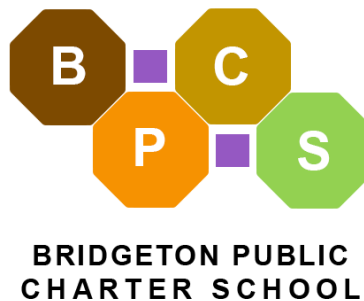
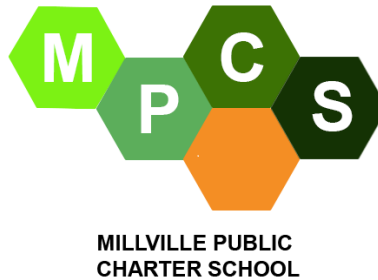


# VINELAND/MILLVILLE/BRIDGETON PUBLIC CHARTER SCHOOL CODE OF CONDUCT



**Grades K - 8  
2023-2024**

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## PURPOSE

The purpose of this Code of Conduct is to acquaint you and your parents/guardians with helpful information in order to provide for the smooth operation of our school. Please review it very carefully and keep it handy for reference to daily routines and general procedures. We want you to know what is expected of you and what you can expect from your school. *This is your formal notification of the rules and procedures under which we operate.*

## EXPECTATIONS FOR STUDENT BEHAVIOR – Policy 5500

Students, parents, school administrators, and the board of education all believe that pupils should commit themselves to learning and to the development of their unique potential. We believe that it is important to help students realize that their own attitudes and acts are directly related to their school experience and that of their classmates. With the support and assistance of school personnel and parents, all students have the capacity to demonstrate actions which contribute to the effectiveness of schools and the worth of their learning experiences.

Therefore, we, the students, parents, teachers, administrators, and members of the Board of Trustees of the Cumberland County Charter School Network expect all students to fulfill the behavioral expectations of the school community, and to:

1. Prepare mentally and physically for the process of learning.
2. Respect the person, property, and intellectual and creative products of others.
3. Take responsibility for their own behavior.
4. Use time and other resources responsibly.
5. Share responsibilities when working with others.
6. Meet the requirements of each course of study.
7. Monitor their own progress toward school objectives.
8. Communicate with parent(s) or legal guardian(s) and appropriate staff members.

## STUDENT RESPONSIBILITIES

Below is a partial list of student responsibilities and expectations, equal in measure with their age and ability, which are necessary to improve the overall climate of the school.

1. Attend school on a regular basis.
2. Be on time to school and to all classes.
3. Come to class prepared with homework completed, pencil, paper, and textbooks.
4. Come to school properly attired.
5. Treat teachers, staff members, and fellow students with respect.
6. Establish pride in yourself by working to the best of your ability.

## EXPECTATIONS FOR PUPIL CONDUCT

Students are expected to exhibit proper behavior at all times. Such actions as yelling, throwing things, profanity, insubordination, defiance, and disorderly or discourteous acts interrupt a proper educational atmosphere. We expect our students to conduct themselves in a manner that will contribute to the overall educational goals and expectations of the school. We expect our students to develop responsible attitudes of personal conduct and to respect the rights of others in the school. Students do not have the right to disrupt or impede the learning process of others, nor does any

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student have the right to jeopardize the safety and well-being of others in the school. Students are expected to show respect to all adults in the school. Insubordination and defiance of adult authority, or verbal and/or physical abuse of those adults employed in the school will not be tolerated and consequences will be assigned for these offenses. It is the students' responsibility to obey school regulations and procedures and the school staff and administration that enforce them. This responsibility extends to student conduct to, during, and from school as well as in the building itself and on school grounds. Any unlawful act taking place on school grounds or buses before, during, or after school (e.g. athletic events, dances, etc.) not only makes the student subject to penalties which the courts prescribe, but may also result in suspension or dismissal from school.

## **STUDENT CODE OF CONDUCT**

One very important goal of the school system is to develop positive and constructive student behavior. Thus, discipline must be administered with the goal of changing inappropriate behavior. Administration will conduct an investigation of reported incidents before assigning consequences.

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.

## **EXPECTATIONS FOR PARENT INVOLVEMENT**

The Code of Conduct is meant to be a general guide for students, teachers, and administrators. Certain situations may warrant measures different from those prescribed herein. In such instances, administrative discretion will prevail. Parents are expected to:

- Review and discuss the Code of Conduct with their children.
- Understand and support the need for appropriate rules and regulations with regard to safety and conduct.
- Understand that all students are expected to adhere to the Code of Conduct and that interventions will reflect the student's age, maturity level, and behavioral history/background.
- Participate in conferences as requested by teacher(s) and/or administration.

## **TEACHER STATEMENT OF RESPONSIBILITIES**

Teachers have the responsibility to make every effort to treat each instance with fair and impartial judgment reflecting the age, maturity level and behavioral history/background of their students. Teachers have a responsibility to make sure that every student understands his/her obligation to the school community by instilling social responsibility and self-governance. Students must be given the necessary information in order to understand the need for rules and the application of them. In the enforcement of the policies, the teacher must make every effort to apply the code of Conduct with consistency, reasonableness and common sense. Once a student has been referred to the office, the administrator's discretion will prevail. Rules of confidentiality must be followed in all circumstances. Teacher expectations and responsibilities include:

- Conferencing with parents and/or administration. It is essential that parents are made aware of the problem in a timely fashion and are asked for their help in eliminating the problem.

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- Teachers understand that all students are expected to adhere to the Code of Conduct and that interventions will reflect that student's age, maturity level, and behavioral history/background. Harsh or unusual punishment should be avoided.
- Teachers will provide opportunities for students to roleplay school-wide expectations in order to instill student social responsibility and self-governance.
- Teachers must notify administration of repeated violation of the Code of Conduct via OnCourse discipline referral form.
- All staff should model positive behavior patterns that students can emulate including positive praise statements. Proper dress, professional traits (such as no gum/food in the classroom) and tone/inflection are also very important.

## **STANDARDS FOR BEHAVIOR**

1. Students are required to attend school and arrive on time.

Inappropriate behavior may include, but not limited to:

- Truancy (unexcused absences)
- Lateness to class or school
- Cutting class/detention
- Leaving the building and/or school grounds without permission

2. Students are expected to conduct themselves in an orderly manner on the way to and from school, during school hours (including lunch and recess) and in all activities and programs supervised by the school.

Inappropriate behavior may include, but not limited to:

- Misconduct going to or from school, on school grounds, buses, field trips, assemblies, clubs, dances, athletic games, etc.
- Theft
- Fighting
- Pushing and Shoving
- Use of Force
- Harassment, Intimidation, Bullying
- Sexual Harassment
- Property Damage/Vandalism
- Possession of a weapon
- Possession and/or use of a controlled dangerous substance, intoxicants, narcotics, or tobacco products
- Falsification
- Extortion
- Wrongful Entry
- Littering
- Gambling
- Arson and Exploding Devices
- Falsifying Alarm
- Gang Involvement

3. Students are to respect their teachers in and out of the classroom.

Inappropriate behavior may include, but not limited to:

- Insubordination/Non-compliance with adult directions

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- Failure to serve a teacher detention or an administrative detention (lunch or after school)
  - Defiance
  - Disrespect
  - Threats (Verbal or Written)
  - Inappropriate language towards staff and students
  - Inappropriate behavior towards staff and students
4. Students are required to take the appropriate steps to pass all of their classes and to respect the rights of other students to learn.
- Inappropriate behavior may include, but not limited to:
- Disrupting class or activities
  - Unprepared for class
  - Cheating, Forgery, or Plagiarism
  - Not doing school work or homework
5. Students are required to follow all other school rules and procedures.
- Inappropriate behavior may include, but not limited to:
- Cell phones are allowed to be brought to school; they must be turned off and placed in the students' book bag, locker and/or classroom closet during school hours.
  - Dress code violation
  - Failure to wear seatbelt on school bus
  - Misuse of computers and/or computer networks
  - Any act that endangers yourself or others

## **POSSIBLE CONSEQUENCES**

Inappropriate student behavior exhibited within a classroom, in the halls, lavatories, cafeteria, or any other area in the building or on the school grounds, will be dealt with accordingly. Students who fail to comply with the rules and regulations of Millville Public Charter School will be referred to the Principal's Office and will receive necessary disciplinary action. Parents will be notified by letter or phone and, when necessary, parent conferences will be scheduled.

Disciplinary action will be taken for inappropriate behavior (consistent with due process) and may include, but not limited to, any of the possible consequences stated. In appropriate cases, discipline will be progressive, and take into account prior misconduct and consequences. Parents and students will be liable for illegal behavior by a student. When an unlawful act does occur, prosecution for illegal behavior will be to the fullest extent of the law. When it becomes necessary to administer discipline, the following measures will be used at administration's discretion:

- Detentions – teacher, lunch/recess, administrative, after school
- Parent conference
- Loss of cafeteria, technology or media center privileges
- In-School Suspension (ISS)
- Out-of-School Suspension (OSS) (**Grades 3-8**)
- Restricted Standing
- Expulsion
- Payment for damaged property
- Completion of an incident report to be filed with the police department

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- Charges filed with the police department

*Once a student has been referred to the administration, the administration will evaluate the situation and, in context of the student’s disciplinary history and the extent of his/her misbehavior, assign the appropriate disciplinary measures as needed. The administration reserves the right to interpret the Code of Conduct and assign consequences based upon individual situations and circumstances. For some incidents, immediate notification of the police and the County Prosecutor’s Office could result in criminal charges.*

## **RESTRICTED STANDING**

Students will be placed on Restricted Standing if they are assigned an In-School or Out-of-School Suspension for any infraction. While on Restricted Standing, students will not be permitted to attend any non-academic functions, any school functions or extra-curricular activities, before, during and/or after school hours, during the suspension period and for a period of 5 calendar days beginning the day the student returns to school/classroom and after their suspension period has been completed. (See below for a list of activities.) After the first offense when a student is assigned an In-School or Out-of-School Suspension, the restricted standing days increase to 10 days, 15 days, etc., with the possibility of the remainder of the school year, respectively.

OFFENSE:	RESTRICTED STANDING - CALENDAR DAYS
1 <sup>st</sup>	5
2 <sup>nd</sup>	10
3 <sup>rd</sup>	15

### **When a student is placed on Restricted Standing, he/she is excluded from:**

- Attending any events during the school day and/or evening events associated with Vineland/Millville/Bridgeton Public Charter School, including those not specifically listed below
- Any after school sponsored activities, events, practices, or games
- Field trips
- Field day
- Dances
- Clubs of any kind
- Student Government
- National Junior Honor Society
- Play
- Rehearsals and practices of any kind
- Assemblies, academic and non-academic (Students on restricted standing will only be able to attend assemblies related to the Code of Conduct.)
- Any other extra-curricular activities, non-academic, academic and/or school functions offered by Vineland/Millville/Bridgeton Public Charter School that have not been specifically mentioned.

## **DETENTIONS**

The staff at the Cumberland County Charter School Network

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believes that the Code of Conduct should not be as much punitive as it is corrective, for it is our duty to try to help every student learn to behave and interact in a socially acceptable manner. We would like to maximize the teachers' time spent on instruction and minimize time spent on disciplining the disruptive elements present in the classroom. Corrective action will be taken to remedy inappropriate behaviors. The action is taken to help our students learn from their mistakes and/or poor choices.

Detentions may be assigned by the administration or teacher when it is deemed necessary to correct behavior that is interrupting the normal learning process. Detentions may be given for disciplinary infractions that a teacher feels are detrimental to the smooth operation of the classroom and/or school. In most cases, students will be given one day's notice before the detention is to be served. The teacher will send the Parent Notice form home so that the parents/guardians will know that their child has detention. Please note the Parent Notice form will be sent home to inform the parents/guardians that there was a disciplinary infraction that occurred and when the detention will be served. A signature will be required for all Parent Notices. Parent Notices must be returned to school the next day. Failure of the students to remain for detention will result in further disciplinary action. The parents/guardians will be notified and a conference may be scheduled. If a student does not return the Parent Notice signed, the teacher and/or administration may contact the parent/guardian for confirmation they are aware of the incident(s) that occurred and the consequence(s) assigned.

Detentions will be scheduled from 3:15 PM – 4:15 PM, normally on the day following the infraction. Additionally, lunch detentions can be assigned by administration or teachers on the same day as the infraction and/or on future days. Any student that is given administrative detention and is absent or goes home early on the assigned detention day will serve that detention on the day they return to school. Work will be assigned. Rules and regulations must be strictly adhered to or further disciplinary action will be taken. In the event a student does not attend the assigned detention on the designated day, the student will be required to serve that detention and may receive an additional detention.

## **LOCKERS (5<sup>th</sup> - 8<sup>th</sup> Grades Only)**

Students can be issued a hall locker and one (1) lock if they receive Student of the Month. Only school locks may be used on the assigned locker. Students must keep their locker locked at all times for their security. Students are not to share lockers with other student(s) or give other student(s) their locker combination. Students may go to their lockers at designated times. **The school cannot assume responsibility for lost or stolen items.**

## **LOCKER SEARCHES**

In accordance with New Jersey law and United States Supreme Court rulings, lockers are school property over which the district retains the right to conduct periodic inspections. If school officials have reasonable suspicion to suspect that a search of a student's locker or possessions will reveal evidence that the student has violated or is violating either law or the rules of the school, then a search will be conducted. .



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<b>Tier 1 Offenses</b>	
<p>Behaviors that impede orderly classroom procedures. A student with a behavior that is classified as a “Tier 1 Offense” should receive corrective strategies in the classroom and/or building and not be excluded from school.</p>	
<b>General Misconduct</b>	Noncompliance with established procedures for playground, hallway, assembly, lunchroom, or bus. Students found guilty of being an accessory to any violation of schoolwide expectations are subject to the same consequences as students that are actively committing such offenses.
<b>Disruptive Behavior</b>	Intentional acts, behaviors or conduct in the classroom/school that cause minor disruptions to the educational process. This may include physical contact such as hitting and/or horseplay that does not rise to the level of fighting.
<b>Insubordination</b>	Refusing to comply with a reasonable request from school personnel or disobeying school-wide expectations, including not following directions of teachers, school administrators, or other staff members.
<b>In an Unauthorized Area</b>	Leaving class during the designated class period without first obtaining permission from the teacher and/or not reporting to or returning from class activities.
<b>Misconduct During a Drill</b>	The act of engaging in conduct or behavior, which interferes with the orderly, safe, and timely transportation of students.
<b>Unauthorized Use of Cell Phone</b>	Use of a cellular telephone, electronic communication device, and other electronic devices in school.
<b>Minor Use of School Technology</b>	Inappropriate or improper use of a school issued device.
<b>Dress Code Violation</b>	Students will be required to go to the nurse to receive alternative clothing or to call home.
<b>Inappropriate Bus Behavior</b>	Any behavior or action that distracts a bus driver, causes a dangerous situation, or disturbs the orderly operation of a bus. Being out of seat/not wearing a seatbelt, throwing objects, or

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	extending any body parts through a vehicle window.
<b>Inappropriate Language Towards Students or Staff</b>	Any profane or insulting remarks or gestures directed at any student, staff member, volunteer, visitor, student teacher or bus driver.
<b>Profanity</b>	Swearing/cursing in school buildings, on school buses or on school grounds is prohibited.
<b>Excessive Tardiness</b>	Repeated failure to report to school without an acceptable excuse, after 8:15 AM. Excessive Tardiness is defined as: <ul style="list-style-type: none"> <li>● consecutive unexcused tardies</li> <li>● 10 unexcused tardies in one month</li> <li>● 15 unexcused tardies in one school year</li> </ul>
<b>Truancy</b>	Repeated failure to report to school for reasons other than those outlined below. <ul style="list-style-type: none"> <li>● Student illness is supported by notification to the school by the student's parent along with a physician's note if the absences exceed three consecutive days.</li> <li>● Student required attendance in court.</li> <li>● Family illness or death supported by a notification to the school by the student's parent.</li> <li>● Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day.</li> <li>● Take Our Children to Work Day as recognized by the New Jersey Department of Education.</li> <li>● Any absence considered excused by a New Jersey Department of Education rule or State Board of Education resolution.</li> </ul> <p><b>The parent must sign the student in and explain the reason for tardiness.</b></p> <p><i>After 10 cumulative unexcused absences, the school Principal or designee will file truancy charges with the municipal court once the student has turned 6 years old.</i></p>

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<b>Tier 2 Offenses</b>	
<p>Behavior whose frequency or seriousness disrupts the learning climate of the school. These behaviors are non-violent, disruptive, and disorderly behaviors. A student charged with behavior that is classified as a “Tier 2 Offense” may or may not be excluded from school.</p>	
<b>Threatening Language Towards Students or Staff</b>	Intentional threat by word or action to do violence to a staff member or student, or his/her property; in addition, any act which creates a well-founded fear within the staff member/peer.
<b>Major Misuse of Technology</b>	Photographing/recording others while school hours are in session, cheating, bullying/cyberbullying, harassment, sexual misconduct, and the use of profane or obscene language/gestures.
<b>Defacing or Destroying School Property</b>	Loss, destruction, defacement or inappropriate use of school materials, technology or furniture is destruction of school property.
<b>Recording and/or sharing of media without participant permission</b>	Use of technology to record and or/post media on social media, texting, or emailing without consent from all parties in posted said media
<b>Theft of Property</b>	Unlawful taking or disposition of another’s property with the intent to deprive the person of the property. Receiving stolen property or attempted theft by deception. Students are encouraged not to bring inappropriate non-instructional or valuable items and large sums of money to school. Vineland/Millville/Bridgeton Public Charter School will not be liable for any lost, stolen, or damaged items brought to school.
<b>Possession of toy weapon</b>	Any object that IS NOT easily mistaken for a real weapon.

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<b>Tier 3 Offenses</b>	
Behavior which may threaten the health, safety, or welfare of a member of the school community. These behaviors are injurious, harmful, and/or habitual behaviors	
<b>Leaving School Grounds Without Permission</b>	Leaving the school/school grounds during the designated school day without first obtaining permission from the principal/designee and/or not reporting or returning to class or school activities.
<b>Incitement/Instigating a Fight</b>	Instigate or participate in an assault by multiple students on one or more other students. This is a physical confrontation in which participants can clearly be identified as aggressors and victims.
<b>Physical Aggression</b>	<p>Exhibiting one of the following (or similar) behaviors that have the potential to cause harm to another person.</p> <ul style="list-style-type: none"> <li>● Hitting: using a hand or arm with a closed or open fist to hit (make forceful physical contact) with another person.</li> <li>● Kicking: using the foot or leg to kick or hit another person</li> <li>● Headbutting: using the head or face to hit (make forceful physical contact) with another person.</li> <li>● Scratching: using the nails of the feet or hands to break the skin of another person.</li> <li>● Pinching: using the fingers to squeeze another person's skin hard enough to cause pain.</li> <li>● Biting: using the teeth or gums to make contact with another person's body or clothing.</li> <li>● Pushing: using any part of the body to forcefully contact another person's body.</li> <li>● Throwing objects: throwing an object that is not intended to be thrown that lands within two feet of another person.</li> <li>● Hair Pulling: using any part of the body to grip and pull on another person's hair.</li> <li>● Spitting: any instance of saliva leaving the mouth of a student (excluding while the student is talking or yelling) with the</li> </ul>

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	saliva landing within one foot of a person and not directed at another object (i.e. if the student is holding an object between themselves and the other person).
<b>Fighting (as defined by the NJDOE)</b>	Mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include verbal confrontations or a minor confrontation such as a shoving match. All participants are classified as offenders. Age and developmentally appropriate behaviors must be taken into consideration prior to any disciplinary action.
<b>Recording and/or sharing a fight</b>	Use of technology to record and or/post a fight/altercation on social media, texting, or emailing.
<b>Assault of a Student</b>	A physical attack on a student that results in serious bodily injury and does not represent reasonable self-defense.
<b>Vandalism</b>	The willful and malicious acts of any person that result in the destruction, defacement, or damage of any property, real or personal, belonging to or entrusted to the Board. Vandalism includes arson and an act of graffiti. <ul style="list-style-type: none"> <li>● Arson: the willful and malicious burning or setting on fire of any building or part of any building owned or operated by the Board, by any person.</li> <li>● Graffiti: the drawing, painting, or making of any mark or inscription on school district real or personal property without the permission of the school district.</li> </ul>
<b>Inappropriate Physical Contact</b>	Fondling, touching, or kissing in school facilities, on school grounds, at school-related activities, or while on buses is prohibited.

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<b>Tier 4 Offenses</b>	
Behavior which significantly threatens the health, safety, or welfare of a member of the school community. These behaviors cause infractions that are highly serious or cause imminent danger to self or others.	
<b>Possession or Use of Tobacco or Tobacco Related Products</b>	The use and/or possession of any form of tobacco products while in or upon the school premises, is prohibited. This also includes e-cigarettes, jewels, vape pens, and other smokeless products.
<b>Possession or Use of Alcohol or Illegal Substances</b>	The use and/or possession of alcohol or other drugs while in or upon the school premises, is prohibited. This includes drugs in edible form.
<b>Possession or Use of Medication without School Notification</b>	The use and/or possession of medication without proper notification to the school nurse while in or upon the school premises, is prohibited.
<b>Distribution of Illegal or Controlled Substances</b>	Sharing or selling alcohol or drugs. This includes drugs in edible form
<b>Possession or Use of Weapons</b>	The use and/or possession of a weapon, device, instrument, material, or substance designed or used as a weapon that is capable of causing serious bodily injury is prohibited. This includes firearms, whether loaded or not, cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchaku, electronic hock devices or mace local police department will be contacted immediately if a student comes to school in possession of any type of weapon.
<b>Possession or Use of Incendiary Devices and/or Explosives</b>	Students who use or activate incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells and/or other explosives. This may include accidental or intentional fire starting.
<b>Assault to Staff</b>	A physical attack on a staff member, volunteer, visitor, student teacher or bus driver that results in serious bodily injury and does not represent reasonable self-defense.
<b>Harassment, Intimidation, Bullying (HIB)</b>	Any gesture, any written, verbal or physical act, or any electronic communication that is

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	reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory [handicap] disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function [or], on a school bus, or off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students.
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*Please Note: All action steps/consequences listed throughout do not include an exhaustive list of strategies. The items in each step also are not listed in chronological/progressive. All strategies should be administered in the least restrictive manner possible. In all cases, administration will keep the age and/or developmental level of each student in mind when administering consequences.*

<b>Tier 1/Universal Prevention Strategies</b>	
<ul style="list-style-type: none"> <li>● Teach behavior expectations</li> <li>● Implement positive behavior management</li> <li>● Delivery of social skills/PBIS/SEL curriculum</li> <li>● Provide academic enrichment activities</li> <li>● Institute a system of rewarding behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Share expectations for behavior</li> <li>● Unify the disciplinary approach</li> <li>● Establish a formal home-to-school communication system</li> <li>● Implement behavior conferences</li> </ul>

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## Progressive Discipline Action Steps

<b>For 1st Tier 1 Offenses</b>	
<ul style="list-style-type: none"> <li>● Re-teach the behavioral expectations</li> <li>● Parent conference</li> <li>● Loss of privileges</li> <li>● Office Referral</li> </ul>	<ul style="list-style-type: none"> <li>● Student conference</li> <li>● Time-out</li> <li>● Review preventative strategies</li> </ul>
<b>2nd Tier 1 Offense OR 1st Tier 2 Offenses (in addition to strategies outlined above)</b>	
<ul style="list-style-type: none"> <li>● Office Referral</li> <li>● Restitution</li> <li>● Require the student to complete a community service task</li> <li>● Provide a peer/staff mentor</li> <li>● Provide PD/support for staff</li> <li>● Peer mediation</li> </ul>	<ul style="list-style-type: none"> <li>● Check-in/check-out (CICO)</li> <li>● Behavioral contract &amp; daily log</li> <li>● Intervention group</li> <li>● Student selected method of apologizing/making amends to those impacted</li> <li>● Lunch Detention</li> </ul>
<b>3rd Tier 1 Offense OR 2nd Tier 2 Offenses (in addition to strategies outlined above)</b>	
<ul style="list-style-type: none"> <li>● Office Referral</li> <li>● Referral for counseling</li> <li>● Complete a functional behavioral assessment</li> <li>● Establish targeted behavior modification plan</li> <li>● Enroll staff in additional PD/support sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Implement restorative consequences</li> <li>● Referral to school intervention team</li> <li>● School-wide behavioral contract w/student &amp; parent</li> <li>● Admin Detention</li> <li>● In-School Suspensions</li> </ul>
<b>3rd Tier 2 Offense OR 2nd Tier 3 Offenses (in addition to strategies outlined above)</b>	
<ul style="list-style-type: none"> <li>● Office Referral</li> <li>● Possible out-of-school suspension (up to 10 days)</li> <li>● Enroll student in an intensive intervention</li> <li>● Provide staff w/specific behavior management PD</li> </ul>	<ul style="list-style-type: none"> <li>● Referral to mental health agency</li> <li>● Referral to building intervention team</li> </ul>



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**4th Tier 1 Offense OR 3rd Tier 3 Offenses**

**(in addition to strategies outlined above)**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>● Office Referral</li><li>● Out-of-school suspension (up to 10 days)</li><li>● Placement in alternative setting</li></ul> | <ul style="list-style-type: none"><li>● Referral to outside agency/SRO</li><li>● Superintendent and/or BOE hearing</li></ul> |
|---|--|

Disciplinary Chain of Command If the principal is out of the building and is needed for a disciplinary action, it is imperative that a second or third in command be designated. This person would be granted discretionary power to handle the situation until the administrator returns or is able to act.

1. Principal/Assistant Principal
2. District Administrator/Supervisor
3. Guidance Counselor
4. Designated Staff

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## **DISCIPLINING STUDENT WITH DISABILITIES**

For any student who misbehaves, a school should decide what action is most likely to correct the misconduct. In the case of a disabled student, the decision may need to consider the student's disability. For students whose disabilities have behavioral aspects, for example, preventative measures (such as behavior modification plans) should be considered and facilitated through the individualized education program (IEP). It is essential to work cooperatively to address concerns when signs of misconduct by students with disabilities first appear before drastic measures become necessary.

If these steps are not successful, the appropriate use of measures such as time-outs or restrictions in privileges should also be considered, so long as they are not inconsistent with a student's IEP.

No prior determination of whether the misconduct was a manifestation of the student's disability is required before any of the above measures can be implemented. This includes suspending a disabled student for up to two school days.

When a student is suspended or is to be suspended, the case manager should be notified. A copy of the suspension letter sent to parents/guardians should be sent to the Director of Special Services. This letter should contain the reason for the suspension and the number of days of the suspension.

If the misconduct is such that more measures would be called for, the case manager should review the student's current program/placement and consider whether a change in placement would be an appropriate measure to address the misconduct.

Where educators believe that more measures are called for, a disabled student may be removed from the school for more than ten days only if the following steps are taken: First, the case manager is informed. The case manager convenes a meeting with a group of persons knowledgeable about the student. The group could consist of the case manager, other members of the CST, principal & student teacher. The parent must also be invited to the meeting. At the meeting, this group will determine whether the student's misconduct was a manifestation of his/her disability.

If the group determines that the misconduct was not a manifestation of the student's disability, the student may be expelled or suspended from school for more than ten days, provided applicable procedural safeguards have been followed and educational services continue during the period of disciplinary removal.

If the group determines that a student's misconduct was a manifestation of his/her disability, the student may not be expelled or suspended from school for more than ten school days. Educators can still address the misconduct through appropriate instructional and/or behavioral management strategies, students and teacher training initiatives (measures such as study carrels, time-outs or other restrictions in privilege, for example), so long as they are not inconsistent with the student's IEP, or (as a last resort) through change of placement procedures in accordance with IDEA. Moreover, the school district has the option of seeking a court order at any time to remove the student from school or to change the student's placement if it believes that maintaining the student in the current educational placement is substantially likely to cause injury.