Central Detention Silent Lunch SYD Excluded List OSS 5-60 pts.
ID BADGE	Student is not wearing or displaying ID badge around neck with lanyard. Graffiti on ID badge is not permissible. No VISIBLE Temporary ID	Verbal Warning/Purchase new ID badge Central Detention/Notify Parent Silent Lunch SYD

		3 points (Double points starting 4th Marking Period)
Inappropriate Language/Verbal Abuse/Threat	Use of profane, obscene, intimidating, or insulting language to other students or staff members; racial, ethnic or religious slurs Use of profane language in school	Parent Contact/Conference Written Apology Silent Lunch Central Detention SYD/OSS Excluded List 20--60 points
Insubordination	Refusing to obey a request by any staff member or substitute teacher; refusal to give one's name when requested; Lying to school personnel	Parent Contact/Conference Central Detention Silent Lunch SYD/OSS Excluded List 30-60 points
Inappropriate Classroom Conduct	Calling out in class; Disrespectful to teachers, substitutes, or peers; Making inappropriate noises; Lack of adherence to teacher's class rules; Leaving classroom or assigned area without permission	Parent Contact/Conference Central Detention Silent Lunch SYD/OSS Excluded List *5-60 points **Double points can be given for infractions made in class with subs.
Leaving School, School Grounds, School Activities	Leaving school, school grounds or school activities without a parent and/or administrative approval/permission prior to dismissal	Parent Contact/Conference Unexcused absence SYD/OSS Police Contact Excluded List 60 points
Physical Attack on a Student or Staff Member; Fighting; 24 hour/7 day a week On or Off School Property	Any physical force used against a student or staff member Includes threatening to attack, strike or assault any student or staff member Involvement in a fight on or off school property; Threatening the student or staff member on social network	Parent Contact/Conference Police Contact OSS Excluded List 60 points
Sexual Harassment	Repeated unwelcome sexual advances, and or any other inappropriate verbal, physical, or written conduct of a sexual nature; Possession of and distribution of any type of pornographic materials	Parent Contact/Conference Police Contact Report to Affirmative Action SYD/OSS Excluded List 30-60 points

Possession of and/or Smoking cigarettes, hookah pens, electronic cigarettes, vaping devices; possession of tobacco in any form	Smoking cigarettes; possession or use of any tobacco substance on school grounds or in conjunction with any school related activity; includes electronic cigarettes, Hookah pens and vaping devices	Parent Contact/Conference Drug Test Police contact OSS Excluded List 60 points
Tardiness	Arriving to school, class, or detention after the assigned time; Arriving to school after 8:45 a.m. without a parent	Central Detention after 3rd tardy Failure in class after 4th tardy offense in the marking period Parent Contact/ Staff/Guidance Intervention SYD Excluded List 4 points (Double points starting 4th marking period)
UNACCEPTABLE USE OF TECHNOLOGY (school computer or personal technology device)	Using network for illegal activity Plagiarizing Pirating software Degrading or destructing equipment or system performance/ introducing a virus into network Vandalizing data of another user Posting any inappropriate messages/photos/videos Posting false or defamatory information Accessing or transmitting material which advocates violence or hatred against an individual or group Harassing another person via social media Posting threats Any Violation of the Acceptable Use Agreement	Verbal Warning  Parent Contact  Central Detention SYD/ OSS  Bullying report and Consequences Police Contact  Loss of Privileges to use school technology  20-60 points
Theft/ Burglary /Stealing	Having the possessions of others property without the owner's consent; security cameras will be utilized to confirm theft when possible	Parent Contact Police Contact Compensation for stolen property SYD/OSS Excluded List 30-60 points
Truancy	Unexcused Absence without just cause	Parent Contact/ Conference Notification to Attendance officer Central Detention Silent Lunch SYD/OSS Excluded List 30-60 points

Non-compliance with GMS Uniform Policy Dress Code Violations Inappropriate Dress Wearing Hats/Bandanas/Skull Caps in School	Students coming to school without the school uniform and/or in violation of the Dress for Success Uniform Policy; Wearing of any hats or head covering in the school building (other than for religious reasons)	Parent Contact Change of clothing Refer to Consequences under Uniform Policy in Handbook  5-20 points
Using Recreational Means of Transportation to School	Taking skateboards, scooters, bicycles, rollerblades and other means of recreational transportation to school; Hiding these items on school property or near school property	Confiscation Parent pick-up of item Police Contact Central Detention Silent Lunch SYD OSS Excluded List  5-30 points
Vandalism/Graffiti	Willful destruction of school property and/or student or staff property; Writing or drawing on school property	Parent Contact/ Conference Police Contact Restitution for vandalized property OSS Excluded List  30-60 points
Videotaping /Taking pictures/ Recording	Unauthorized video and/or audio recording of any kind in school or on school grounds prior to the instructional day, during the instructional day, and after the instructional day	Parent Contact/ Conference  Police Contact  Bullying Report  OSS Excluded List  30-60 points
Weapons /Firearms Toy (facsimile) guns, weapons Knives, Box cutters, Blunt Objects	Possession of any gun or device, toy, facsimile or otherwise, which will expel a projectile by action of an explosive or air compression: any object or device which can cause bodily harm to another, including but not limited to a knife, blunt object, etc	Police Contact Parent Contact/ Conference OSS (maximum time) Expulsion from school 60 points

ATTACHMENT E:

Social Services

The following social services are available for students and their families:

Bergen County Department of Human Services	(201) 336-7474
Careplus NJ	(201) 986-5000
Psychiatric Emergency Screening Program (PESP)	(201) 262-HELP
Vantage Health System	(201) 567-0059
New Jersey's System of Care (Children's Mobile Crisis Response)	1 (877) 652-7624
Bergen County Rape Crisis Center	(201) 487-2227
New Jersey Family Care	1 (800) 701-0710
Bergen One-Stop Career Center	(201) 329-9600
Bergen Regional Medical Center	(800) 730-2762
Englewood Hospital	(201) 894-3000
Hackensack University Medical Center - Social Services	1 (551) 996-2100
Division of Child Protection and Permanency	(201) 996-8900
High Focus	(201) 291-0055
New Pathways	(201) 436-1022
Four Winds	Four Winds
North Hudson Community Action Corporation	973-340-1182
Garfield Health Dept.	973-340-3340
Perform Care 24/7	1-877-652-7624
Bergen's Promise	201-712-1170
Care Plus	201-265-8200
Dental Hygiene Clinic	201-447-7180
Head of Guidance – Dawn Donetz	973-340- 5000 ext. 2128
Assistant Head of Guidance – Amy Sabani	973-340- 5000 ext. 2148
For other mental health/social service resources please contact: Child Study Team Beth Tecchio - Director of Special Services	973-340- 5000 ext.

ATTACHMENT F:

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## District Policy

### **5600- STUDENT DISCIPLINE/CODE OF CONDUCT (M)**

Section: Students  
 Date Created: May, 2006  
 Date Edited: March, 2019

#### **M**

The Board **of** Education adopts this Student Discipline/**Code of Conduct** Policy to establish standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for **conduct** away from school grounds. Every student enrolled in this district shall observe promulgated rules and regulations and the discipline imposed for infraction **of** those rules.

The Superintendent **of** Schools will establish a process for the annual review and update **of** the district's Student Discipline/**Code of Conduct** Policy and Regulation that may involve a committee **of** parents, students, and community members that represent, where possible, the composition **of** the district's schools and community. The Superintendent will report to the Board the process used for the annual review **of** this Policy and Regulation and will recommend to the Board updates, if any, to the Student Discipline/**Code of Conduct** Policy and Regulation.

The Student Discipline/**Code of Conduct** Policy and Regulation shall be disseminated annually to all school staff, students, and parents. The Board **of** Education shall provide to all employees annual training on the Student Discipline/**Code of Conduct** Policy and Regulation, which shall include training on the prevention, intervention, and remediation **of** student **conduct** that violates the district's Policy and Regulation. Information on the Student Discipline/**Code of Conduct** Policy and Regulation shall be incorporated into the orientation for new employees.

The Board provides for the district's Student Discipline/**Code of Conduct**'s equitable application. Student discipline and the **Code of Student Conduct** will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical or sensory disability; or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5.-1 et seq.

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement Act and accommodation plans under 29 U.S.C. §§ 794 and 705(20), the **Code of Student Conduct** shall be implemented in accordance with the components **of** the applicable plans.

The Student Discipline/**Code of Conduct** is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

Policy and Regulation 5600 include a description **of** student responsibilities that include expectations for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 12.1; a description **of** behaviors that will result in suspension or expulsion, pursuant to N.J.S.A. 18A:37-2; and a description **of** student rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

The Board **of** Education approves the use **of** comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports include, but are not limited to, positive reinforcement for good **conduct** and academic success including the programs that honor and reward student **conduct** and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation **of** problem behaviors that take into account the behavior's nature, the students' developmental ages and the students' histories **of** problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Policy and Regulation 5600 include a description **of** school responses to violations **of** behavioral expectations established by the Board that, at a minimum, are graded according to the severity **of** the **offenses**, and consider the developmental ages **of** the student **offenders** and their histories **of** inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

Students are required to be in compliance with Policy and Regulation 5200 – Attendance pursuant to N.J.A.C. 6A:16-7.6 and Policy 5512 – Harassment, Intimidation, and Bullying pursuant to N.J.A.C. 6A:16-7.7.

The Building Principal shall maintain a current list **of** community-based health and social service provider agencies available to support a student and the student's family, as appropriate, and a list **of** legal resources available to serve the community.

The Building Principal or designee shall have the authority to assign discipline to students. School authorities also have the right to impose a consequence on a student for **conduct** away from school grounds that is consistent with the district's **Code of Student Conduct** pursuant to N.J.A.C. 6A:16-7.5. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being **of** other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the **conduct** that is the subject **of** the proposed consequence materially and substantially interferes with the requirements **of** appropriate

discipline in the operation **of** the school. Consequences pursuant to N.J.A.C. 6A:16-7.5 shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.4. School authorities shall respond to harassment, intimidation, or bullying that occurs **off** school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

Consequences and appropriate remedial action for a student who commits one or more acts **of** harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures and examples **of** consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying. Consequences for a student 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, and shall be consistent with this Policy and the school district’s Student Discipline/**Code of Conduct** Policy pursuant to N.J.A.C. 6A:16-7.1. Remedial measures for one or more acts **of** harassment, intimidation, or bullying shall be designed to correct the problem behavior; prevent another occurrence **of** the problem; protect and provide support for the victim **of** the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Consequences and remedial measures to address acts or incidents **of** dating violence at school shall be consistent with the school district’s Student Discipline/**Code of Conduct** Policy. The factors for determining consequences and remedial measures and examples **of** consequences and remedial measures are included in Policy and Regulation 5519 – Dating Violence at School and shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number **of** previous occurrences **of** acts or incidents in which both the victim and aggressor have been involved. Consequences for acts or incidents **of** dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim **of** any act or incident **of** dating violence shall be considered when administering consequences to the aggressor based on the severity **of** the act or incident. Remedial measures/interventions for acts or incidents **of** dating violence at school may include, but are not limited to: parent conferences, student counseling (all students involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive student interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

The Board **of** Education may deny participation in extra-curricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary



sanctions when designed to maintain the order and integrity of the school environment, in accordance with N.J.A.C. 6A:16-7.1(d).

Any student to be disciplined shall be provided the due process procedures for students and their families as set forth in Policy and Regulation 5600 and N.J.A.C. 6A:16-7.2 through 7.4.

In accordance with the provisions of N.J.A.C. 6A:16-7.9, when a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a) and N.J.A.C. 6A:32-7.5.

The Superintendent may be required to submit a report annually to the New Jersey Department of Education on student **conduct**, including all student suspensions and expulsions, and the implementation of the Student Discipline/**Code of Conduct** Policy in accordance with the format prescribed by the Commissioner of Education. The Superintendent shall report to the Commissioner of Education each incident of violence, including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses, pursuant to N.J.A.C. 6A:16-4.3, in the school district utilizing the Student Safety Data System (SSDS), pursuant to N.J.A.C. 6A:16-5.3.

N.J.S.A. 18A:6-1; 18A:36-25.1; 18A:25-2; 18A:36-19a;  
18A:37-1 et seq.; 18A:37-13.1 et seq.  
N.J.A.C. 6A:16-7.1 et seq.; 6A:14-1.1 et seq.

Adopted: 23 May 2006  
Revised: 24 September 2012, 27 March 2019



## District Policy

### **5610- SUSPENSION**

Section: Students

Date Created: May, 2006

Date Edited: December, 2017

#### M

The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Student Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1 et seq.

For the purposes of this Policy, "suspension" means the temporary removal of a student from the regular instructional program.

For the purposes of this Policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days and "long term suspension" means a suspension for more than ten consecutive school days.

In accordance with the provisions of N.J.S.A. 18A:37-4, a student may be suspended only by the Principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal or by the Superintendent prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others. Students in preschool shall not receive an out-of-school suspension except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to identify students in preschool through grade two who are experiencing behavioral or disciplinary problems and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and an informal hearing conducted by the Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension.

In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.

In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the New Jersey Student Learning Standards pursuant to N.J.A.C. 6A:8-3.1 et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.

Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and Policy and Regulation 8330. The name of a disciplined student will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such student will be designated by code.

N.J.S.A. 18A:37-1; 18A:37-2 et seq.; 18A:37-4; 18A:37-5  
N.J.S.A. 18A:54-20g [vocational districts]  
N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:32-7.7; 6A:14-2.8

Adopted: 23 May 2006

	Revised: 18 December 2017
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## District Policy

### **5612- ASSAULT ON DISTRICT BOARD OF EDUCATION MEMBERS OR EMPLOYEES (M)**

Section: Students

Date Created: May, 2006

Date Edited: March, 2019

#### **M**

Any student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, not involving the use of a weapon or firearm, upon a teacher, administrator, other school district employee, or Board member acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim's relationship to the school district, shall be immediately removed from school pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7.

A student, other than a student with a disability, who commits an assault as defined in N.J.S.A. 2C:12-1(a)1, shall be immediately removed from school consistent with due process procedures, pending a hearing pursuant to N.J.A.C. 6A:16-7.2 through 7.5. Nothing in N.J.S.A. 18A:37-2.1 or N.J.A.C. 6A:16-5.7 shall be construed as prohibiting the expulsion of a general education student. A student with a disability who commits an assault as defined in this Policy, shall be removed in accordance with N.J.A.C. 6A:14 and due process proceedings in accordance with N.J.A.C. 14-2.7 and 2.8.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(a), said proceedings shall take place no later than thirty calendar days following the day on which the student is suspended. The decision of the Board shall be made within five days after the close of the hearing. Any appeal of the Board's decision shall be made to the Commissioner of Education within ninety days of the Board's decision. The provisions herein shall be construed in a manner consistent with 20 U.S.C. § 1400 et seq.

The Principal or designee shall remove, isolate, and place the student under the supervision of school staff until the student's parent or appropriate agency takes custody of the student. The Principal or designee will immediately report to the Superintendent the removal of the student and notify the student's parent of the removal action and the student's due process rights. The Principal or designee will notify the appropriate law enforcement official of a possible violation of the New Jersey Code of Criminal Justice.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(b), whenever a teacher, administrator, Board member, other school district employee, or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a student, the Principal shall file a written report of the alleged assault with the Superintendent. The Superintendent shall report the alleged assault to the Board at its next regular

meeting; provided that the name of the student who allegedly committed the assault, although it may be disclosed to the Board members, shall be kept confidential at the public Board of Education meeting.

Any person who fails to file a report of an alleged assault as required pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7 may be liable to disciplinary action by the Board.

The Superintendent of Schools biannually shall submit to the Commissioner of Education a report on each incident under N.J.A.C. 6A:16-5.7 utilizing the Student Safety Data System (SSDS), pursuant to N.J.A.C. 6A:16-5.3(e)1.

Policy and Regulation 5612, implementing the requirements of N.J.A.C. 6A:16-5.7, shall be annually disseminated to all school staff, students, and parents.

N.J.S.A. 18A:37-2.1

N.J.A.C. 6A:14-2.7; 6A:14-2.8; 6A:16-5.7; 6A:16-7.2;  
6A:16-7.3; 6A:16-7.4; 6A:16-7.5

Adopted: 23 May 2006

Revised: 27 Oct 2014, 27 March 2019

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## District Policy

### **5613- REMOVAL OF STUDENTS FOR ASSAULTS WITH WEAPONS OFFENSES (M)**

Section: Students

Date Created: March, 2019

Date Edited: March, 2019

#### **M**

The Board of Education is committed to providing a safe and secure school environment to all students attending the public schools. To provide this environment, the Board of Education will implement policies and procedures regarding a student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, with a weapon, which includes, but is not limited to, items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921, upon a teacher, administrator, other school Board employee, Board of Education member, or another student on school grounds, pursuant to N.J.S.A. 18A:37-2.2 through 2.5.

A student, other than a student with a disability, who commits an assault as defined above shall be immediately removed from the school's general education program for a period not exceeding one calendar year and placed in an alternative education program according to the requirements of N.J.A.C. 6A:16-9.1 et seq. The Superintendent may modify on a case-by-case basis the removal of a general education student in accordance with N.J.A.C. 6A:16-5.6(b)1. A student with a disability who commits an assault as defined above shall be immediately removed in accordance with the provisions of N.J.A.C. 6A:14 and applicable Federal regulations and shall receive a placement in accordance with N.J.A.C. 6A:14.

The Principal or designee shall remove the student in accordance with the requirements outlined in N.J.A.C. 6A:16-5.6(d), which includes notifying the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

If it is found that the removed student did not commit these offense(s), the student shall be immediately returned to the program for which he or she was removed.

If a student, other than a student with a disability, is removed from the general education program pursuant to N.J.A.C. 6A:16-5.6 and this Policy, and a placement in an alternative education program is not available, the general education student shall be provided home or other out-of-school instruction, according to N.J.A.C. 6A:16-10.2, until placement is available.

The Superintendent shall make the final determination on whether the general education student removed, in accordance with the requirements of N.J.A.C. 6A:16-5.6 and this Policy, is prepared to return to the general education program or will remain in an alternative education program or receive home or other out-of-school instruction based on the criteria outlined in N.J.A.C. 6A:16-5.6(i).

The Superintendent of Schools biannually shall submit to the Commissioner of Education a report on each incident and the circumstance surrounding the removal of students pursuant to N.J.A.C. 6A:16-5.6 utilizing the Student Safety Data System (SSDS), pursuant to N.J.A.C. 6A:16-5.3(e)1.

This Policy and Regulation 5613, implementing the requirements of N.J.A.C. 6A:16-5.6, shall be annually disseminated to all school staff, students, and parents.

N.J.S.A. 18A:37-1 et seq.

N.J.A.C. 6A:14-2.8 et seq.; 6A:16-5.6; 6A:16-6.1 et seq.;

6A:16-7.1 et seq.; 6A:16-8.1 et seq.; 6A:16-9.1 et seq.;

6A:16-10.2

Adopted: 27 March 2019





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## District Policy

### **5561- USE OF PHYSICAL RESTRAINT AND SECLUSION TECHNIQUES FOR STUDENTS WITH DISABILITIES**

Section: Students

Date Created: January, 2013

Date Edited: October, 2018

#### **M**

The Board of Education strives to provide a safe, caring atmosphere that supports all students in the least restrictive environment. On occasion, during an emergency, a situation may arise making it necessary to temporarily restrain or seclude a student with a disability in accordance with N.J.S.A. 18A:46-13.4 through 13.7.

A school district, an educational services commission, or an approved private school for students with disabilities (APSSD) that utilizes physical **restraint** on students with disabilities shall ensure that:

- N.... Physical **restraint** is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
- 2. A student is not restrained in the prone position, unless the student's primary care physician authorizes, in writing, the use of this **restraint** technique;
- N.... Staff members who are involved in the **restraint** of a student receive training in safe techniques for physical **restraint** from an entity determined by the Board of Education to be qualified to provide such training, and that the training is updated at least annually;
- N.... The parent of a student is immediately notified when physical **restraint** is used on the student. This notification may be by telephone or electronic communication. A post-incident written notification report of the incident of physical **restraint** shall be provided to the parent within forty-eight hours of the occurrence of the incident;
- N.... Each incident in which physical **restraint** is used is carefully and continuously visually monitored to ensure it was used in

accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical **Restraint** and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical **restraint**, in order to protect the safety of the child and others; and

6. Each incident in which physical **restraint** is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the behavior intervention plan at the next individualized education plan (IEP) meeting.

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of physical **restraints** through inclusion of positive behavior supports in the student’s behavior intervention plans developed by the IEP team.

A school district, an educational services commission, or an APSSD that utilizes seclusion techniques on students with disabilities shall ensure that:

- N.... A seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;

2. Each incident in which a seclusion technique is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical **Restraint** and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical **restraint**, in order to protect the safety of the child and others; and

- N.... Each incident in which a seclusion technique is used is documented in writing in sufficient detail to enable the staff to use this information to develop or improve the behavior intervention plan at the next IEP meeting.

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of seclusion techniques through inclusion of positive behavior supports in the student’s behavior intervention plans developed by the IEP team.

The New Jersey Department of Education shall establish guidelines for school districts, educational services commissions, and APSSDs to ensure a review process is in place to examine the use of physical **restraints** or seclusion techniques in emergency situations, and for the repeated use of these methods

for an individual child, within the same classroom, or by a single individual. The review process shall include educational, clinical, and administrative personnel. Pursuant to the review process the student's IEP team may, as deemed appropriate, determine to revise the behavior intervention plan or classroom supports, and a school district, educational services commission, or APSSD may determine to revise a staff member's professional development plan pursuant N.J.S.A. 18A:46-13.7.

The Superintendent or designee may gather input from school staff members and parents of students with disabilities on this Policy and Regulation. All students with disabilities and their parents shall be afforded the procedural safeguards provided by the Individuals with Disabilities Education Act (IDEA).

The Superintendent or designee shall annually inform parents of students with disabilities about the Board's Policy regarding **restraint** and seclusion.

N.J.S.A. 18A:46-13.4; 18A:46-13.5; 18A:46-13.6; 18A:46-13.7

**New Jersey Department of Education Restraint and Seclusion Guidance for Students with Disabilities – July 10, 2018**

Adopted: 28 January 2013

Revised: 29 October 2018

### EXPECTED BUS BEHAVIOR

- Be seated when the bus is moving
- Do not exit the bus once you have boarded
- Always share seats with others
- Always speak quietly
- Use only appropriate language
- Do not speak in a way that teases, hurts or harasses others
- Keep the bus clean
- Do not eat or drink on the bus without the permission of the driver
- Follow the bus driver's directions as soon as they are issued
- Keep hands, head and feet inside the bus
- Do not throw any object on the bus or out of the bus
- Do nothing to threaten the safety of others on or off the bus
- Do not vandalize the bus or anyone's personal property
- Do not hit, punch, kick, or physically assault another student
- Do not act in a disrespectful or defiant manner toward the bus driver
- Do not use sexually explicit, inappropriate or derogatory language or obscene gestures
- Possession or use of the following: Weapons, Matches or lighter, Controlled substance including drugs, alcohol and tobacco, Vaping devices, e-cigarettes or related paraphernalia
- Threats or violence against bus driver

### CONSEQUENCES (Depending on Severity of Infraction)

- Parental notification and one or more of the following:
- Warning
- Assigned seat
- Behavior contract
- Two to five days after school detention
- One-to-five-day bus suspension
- One-to-three-day school suspension
- Five day or longer bus suspension
- Three-to-ten-day school suspension
- Expulsion hearing
- Referral to law enforcement authorities