

Hasbrouck Heights Board of Education
Hasbrouck Heights, New Jersey

ATTACHMENT A

Highlights eliminated; **Bold added**

Job Description: Elementary Reading Clinic Teacher

Qualifications:

- New Jersey **Elementary** Teacher certificate
- **Orton-Gillingham training and certificate required**
- **Minimum five-year experience** teaching reading with **Orton-Gillingham strategies**

Reports To: Principals

Job Goal: Assists the educational leader responsible for creating the conditions and climate that will best enable members of the school staff to develop an efficient program which provides for optimum development of the individual student. **principals and teachers to develop entrance and exit criteria for reading remediation; to revise curricula; to foster reading strategies that build student success (as identified by improvements in SRI or DRA scores); and works with students needing remediation;** Assists in creating **and creates** an environment for excellence which will result in greater student self esteem and performance.

Performance Responsibilities: The activities of the Basic Skills teacher include but are not limited to:

- Plans and prepares for teaching assignment by developing daily plans;
- Instructs students effectively by employing **Orton-Gillingham** methods and materials that are most appropriate **resources** for meeting stated objectives;
- Evaluates and reports pupil progress on a regular basis;
- Communicates with parents as needed;
- Works with staff, grades K-5, to foster Orton-Gillingham strategies in teaching reading;
- Recognizes the deficiencies of students and seeks the assistance of district specialists as needed **reports to principal and classroom teachers;**
- Maintains clear and accurate records of pupil progress and attendance as required by the school and district
- Consults with colleagues, students and/or parents on a regular basis
- Implements all policies and/or rules governing student life and conduct
- Assumes a constructive role in program development
- Strives to maintain and improve professional competence
- Attends staff meetings and serves as a resource for reading remediation throughout the school **Provides professional development for staff throughout the school year**
- **Uses technology to assist in teaching reading;**
- Other responsibilities and duties which are appropriate and necessary to the position as directed by the Building Administrator

Terms of Employment: Ten month year. Salary and school year will be in accordance with the Hasbrouck Heights Education Association negotiated contract.

Evaluation: Performance of this position will be evaluated in accordance with the provisions of the Board's policy on evaluation of certificated personnel.

Approved: November 19, 2009
Revised: August 25, 2011

Hasbrouck Heights Board of Education
Hasbrouck Heights, New Jersey

Job Description: Math and Science Supervisor, K-12

Qualifications:

- NJ State Supervisor's Certification required
- NJ State Secondary Math Certification required
- NJ State Secondary Science Certification a plus
- NJ State Elementary Certification a plus

Reports To: Principals; Director of Special Services; Superintendent of Schools

Job Goal: Assist principals, director of special services in the development, implementation and coordination of the district's math and science curriculum, K-12. Teaches minimum of two classes and provides supervision and instructional strategies for math and science teachers; coordinates district state-mandated and district-mandated testing program including, but limited to, HSPA, NJ ASK, PSATs, practice SATs, SRI, Accuplacer, Terra Nova.

Responsibilities: The activities of this Supervisor include but are not limited to:

- Directs the development and implementation of departmental curriculum objectives & standards;
- Implements an ongoing program of curriculum evaluation;
- Directs/coordinates the state-mandated and district-mandated testing program, including NJ ASK, HSPA, PSATs, SRI, Accuplacer, etc.;
- Assists in the recruitment, screening, hiring, training and assigning of departmental personnel
- Conducts departmental meetings at least once a month and attends relevant school, district and professional meetings as necessary;
- Assumes responsibility for selecting and ordering departmental instructional material including textbooks and workbooks and maintaining an ongoing inventory thereof;
- Checks lesson plans weekly, 6-12, to ensure that curriculum requirements are being met and that necessary materials are available;
- Supervises the members of the department(s), 6-12, providing assistance in the solution of classroom instructional problems;
- Observes and evaluates teacher performance and makes recommendations to the principals, regarding departmental personnel in accordance with the regulations of the New Jersey State Department of Education Administrative Code (Title 6:3-1.19);
- Maintains continuing articulation between elementary middle school and high schools;
- Teaches a minimum of two secondary level math or science classes;
- Participates in walk throughs;
- Discusses the interpretation of curriculum with the teaching staff;
- Communicates information regarding the development, implementation and evaluation of curriculum and instructional program/services;
- Assists in the assessment of student progress;
- Discusses the master schedule and any individual teacher scheduling problems with the teaching department;
- Discusses the development and implementation of resource files in assigned areas with the teaching department;
- Discusses interdisciplinary units of study with the teaching department;
- Discusses the creation and development of curriculum materials with the director of special services and special education staff;

- Discusses with the teaching department an individualized approach to the learning problems of students served by the department;
- Encourages department members in the use of new methods and materials;
- Encourages members to utilize technology, particularly iPad in classroom instruction;
- Discusses with the teaching department the planning of in-service workshops that are deemed useful by the teachers of the department;
- Meets regularly with administrative team;
- Attends pertinent conferences and conventions at the direction of the superintendent or his designee;
- Interprets Board of Education policies and regulations to the teaching department;
- Discusses the coordination of the work of the departments;
- Performs such other tasks and assumes such other responsibilities and duties which are appropriate and necessary to the position as directed by the Building Administrator or Superintendent

Terms of Employment: Ten-month position, with compensation negotiated with the Board of Education.

Evaluation: Performance of this position will be evaluated annually by the high school and middle school principal or other administrator as assigned by the superintendent of schools.

Approved: August 25, 2011

Harassment, Intimidation, Bullying Report
For Administrative Use Only

School: _____

Name of Complainant: _____ Grade: _____ Phone Number: _____

Name of Parent/Guardian: _____

Name of Alleged Victim: _____ Grade: _____ Phone Number: _____

Name of Parent/Guardian: _____

Name of Alleged Harasser Offender: _____ Grade: _____ Phone Number: _____

Name of Parent/Guardian: _____

Date of Report: (No later than 10 days after written report) _____ Date Incident Reported: _____

Date of Incident: _____ Location: _____ Time: _____

Name(s) of Witness(es): _____

Type: ☐ Sexual ☐ Verbal ☐ Physical ☐ Cyber Bullying **Electronic** ☐ Written ☐ Gestural ☐
Other _____

Frequency ☐ Single Incident ☐ Multiple Incidents: Please explain _____

Involvement: ☐ Student/Student ☐ Student/Adult ☐ Adult/Adult

Possible Motivation: ☐ Race/Color/National Origin ☐ Religion ☐ Gender ☐ Sexual Orientation ☐ Gender Identity and Expression ☐ Mental/Physical/Sensory Disability ☐ Unknown

How did complainant come to know of this incident (i.e. eye-witness, victim reported to them, heard through another parent or student)?

Complainant Incident Summary: _____

Please attach the HIB Compliant Form and any forms of communication.

Victim Incident Summary: _____

Alleged Harasser's Summary:

Witnesses' Summary: (If staff member was a witness, please attach written report-should be provided no later than 2 days after verbal report)

Administrator's Prompt Actions:

1. Parents (or guardian) of victim contacted **on same day incident was reported?**

- ☐ By phone Date: _____
- ☐ By mail Date: _____
- ☐ **No (explain):** _____
- ☐ **Attempted, but parent could not be reached.**
- ☐ **Yes**
- ☐ **Yes and discussed availability of counseling and intervention services.**

Further description of contact with parent: _____

2. Parent (or guardian) of suspected harasser **alleged offender** contacted **on same day incident was reported?**

- ☐ **No (explain):** _____
- ☐ **Attempted, but parent couldn't **could not** be reached.**
- ☐ **Yes, and parent agreed to cooperate.**
- ☐ **Yes, but parent was uncooperative and discussed availability of counseling and intervention services.**

Further description of contact with parent: _____

If electronic communication, please complete the following:

3. If Was electronic communication was it performed on school equipment? Yes _____ If so, in what location?
No _____, Please explain: _____

4. What type of device(s) was used to initiate this electronic incident? _____
Please Attach copies of any printouts of harassing messages.

5. Harassing messages traced to sending computer and/or Internet account?

☐ Yes (give account information): _____

☐ No (explain): _____

6. Sender's Internet service provider (ISP) contacted?

☐ Yes (give account information): _____

☐ No (explain): _____

7. If conduct violated user or accountholder agreement, did ISP terminate sender's account?

☐ Yes

☐ No (explain): _____

8. Police Contacted?

☐ Yes (describe action taken): _____

☐ No (explain): _____

9. Comments/Opinion: _____

10. Does the victim or the alleged person bullying **offender** have an IEP, 504, or I&RS plan?

Victim: Yes _____ No _____ If Yes, nature of the disability: _____

Offender: Yes _____ No _____ If Yes, nature of the disability: _____

11. Was this the first reported offense? Yes _____ No _____ If not, Please explain: _____

Investigation supposition checklist- Please check those that apply.

☐ The offender was aware that the circumstances would have the effect of physically or emotionally harming a pupil or damaging the pupil's property or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage his/her property.

☐ The incident had the effect of insulting or demeaning the pupil or groups of pupils.

☐ The incident created a hostile educational environment for the pupil by interfering with his/her education or by severely or pervasively causing physical or emotional harm to the pupil.

The following were considered when determining actions to be taken.

Degree of Harm: _____

Nature & Severity of behavior: _____

Past Incidents: _____

Context in which alleged incident occurred: _____

Action Taken (School Penalty):

Consequences:

- | | |
|-----------------------------|-----------------------|
| 1. Verbal Warning | Date(s): _____ |
| 2. Detention | Date(s): _____ |
| 3. Withdrawal of activities | Length of time: _____ |
| 4. In school Suspension | Date(s): _____ |
| 5. Saturday School | Date(s): _____ |
| 6. Suspension | Date(s): _____ |
| 7. Citation Issues | Date(s): _____ |
| 8. Administrative Hearing | Date(s): _____ |
| 9. Expulsion | Date(s): _____ |

Remedial Action – Individual:

- | | | |
|---------------------------------|----------------|-----------------------------------|
| 1. Referral to counselor | Date(s): _____ | Parent Consent Yes _____ No _____ |
| 2. Parent/Guardian conference | Date(s): _____ | |
| 3. I&RS Referral | Date(s): _____ | |
| 4. CST Referral | Date(s): _____ | |
| 5. Restitution and Restoration | | |
| 6. Behavior Plan | | |
| 7. Alternative Placement | | |
| 8. Other: _____ | | |

Remedial Action – Environmental:

- _____ Modification of schedules
- _____ Adjustment in hallway traffic
- _____ Modifications in student routed or patterns traveling to and from school
- _____ Targeted use of monitors
- _____ Teacher aides
- _____ School Policy and Procedures Revisions
- _____ Small or large group presentations for fully addressing the behaviors and the responses to the behaviors

***Were consequences for reprisal or retaliation discussed with the offender? Yes _____ No _____**

Investigator: _____

Signature of Principal: _____ Date: _____

Two Week Follow-up:

Date to be reviewed: _____

Was the actions taken successful?

Any new actions needed?

Report must be submitted to the Superintendent of Schools within two school days of completion of report.
Superintendent to report results to BOE at the next regularly scheduled board meeting.

Approved: April 21, 2005

Revised: October 21, 2009

Revised (First Reading): August 25, 2011

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 5131.2

Exhibit

Harassment, Intimidation, Staff Member Report

Date of report: (no later than 2 days after verbal report)- _____

Date of incident: _____

Name of Staff Member: _____

Position in the district: _____

Name of alleged victim(s): _____

Name of alleged offender: _____

Please provide a detailed description of what occurred: _____

What action, if any, did you take? _____

Staff Member Signature _____

First Reading: August 25, 2011

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 5131.2

Exhibit

Harassment, Intimidation, Bullying
Parent Consent Form For School Based Counseling

Date: _____

Name of Student being referred for counseling: _____

Phone Number: _____

Name of Parent/Guardian: _____

Recommended number of sessions- _____

I hereby grant permission for my child to be seen for school based counseling as described above, provided by a school psychologist, guidance counselor or school social worker. I am aware that the information discussed in counseling is confidential. I can be provided with information as to my child's progress if requested.

Parent Signature: _____ Date: _____

First Reading: August 25, 2011

Harassment, Intimidation, and Bullying Complaint Form

Please complete each section of this form.

Date: _____

Name of Victim(s): _____

Name of the Person (s) who **allegedly** harassed/bullied: _____

Where did the incident occur? _____

When did the incident take place? _____

How long has this been going on? _____

What did the alleged offender(s) say or do? **Nature of the offense:**

Why do you think the harassment or intimidation occur?

Did a physical injury result from this incident? Was medical attention required **due to the incident?**

Were the Police notified?

Is there any additional information you would like to provide?

What do you want to happen now?

Name of person reporting: _____ Relationship to victim(s): _____

Approved: October 21, 2009

Revised (First Reading): August 25, 2011

Please note that the district prohibits any person from falsely accusing another as a means of HIB.

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 5131.2

Exhibit

Harassment, Intimidation, Parent Report
Victim

Name of Victim: _____ Phone Number: _____

Name of Parent/Guardian: _____

Date of Report- _____

Board of Education Meeting Date- _____

Nature of the

Investigation: _____

Did the district find evidence of Harassment, Intimidation or Bullying? Yes _____ No _____

If the district found evidence of Harassment, Intimidation or Bullying, were consequences imposed as per the district code of conduct and as per district policy (XXXXXX) or services provided to address the incident? Yes _____ No _____

Please be advised that you may request a hearing with the Board of Education if you do not agree with the findings of this investigation.

First Reading: August 25, 2011

PUPIL DISCIPLINE/CODE OF CONDUCT

The Board of Education adopts this Pupil Discipline/Code of Conduct Policy to establish standards and procedures for positive pupil development and behavioral expectations on school grounds, including on a school bus or at school-sponsored functions, and as appropriate, for conduct away from school grounds.

Every pupil enrolled in this district shall observe promulgated rules and regulations and submit to the discipline imposed for infraction of those rules. Regulation 5600 shall include a description of school responses and consequences to violations of the behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, considering the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

The development, annual review, and update of this Policy shall involve parent, pupil, and community involvement which represents, where possible, the composition of the schools and community and shall be based on locally determined and accepted core ethical values.

The Board will review this Policy and Regulation after considering the findings of the annual reports of pupil conduct, including suspensions and expulsions, pursuant to N.J.A.C. 6A:16-7.1(a)5 and 6, and the incidences reported under the Electronic Violence and Vandalism Reporting System, in accordance with N.J.A.C. 6A:16-5.3.

The Superintendent shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting pursuant to N.J.A.C. 6A:16-7.1(a)5. The Superintendent shall submit a report annually to the New Jersey Department of Education on pupil conduct, including all pupil suspensions and expulsions, and the implementation of the Pupil Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education and the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e).

For pupils 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), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

The Building Principal or designee shall have the authority to assign discipline to pupils. School authorities also have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, 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 which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences 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:16-7.5.

Consequences and appropriate remedial action for a pupil 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 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 pupil and the pupil's history of problem behaviors and performance, and shall be consistent with this Policy and the school district's pupil discipline/code of conduct pursuant to N.J.A.C. 6A:16-7.1.

Remedial measures 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.

Any pupil to be disciplined shall be provided the due process procedures for pupils and their families as set forth in N.J.A.C. 6A:16-7.2 through 7.6.

When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil 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), N.J.A.C. 6A:32(e)10.iv., and N.J.A.C. 6A:16-7.10.

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

Comprehensive behavioral supports that promote positive pupil development and the pupil's abilities to fulfill the behavioral expectations established by the Board will include: positive reinforcement for good conduct and academic success including the programs as outlined in Policy 5440; supportive interventions and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the nature of the behaviors, the developmental ages of the pupils and the pupil's histories of problem behaviors and performance; and for pupils with disabilities, the behavior interventions and supports shall be determined and provided pursuant to the requirements of N.J.A.C. 6A:14.

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

Pupil discipline and code of conduct in the district will be applied without regard to 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.

The Pupil Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s). School staff shall be trained annually on the Pupil Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of pupil conduct in violation of the district's Policy and Regulation. Information on this Policy and Regulation shall be incorporated into the orientation program for new employees.

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.

Cross reference: Policy Guide Nos. 2460, 5500, 8330

First Reading: July 28, 2011
Second Reading: August 25, 2011

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604
Regulation

File Code: 5600

PUPIL DISCIPLINE/CODE OF CONDUCT

A. Purpose

The purpose of these regulations is to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of pupils;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of pupil problem behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the pupil discipline/code of conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of the pupil offenders, and pupils' histories of inappropriate behaviors.

B. Rules of Conduct

1. All pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district.
2. In addition, pupils shall not:
 - a. Be insubordinate to teachers or other school staff members or disregard their instructions or demonstrate lack of respect for their authority;
 - b. Create disorder or disruptions on school premises;
 - c. Use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school;

- d. Steal, damage, or deface the property of other pupils, staff members, or the district;
- e. Engage in the sexual and/or other harassment of pupils or staff members;
- f. Violate codes of conduct adopted for organizations of pupils;
- g. Possess or use weapons or any implement intended to harm others;
- h. Use foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;
- i. Convey information about other pupils or staff members known to be false;
- j. Act so recklessly as to endanger the safety of others;
- k. Procure the property of others by threat or intimidation;
- l. Enter school premises or any specific portion of the premises without permission and without authority;
- m. Vandalize school property, real or personal;
- n. Create litter on school property;
- o. Be truant from school or class;
- p. Cheat or otherwise engage in academic dishonesty;
- q. Persistently refuse to complete homework and other assignments;
- r. Engage in illegal gambling;
- s. Smoke on school property;
- t. Falsify an excuse or any school document;
- u. Set fire to or cause a fire in any way on school premises;
- v. Possess or explode a firecracker or other explosive device on school premises;
- w. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;

- x. Possess, use, or distribute a substance in violation of Policy No. 5530;
 - y. Join a secret society prohibited by law;
 - z. Commit an act of harassment, intimidation, or bullying; or
 - aa. Engage in any other activity expressly prohibited by a school staff member in authority.
3. Pupils assigned to a school bus must obey all school rules, and
- a. Show respect for the driver at all times;
 - b. Enter and leave the bus in an orderly manner;
 - c. Ride only the bus to which they have been assigned;
 - d. Be and remain seated while the bus is in motion;
 - e. Avoid reckless and boisterous activity at all times, including during waits at pickup points;
 - f. Talk in a reasonable tone of voice and avoid loud noises;
 - g. Extend no portion of the body or other object out a bus window;
 - h. Keep aisles clear at all times;
 - i. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;
 - j. Refrain from smoking, eating, and drinking on the bus; and
 - k. Possess, use, or distribute no substance in violation of Policy No. 5530.
4. The Building Principal or designee has the right to impose a consequence on a pupil for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements

of appropriate discipline in the operation of the school. Consequences 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:16-7.5.

C. Disciplinary Measures

The following disciplinary measures may be applied as appropriate to the pupil's violation of school rules. The measures are sequential and are organized in order of severity.

1. Admonishment

A school staff member in authority may admonish the pupil for his/her unacceptable conduct and warn the pupil that additional misconduct may warrant a more severe penalty.

2. Temporary Removal from Classroom

- a. The classroom teacher may direct the pupil to report to the office of the administrator in charge of pupil discipline.
- b. The teacher will complete a form that indicates the pupil's name, homeroom, and the conduct that has caused the pupil's removal from the room.
- c. The administrator in charge of discipline will interview the pupil and determine which, if any, additional disciplinary steps are indicated.

3. Deprivation of Privileges

The pupil may be deprived of the privilege of:

- a. Moving freely about the school building,
- b. Participation in co-curricular or inter/intrascholastic activities,
- c. Attendance at a school-related social or sports activity,
- d. Participation in a graduation ceremony, or
- e. Transportation by school bus, or

- f. Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy 5600 and N.J.A.C. 6A:16-7.1 et seq.

4. Detention

- a. The pupil may be required to report before or after the school day to detention for a period of supervised study.
- b. Transportation will be the responsibility of the district.
- c. The pupil may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

5. Grading

A pupil who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence (paragraph B.2.p. and paragraph B.2.q.) may suffer a reduced grade by virtue of the disqualified work. In no other instance may a pupil's grade be lowered as a direct penalty for misconduct.

6. In-school Suspension

- a. The pupil may be removed from his/her regular classes and required to report to an in-school suspension program for supervised study.
- b. In-school suspension is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.

7. Suspension from School

- a. The pupil may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2, and 6A:16-7.3, and Policy 5610.
- b. Suspension from school is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.

8. Expulsion

- a. The Board may expel a general education pupil from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.5, and Policy 5620.
- b. Expulsion is an extremely serious disciplinary measure; it deprives the pupil of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Policies 5610 and 5620.

D. Remedial Measures

The following remedial measures may be taken to aid in correcting pupil conduct and to ensure that the pupil is properly placed in an appropriate educational environment and is not in need of special education and/or related services.

1. Restitution and Restoration

- a. The pupil may be required, to:
 - (1) Make restitution, in kind or cost or labor, for any loss he/she has caused; or
 - (2) Restore to its former condition, by his/her own labor, any property the pupil has damaged or defaced.
- b. A pupil who refuses to make restitution or restoration as directed may be disciplined by one or more of the measures included at paragraph C.

2. Counseling

- a. The pupil may be required to consult with school guidance counselors to determine the causes of his/her misconduct and to assess the need for a change in educational placement.
- b. The counselor will explain:
 - (1) Why the pupil's conduct is unacceptable to the school and damaging to the pupil,
 - (2) What the consequences of continued misconduct are likely to be, and
 - (3) Appropriate alternate behaviors.

- c. The counselor may refer the pupil, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to:

- (1) The Child Study Team,
- (2) Intervention and Referral Team,
- (3) A public or private social agency, or
- (4) A legal agency.

3. Parent Conferences

The pupil may be required to attend a meeting with his/her parent(s) and appropriate staff members to discuss the causes of the pupil's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

4. Alternate Educational Program

The pupil may be assigned to an alternate educational program as recommended by the pupil's guidance counselor, classroom teacher, Child Study Team, and/or Principal.

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

1. Consequences

Consequences 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 pupil, and the pupil's history of problem behaviors and performance.

- a. The consequences may include, but are not limited to, the examples listed below:

- (1) Admonishment;
- (2) Temporary removal from the classroom;
- (3) Deprivation of privileges;
- (4) Classroom or administrative detention;

- (5) Referral to disciplinarian;
- (6) In-school suspension during the school week or the weekend;
- (7) After-school programs;
- (8) Out-of-school suspension (short-term or long-term);
- (9) Reports to law enforcement or other legal action;
- (10) Expulsion; and
- (11) Participating in school district-sponsored programs.

2. Remedial Measures

Remedial measures 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.

F. Chart of Discipline

Below is a listing of pupil behaviors that are subject to pupil discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2. The behaviors include, but are not limited to:

Offensive Conduct

Insubordination

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Disruption

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Use of Force

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Theft, Damage

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Sexual Harassment

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Code Violation

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Weapon Possession

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Language Misuse

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Falsifications

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Recklessness

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Extortion

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Wrongful Entry

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Vandalism

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Fighting

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Littering

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Truancy

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Cheating

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Noncooperation

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Gambling

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Smoking

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Cutting Detention

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Forgery

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Failure to Wear Seatbelt in School Bus

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Arson

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Exploding Devices

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Falsifying Alarm

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Substance Abuse

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Secret Membership

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Disobedience

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Misuse of Computer Networks/Computers

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Other

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

1. Three first offenses in any combination of categories in any one marking period will warrant the discipline of Child Study Team Meeting.
2. Three second offenses in any combination of categories in any one marking period will warrant the discipline of Child Study Team Meeting.
3. Three third offenses in any combination of categories in any one marking period will warrant the discipline of Child Study Team Meeting.

G. Disciplinary Procedures

1. The Pupil Discipline/Code of Conduct Policy and Regulation 5600 shall be disseminated annually to all school staff, pupils, and parent(s). Principals will distribute these documents to all pupils on the first day of each school year and to transferring pupils on the first day of their enrollment in this district.
2. Teachers and administrators in charge of pupil discipline shall make every effort to administer these rules consistently and fairly.
3. The staff member who disciplines a pupil for conduct shall, however minimal the offense or the discipline,
 - a. Orally inform the pupil of the conduct for which he/she is being disciplined; and

- b. Offer the pupil an opportunity to deny the charge or to present extenuating circumstances.
- 4. Where the discipline is greater than an admonishment, the pupil's parent(s) or legal guardian(s) will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the Principal.
- 5. Where the offense is serious and the discipline greater than detention, every effort will be made to notify the parent(s) prior to the informal hearing conducted in accordance with paragraph F.3.
- 6. An in-school suspension, suspension from school, or expulsion will be conducted in strict accordance with law and Policies 5610 and 5620.
- 7. Violations of the rules regarding pupil conduct on school buses will be handled as follows.
 - a. The driver will report the offensive conduct to the Principal of the school in which the pupil is enrolled by submission of a completed written form that includes the name of the pupil, the school, and the specific offensive conduct.
 - b. The parent(s) or legal guardian(s) will be notified, by copy of the form, of the pupil's conduct.
 - c. The Principal or designee will determine the discipline to be administered, in accordance with the severity of the infraction. In general, when the offense is not severe:
 - (1) On the first notice of misconduct, the pupil will be counseled, the parent(s) or legal guardian(s) notified, and the pupil suspended from the bus for one school day;
 - (2) On the second notice of misconduct, the pupil and parent(s) or legal guardian(s) will attend a conference, and the pupil will be suspended from the bus for two school days; and
 - (3) On the third notice of misconduct, the Principal will confer with the parent(s) or legal guardian(s) and the pupil will be suspended from the bus for a period not less than three school days or more than one semester or the balance of the school year, whichever is less.

- d. When the misconduct is severe, the pupil may be summarily suspended from the bus pending a conference with the parent(s) or legal guardian(s) and further disciplinary action.

H. Pupils with Disabilities

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Educational Improvement Act, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

I. Pupil Rights

Pupils subject to the consequences of the Pupil Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports pupils' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of pupils' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to 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;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3; and
7. Protections pursuant to 20 U.S.C. §1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. § 1232h and 34 CFR Part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6:3-6, Pupil Records; 45 CFR §160, Health Insurance Portability and Accountability Act; 20 U.S.C. §6301, Title IV(A)IV §4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2,

Confidentiality of pupil alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Student Records; as well as other existing Federal and State laws pertaining to pupil protections.

J. Records

1. Instances of pupil discipline will be recorded in the pupil's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy No. 8330.
2. When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil 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), N.J.A.C. 6A:32-7.5(e)10.iv., and N.J.A.C. 6A:16-7.10.
 - a. The record shall be provided within two weeks of the date that the pupil enrolls in the receiving district.
 - b. Written consent of the parent or adult pupil shall not be required as a condition of the transfer of this information, however, written notice of the transfer shall be provided to the parent or the adult pupil.
 - c. When a pupil transfers to a private school, which includes all sectarian or nonsectarian nonprofit institutional day or residential schools that provide education for pupils placed by their parents and that are controlled by other than public authority, all pupil disciplinary records, with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner as such records would be provided by a public school district of residence to another public school district, pursuant to N.J.A.C. 6A:16-7.10(b).
 - d. The Board shall not use a pupil's past offenses on record to discriminate against that pupil.
 - e. All pupil disciplinary records maintained in the district shall conform with the requirements set forth in N.J.A.C. 6A:16-7.10(d).

K. Annual Report

The Superintendent of Schools shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting. The annual summary shall contain, at a minimum:

1. A numerical inventory of all violations of the pupil behavioral expectations in the Pupil Discipline/Code of Conduct Policy and Regulation;
2. Associated school responses to the violations of the pupil behavioral expectations;
3. An explanation and evidence of the effectiveness of the Pupil Discipline/Code of Conduct Policy and Regulation. The explanation and evidence, at a minimum, shall address:
 - a. The degree of effectiveness of the school district's activities in achieving the purposes of the Pupil Discipline/Code of Conduct Policy and Regulation, pursuant to the purposes as outlined in A. above; and
 - b. The degree and effectiveness of the implementation of the contents of the Pupil Discipline/Code of Conduct Policy and Regulation.
4. Any proposed changes to the school district's current policies, procedures, programs or initiatives, based on the annual report.

First Reading: July 28, 2011

Second Reading: August 25, 2011