

Dorothy L. Bullock School

Code of Conduct 2024-2025 – Grades 1 and 2



Dorothy L. Bullock School Code of Conduct

Philosophy & Intent

This procedural manual has been developed by Glassboro Schools for the purpose of delineating school rules, practices & consequences. It 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.

Glassboro Schools would like to give your children the best education possible. Cooperation of staff, parents and students is essential in obtaining our goal. Structure and discipline are needed to ensure that all students are given the opportunity to learn in a safe, undisturbed environment. Consistent rules and consequences will help students learn that there are logical consequences for not following expectations. They are used to help students to solve their problems through character building interactions with our school faculty. Parental support is also critical in teaching appropriate school behavior; therefore, parent communication is expected from all staff to ensure that children receive the same message from both home and school.

It is our hope that this manual will assist parents, students, and teachers in the identification of unacceptable behaviors and provide a clear and consistent explanation of consequences such behavior will merit. As a listing, it is not intended to be all-inclusive. This manual's intent is to identify commonly recognized behaviors that are unacceptable in the educational setting. The school administration and/or Board of Education have the right to administer discipline for any other offense that is in violation of the law of school district policy or procedures, or in violation of acceptable standards of conduct for our students.

CITRS (Character-Integrity-Trust-Relationships-Success)

Glassboro School District has enthusiastically embraced a district-wide character development initiative and has worked closely with a team of consultants from CITRS (Character-Integrity-Trust-Relationships-Success). Along with our continuing emphasis on academic growth, we are paying special attention to increasing the character of our young people. It is the district's firm belief that this will not only improve our schools but have a life-long benefit for every one of our students. Each month we will be discussing a character "virtue" that is integrated into our teacher to student language, morning meeting, character-ed lessons, etc.

PRIDE is an acronym for our district Core Values. By emphasizing these values, we try to foster a positive and supportive learning environment where children not only excel academically, but also grow into responsible and compassionate individuals. Your ability to reinforce these core values at home can further strengthen their impact.

- Perseverance (P): This means encouraging our children to keep trying, even when things are difficult. It's about teaching them not to give up easily and to stay determined in the face of challenges.
- Respect (R): Respect involves treating others the way we want to be treated. It means being polite, listening to others, and valuing everyone's differences.

- Integrity (I): Integrity is about being honest and doing the right thing, even when no one is watching. It's about building trust and being a person of strong moral character.
- Dependability (D): Being dependable means that others can rely on us. It's about being responsible, keeping promises, and completing tasks on time.
- Empathy (E): Empathy means understanding and caring about how others feel. It's about being kind and supportive to others, especially when they are facing challenges.

Mission Statement: “Empowering students to be unique, exceptional citizens through a culture of character and learning.”

Vision Statement: “Building model citizens.”

Core Values: Perseverance, Respect, Integrity, Dependable, Empathetic

Strategic Code of Conduct:

1. We are truthful and respect ourselves and others.
2. We are mindful of others while making decisions.
3. We are problem-solvers who seek knowledge and wisdom.
4. We are responsible for our own words, actions, and consequences.
5. We are humble leaders who model good behavior and show compassion to all.
6. We make good decisions by having self-control and inner strength.
7. We treat others fairly and always help those in need.
8. We give time and effort to improve our school and community.
9. We always try our best in everything we do, even when it's hard.

Monthly Virtues:

Month	Virtue	Definition	Phrase
September	Wisdom	Wisdom is seeing what is right, what is truthful, and knowing the right thing to do.	"How can we make a wise choice?"
October	Integrity	We can show integrity by following the rules, being honest, and telling the truth.	"When you wish upon a star, integrity shows who you are!"
November	Self-Control	Self-control is the ability to control your feelings, emotions, or reactions.	"Show self-control, don't pop other people's bubble."
December	Justice	Justice is treating other people fairly, as you would want to be treated yourself.	"Fair means everyone gets what they need."
January	Fortitude	Fortitude is sticking with it and doing the right thing.	"I think I can! I think I can!"
February	Positive	Positive Attitude is thinking	Words to live by - "I'm going to have

	Attitude	and believing that everything will turn out well in all that you do.	a good day.”; “I choose to be happy.”; “My brain is powerful.”; “My feelings matter.”
March	Humility	Humility is being confident without thinking you are better than someone else.	"Friendship is gained through humility and actions of the heart."
April	Respect	Respect is making an effort to understand how others think and feel, while treating them with kindness.	"Respect yourself, your friends, and your school."
May	Love	Being a true friend who unconditionally gives and wants the absolute best for someone.	"Love yourself, your friends, and your school."
June	Charity	Charity is caring for and helping other people through acts of giving and service.	"Show us how you can help your school and community."

Through the modeling of schoolwide expectations (rules), common vocabulary, and data-driven decision-making, our children quickly learn what a positive learning environment “looks like.” As our *Bulldog Buddies* motto states, every student at Bullock School will: *Take care of yourself, your friends, and your school!*

Teachers begin by teaching children that there are positive consequences for following expectations. This includes rewarding students with specific, positive praise statements. The schoolwide expectations and “what they look like” in practice are explained as needed and are modeled several times throughout the year.

Student Rights & Responsibilities	Expectations for Student Behavior
• Equal opportunity & equal treatment are provided to every student without discrimination. • No disciplinary action will exceed the degree of seriousness of the offense and will take into consideration the history & background of each student. • Standards of conduct forbid injury to persons or property. • The teaching & learning process takes place in an orderly educational environment with open communication, self-discipline, and clearly understood lines of authority and control.	<i>Students are expected to:</i> • Come to school ready to learn. • Show respect for people and property. • Take responsibility for their own behavior and learning. • Use time and other resources responsibly. • Share responsibilities when working as members of a group. <i>In “kid-friendly” terms all students are expected to: Take care of yourself, your friends & your school.</i>

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 described herein. In such instances, administrative discretion will prevail. Parents are expected to:

- Review & discuss the *Code of Conduct* with their children.

- Understand and support the need for appropriate rules and regulations regarding safety and conduct.
- 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.
- 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 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 principal. 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.
- 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 role-play schoolwide expectations to instill student social responsibility and self-governance.
- Teachers must notify building administration of repeated violations of the *Code of Conduct* via ODR (Office Discipline Referral) forms.
- 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.

Restorative Justice
As part of Glassboro's SEL program, students will participate in restorative activities that cover a wide range of topics to help students with mindfulness, building community, and strengthening relationships, among other topics that benefit their social-emotional well-being. Please note that these activities are voluntary, however we do recommend they complete them to continue to learn and grow.

Code of Conduct and Restorative Practices Grades 1 and 2

<i>Tier One: Non-Violent, Uncooperative, Non-Compliant Behaviors</i>
● Teacher implements classroom-based student support interventions (re-state classroom expectations, give verbal warnings of next step, loss of privilege) ● Teacher/ staff member holds individual student conference with student ● Teacher contacts parent/ guardian via phone and/or email ● Record of behavior and parent contact in <i>Power School</i> for anecdotal records ● Participation in restorative activities to help students learn and grow
<i>Tier Two: Non-Violent, Disruptive, Disorderly Behaviors (or >5 Tier 1 Incidents)</i>
● Teacher reviews classroom-based student support interventions and implements additional supports and/ or loss of privilege ● If additional supports are needed: referral to counselor/ nurse/ case manager/ I&RS Team ● Teacher/ staff member holds conference with parent/ guardian to collaborate on how best to support the student's success ● Possible in-school disciplinary consequences (shortened recess time, lunch detention) ● Possible Restitution (Students may be required to make restitution to the school district or individuals. Such restitution may include, but not be limited to financial reimbursement, apologies or school service) ● Participation in restorative activities to help students learn and grow
<i>Tier Three: Injurious, Harmful, and/or Habitual Behaviors</i>
● Teacher/ staff member refers incident to administration or designee ● Mandatory referral to counselor/ nurse/ case manager (depending upon need) ● Parent/ guardian contact by administration ● Record of parent/ guardian contact in <i>PowerSchool</i> by administration ● Possible in-school disciplinary consequences or suspension (depending on infraction) ● Referral to guidance for mediation or restorative conference with affected parties ● Restitution ● Return from an out of school suspension requires a hearing with the principal ● Participation in restorative activities to help students learn and grow
<i>Tier Four: Infractions that are highly serious or cause imminent danger to self or others</i>
● Immediate referral to administration (not sent through email) ● STAR/ Sigma Threat Assessment completion by building threat assessment team ● Parent/ guardian contact by administration ● Record of parent/ guardian contact in <i>PowerSchool</i> by administration ● Disciplinary consequences (depending on infraction) ● Contact School Resource Officer as per Memorandum of Agreement with administration ● Referral to mediation if appropriate and/ or restorative conference with affected parties ● Restitution ● Possible suspension ● If drugs or alcohol are expected a drug screening will be required ● Possible threat and/or psychiatric evaluation may be required for return to school

Level One Infractions: Non-Violent, Uncooperative, Non-Compliant Behaviors

Infractions	Descriptions or Remarks	First Infraction	Second Infraction	Third Infraction	Fourth Infraction
<i>General misconduct</i>	use of profanity, running in the hallway, consistently out of seat,	Tier One Response: Opportunity to apologize	Tier One Response: Opportunity to apologize. 5-minute loss of recess	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention
<i>Disruptive behavior</i>	conduct which interrupts the educational process and/ or interferes with teaching or learning	Tier One Response: Opportunity to apologize	Tier One Response: Opportunity to apologize. 5-minute loss of recess	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention
<i>Defiance</i>	failure to respond or follow directions after repeated attempts	Tier One Response: Opportunity to apologize	Tier One Response: Opportunity to apologize. 5-minute loss of recess	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention
<i>In unauthorized area</i>	in an area without permission from staff or teacher; leaving the classroom or building	Tier One Response: Remind student of safety concerns	Tier One Response: 5-minute loss of recess Remind student of safety concerns	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention

<i>Littering</i>		Tier one Response Ask student to pick up the trash	Tier One Response: 5-minute loss of recess	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention
<i>Riding an unauthorized bus</i>		Tier One Response: Remind student of safety concerns	Tier One Response: 5-minute loss of recess Remind student of safety concerns	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention
<i>Misconduct during emergency drills</i>	any behavior that interrupts emergency drills or impacts the safety of students/ staff	Tier One Response: Remind student of safety concerns	Tier One Response: 5-minute loss of recess Remind student of safety concerns	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention
<i>Unauthorized use of cell phones, headphones, electronic equipment or recording devices</i>	including but not limited to texting, social media posting, taking photos, recording students/ staff	Tier One Response:	Tier One Response: 5-minute loss of recess	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention

<i>Minor misuse use of school technology</i>	including but not limited to inappropriate websites, incorrect website, downloading inappropriate photographs; any violations of Glassboro's acceptable use policy	Tier One Response: Remind student of appropriate technology use	Tier One Response: 5-minute loss of recess	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention
<i>Dress Code Violations</i>	students will be required to go to the nurse to receive alternative clothing or to call home	Tier One Response: Parent Phone Call			
<i>Eating or drinking on the bus</i>		Tier One Response: Remind student of safety concerns	Tier One Response: 5-minute loss of recess Remind student of safety concerns	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention
Level Two: Non-Violent, Disruptive, Disorderly Behaviors (or >5 Tier 1 Incidents)					
Infractions	Descriptions or Remarks	First Infraction	Second Infraction	Third Infraction	Fourth Infraction

<i>Inappropriate language or actions toward student</i>	inappropriate language or gestures; name calling	Tier One Response: Opportunity to apologize 5- minute loss of recess	Tier One Response: Opportunity to apologize. Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention	Tier Two Response Disciplinary Consequence: Two Lunch Detentions
<i>Inappropriate language or actions toward staff</i>	inappropriate language or gestures; name calling	Tier One Response: Opportunity to apologize 5- minute loss of recess	Tier One Response: Opportunity to apologize. Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention Parent Conference with Principal	Tier Two Response Disciplinary Consequence: Two Lunch Detentions Parent Conference with Principal
<i>Elopement</i>	Leaving Classroom without permission	Tier One Response: 5- minute loss of recess at minimum	Tier One Response: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention Parent Conference with Principal	Tier Two Response Disciplinary Consequence: Two Lunch Detentions Parent Conference with Principal
<i>Trespassing</i>	On School grounds without permission; In school without permission after hours	Tier One Response: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention Parent Conference with Principal	Tier Two Response Disciplinary Consequence: Two Lunch Detentions Parent Conference with Principal	Tier Three Response Parent conference required with principal for return to school.

<i>Jeopardizing the safety of others</i>	any conduct that endangers, or reasonably appears to endanger, the health or safety of other individuals	Tier One Response: 5- minute loss of recess at minimum	Tier One Response: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention Parent Conference with Principal	Tier Two Response Disciplinary Consequence: Two Lunch Detentions Parent Conference with Principal
<i>Major misuse of school technology</i>	any violations of the district's network servers including but not limited to hardware and data without authorization; major violation of Glassboro's acceptable use policy	Tier Two Response Lunch detention- Review appropriate use of Tech Loss of privilege (5 days) Restitution	Tier Three Response Disciplinary Consequence: Lunch and Recess Detention Loss of privilege (15 days) Restitution	Tier Three Response Disciplinary Consequence: Two Lunch Detentions Loss of privilege (20days) Restitution	Tier Three Response Disciplinary Consequence: Parent conference required with principal Loss of privilege (25days) Restitution
<i>Defacing or destroying school property</i>	any action that causes destruction to areas within the school property; Including other students work and bulletin boards	Tier One Response: Opportunity to apologize 5- minute loss of recess	Tier One Response: Opportunity to apologize. Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention	Tier Two Response Disciplinary Consequence: Two Lunch Detentions
<i>Extortion</i>	applying pressure to take another's property	Tier One Response: Opportunity to apologize 5- minute loss of recess Restitution	Tier One Response: Opportunity to apologize. Lunch Detention (1) Restitution	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention Restitution	Tier Two Response Disciplinary Consequence: Two Lunch Detentions Restitution

<i>Theft of Property</i>	taking the property of any individual without permission of the owner	Tier One Response: Opportunity to apologize 5- minute loss of recess Restitution	Tier One Response: Opportunity to apologize. Lunch Detention (1) Restitution	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention Restitution	Tier Two Response Disciplinary Consequence: Two Lunch Detentions Restitution
<i>Breach of Security</i>	Behavior that jeopardizes the safety of students or staff. (Opening a perimeter door without permission)	Tier One Response: Remind student of safety concerns	Tier One Response: 5-minute loss of recess Remind student of safety concerns	Tier Two Response Disciplinary Consequence: Lunch Detention (1)	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention
<i>General Misconduct on School transportation</i>	Failure to comply with staff on bus	Tier One Response: Remind student of safety concerns	Tier One Response: 5-minute loss of recess Remind student of safety concerns	Tier Two Response Disciplinary Consequence: Lunch Detention (1) Possible loss of transportation	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention Possible loss of transportation
<i>Conduct on the bus that jeopardizes the safety of others</i>	Any behavior that jeopardizes the safety of others, including but not limited to standing on the bus, moving around the bus while it is in motion, throwing objects	Tier One Response: Remind student of safety concerns	Tier One Response: 5-minute loss of recess Remind student of safety concerns	Tier Two Response Disciplinary Consequence: Lunch Detention (1) Possible loss of transportation	Tier Two Response Disciplinary Consequence: Lunch and Recess Detention Possible loss of transportation

Level Three: Injurious, Harmful, and/or Habitual Behaviors

Infractions	Descriptions or Remarks	First Infraction	Second Infraction	Third Infraction	Fourth Infraction
<i>Leaving school grounds without permission</i>	leaving the school building or outside area without permission	Tier Three Response Lunch Detention	Tier Three Response Lunch and Recess Detention	Tier Three Response Two Lunch Detentions	Tier Three Response Two lunch detentions Parent meeting required with administration
<i>Reckless endangerment</i>	Throwing objects that could cause serious harm (chair, desk, etc.). Any other acts that could potentially cause immediate harm to staff or students	Tier Three Response Lunch and Recess detention	Tier Three Response Two Lunch detentions	Tier Three Response Two Lunch detentions Parent meeting required with administration	Tier Three Response Possible out of School suspension Parent meeting required with administration
<i>Incitement/ Instigating Fighting</i>	activity that encourages others to partake in a physical altercation	Tier Three Response Lunch Detention	Tier Three Response Lunch and Recess Detention	Tier Three Response Two Lunch Detentions	Tier Three Response Two lunch detentions Parent meeting required with administration
<i>Refusal to comply with administration</i>		Tier Three Response Lunch Detention	Tier Three Response Lunch and Recess Detention	Tier Three Response Two Lunch Detentions	Tier Three Response Two lunch detentions Parent meeting required with administration

<i>Gross Disrespect to faculty and staff</i>	Including but not limited to unauthorized pictures of staff or school posted on social media.	Tier Three Response Lunch and Recess detention	Tier Three Response Two Lunch detentions	Tier Three Response Two Lunch detentions Parent meeting required with administration	Tier Three Response Possible out of School suspension Parent meeting required with administration
<i>Assault of student</i>	to physically cause harm to another person including punching, smacking, biting or any action involving bodily harm	Tier Three Response Disciplinary Consequence: Out of School Suspension (1) SRO notification	Tier Three Response Disciplinary Consequence: Out of School Suspension (2) Parent meeting required with administration SRO notification	Tier Three Response Disciplinary Consequence: Out of School Suspension(3) Parent meeting required with administration SRO notification	Tier Three Response Disciplinary Consequence: Out of School Suspension(5+) Parent meeting required with administration SRO notification
<i>Fighting</i>	(as defined by the NJ Violence and Vandalism Regulations)	Tier Three Response Disciplinary Consequence: Out of School Suspension (1)	Tier Three Response Disciplinary Consequence: Out of School Suspension (2)	Tier Three Response Disciplinary Consequence: Out of School Suspension (3) Superintendent /SRO notification	Tier Three Response Disciplinary Consequence: Out of School Suspension (4) Superintendent/ SRO notification
<i>Filming a fight or assault of student</i>		Tier Three Response Lunch Detention	Tier Three Response Lunch and Recess Detention	Tier Three Response Two Lunch Detentions	Tier Three Response Two lunch detentions Parent meeting required with administration

Level Four: Infractions that are highly serious or cause imminent danger to self or others

Infractions	Descriptions or Remarks	First Infraction	Second Infraction	Third Infraction	Fourth Infraction
<i>Possession of tobacco or tobacco related products, including but not limited to electronic devices, (vaporizers, e-cigarettes) and/ or related devices</i>		Tier Four Response Disciplinary Consequence: Lunch Detention and Recess Detention SRO Notification; Guidance Referral	Tier Four Response Disciplinary Consequence: Two lunch detentions SRO Notification	Tier Four Response Disciplinary Consequence: Two lunch detentions Parent meeting required with administration	Tier Four Response Disciplinary Consequence: Possible out of School suspension Parent meeting required with administration
<i>Use of tobacco products or tobacco-related products including but not limited to, electronic devices, (vaporizers, e-cigarettes) and/ or related devices</i>		Tier Four Response SRO Notification; Guidance Referral Required Drug Screening before return to school			
<i>Possession of alcohol or illegal controlled substance</i>		Tier Four Response Disciplinary Consequence: Lunch Detention and Recess Detention SRO Notification; Guidance Referral	Tier Four Response Disciplinary Consequence: Two lunch detentions SRO Notification	Tier Four Response Disciplinary Consequence: Two lunch detentions Parent meeting required with administration	Tier Four Response Disciplinary Consequence: Possible out of School suspension Parent meeting required with administration

<i>Use of alcohol or illegal controlled substance</i>		Tier Four Response SRO Notification; Guidance Referral; Superintendent notification Required Drug Screening before return to school			
<i>Possession of medication without school notification</i>		Nurse notification	Tier Four Response Disciplinary Consequence: Lunch Detention and Recess Detention Guidance Referral	Tier Four Response Disciplinary Consequence: Two lunch detentions SRO Notification	Tier Four Response Disciplinary Consequence: Two lunch detentions Parent meeting required with administration
<i>Distribution of illegal or controlled substances</i>		Tier Four Response Disciplinary Consequence: Out of School Suspension (Indefinitely) Drug Screening Superintendent/ SRO notification	Tier Four Response Disciplinary Consequence: Out of School Suspension (Indefinitely) Drug Screening Superintendent/ SRO notification		
<i>Possession of hazardous materials</i>		Tier Four Response Disciplinary Consequence: Lunch Detention and Recess Detention SRO Notification; Guidance	Tier Four Response Disciplinary Consequence: Two lunch detentions SRO Notification	Tier Four Response Disciplinary Consequence: Two lunch detentions Parent meeting required with administration	Tier Four Response Disciplinary Consequence: Possible out of School suspension Parent meeting required with administration

		Referral			
<i>Use of hazardous materials</i>		Tier Four Response Disciplinary Consequence: Out of School Suspension (1) SRO notification	Tier Four Response Disciplinary Consequence: Out of School Suspension (2) SRO notification	Tier Four Response Disciplinary Consequence: Out of School Suspension(3) SRO notification	Tier Four Response Disciplinary Consequence: Out of School Suspension(4+) SRO notification
<i>Possession/ Use of firearms or weapons</i>		Tier Four Response Disciplinary Consequence: Out of School Suspension (Indefinitely) Superintendent/ SRO notification Board Action			
<i>Possession/ use of look-a-like weapon or drugs</i>		Tier Four Response Disciplinary Consequence: Out of School Suspension (2) Superintendent/ SRO notification	Tier Four Response Disciplinary Consequence: Out of School Suspension (4) Superintendent /SRO notification		

<i>Possession of weapons other than firearms</i>		Tier Four Response Disciplinary Consequence: Out of School Suspension (4) Superintendent/SRO notification	Tier Four Response Disciplinary Consequence: Out of School Suspension (5 - 9 days) Superintendent and SRO notification	Tier Four Response Disciplinary Consequence: Out of School Suspension(10 + days) Superintendent /SRO notification	
<i>Terroristic threat (written, verbal or electronic)</i>	A threat having the purpose of terrorizing or acting with reckless disregard of a third party and is imminent and can potentially be carried out.	Tier Four Response Disciplinary Consequence: Out of School Suspension (2- 3 days) Superintendent/SRO notification	Tier Four Response Disciplinary Consequence: Out of School Suspension (4+ days) Superintendent /SRO notification		
<i>Assault of staff</i>	to physically cause harm to another person including punching, smacking, or any action involving bodily harm	Tier Four Response Disciplinary Consequence: Out of School Suspension (2 - 3 days) Superintendent/SRO notification	Tier Four Response Disciplinary Consequence: Out of School Suspension (4+ days) Superintendent /SRO notification		

HIB Violations - Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, 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 as provided for in section 16 of P.L.2010, CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that: 5 New HIB Definition a) a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; [or] b) has the effect of insulting or demeaning any student or group of students [in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school]; or c) creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

The following infractions include behaviors/actions that not only violate our code of conduct expectations but may also be violations of our HIB Policy. In addition to the disciplinary investigation, a HIB investigation conducted by our Anti-bullying specialist will be initiated by the principal to determine if a violation of the HIB Policy has occurred. Disciplinary consequences resulting from the disciplinary investigation may be administered at any time. Please note that additional discipline may be administered at the conclusion of the HIB investigation based upon the recommendations of the HIB specialist.

Infractions	Descriptions or Remarks	First Infraction	Second Infraction	Third Infraction	Fourth Infraction
<i>Acts of discrimination</i>	as described above	HIB investigation to be completed as per NJ state law Tier Four Response Disciplinary Consequence: Lunch Detention and Recess Detention SRO Notification; Guidance Referral	HIB investigation to be completed as per NJ state law Tier Four Response Disciplinary Consequence: Two lunch detentions SRO Notification	HIB investigation to be completed as per NJ state law Tier Four Response Disciplinary Consequence: Two lunch detentions Parent meeting required with administration	HIB investigation to be completed as per NJ state law Tier Four Response Disciplinary Consequence: Possible out of School suspension Parent meeting required with administration
<i>Violating the Rights of Others</i>	physically, sexually, and verbally (spoken, written or electronic), including but not limited to	HIB investigation to be completed as per NJ state law Tier Four Response	HIB investigation to be completed as per NJ state law	HIB investigation to be completed as per NJ state law Tier Four	HIB investigation to be completed as per NJ state law Tier Four

	hazing, harassment, ridicule, embarrassment, inflammatory statements, hate speech, slurs, and derogatory comments.	Disciplinary Consequence: Lunch Detention and Recess Detention SRO Notification; Guidance Referral	Tier Four Response Disciplinary Consequence: Two lunch detentions SRO Notification	Response Disciplinary Consequence: Two lunch detentions Parent meeting required with administration	Response Disciplinary Consequence: Possible out of School suspension Parent meeting required with administration
<i>Sexual Harassment (physical)</i>		HIB investigation to be completed as per NJ state law Disciplinary Consequence: Out of school suspension (1) Superintendent/ SRO notification	HIB investigation to be completed as per NJ state law Disciplinary Consequence: Out of school suspension (2) Superintendent /SRO notification	HIB investigation to be completed as per NJ state law Disciplinary Consequence: Out of school suspension (3+) Superintendent/ SRO notification	
<i>Unauthorized Social Media Posting (Including but not limited to, images taken within the school and/or of the staff and student body.</i>	Additionally, unauthorized postings include but are not limited to, posting commentary, content, video or images that are defamatory, harassing, or misrepresent/slander the district, school, staff or student body and/ or create a hostile environment)	HIB investigation to be completed as per NJ state law Tier Four Response Disciplinary Consequence: Lunch Detention and Recess Detention SRO Notification; Guidance Referral	HIB investigation to be completed as per NJ state law Tier Four Response Disciplinary Consequence: Two lunch detentions SRO Notification	HIB investigation to be completed as per NJ state law Tier Four Response Disciplinary Consequence: Two lunch detentions Parent meeting required with administration	HIB investigation to be completed as per NJ state law Tier Four Response Disciplinary Consequence: Possible out of School suspension Parent meeting required with administration

Procedure for Suspension from School

Students in first and second grade may be suspended by building administration for conduct that is of a violent or sexual nature that endangers others, per the New Jersey State code. In the event of suspension, the pupil will have a conference with the building administration. This conference shall include:

- Informing the pupil of the claim against him/her.
- Giving the pupil an opportunity to reply to the claim against him/her.

In most cases, suspension time begins at the end of the school day on the day that the suspension is issued. However, the administration has the right to suspend a pupil from school immediately when it is determined that waiting until the end of the school day will jeopardize the safety and well-being of other pupils. If this is the case and a parent/designated adult cannot be reached, police and/or DCP&P contact may take place.

Parents will be notified of the suspension by telephone (if available in the home) and in writing. In cases that result in suspension from school a parent conference with the appropriate building administrator is required before the pupil may be permitted to return to regular classes.

Disciplinary Chain of Command

If the principal is out of the building and is needed for 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
2. Assistant Principal
3. District Supervisor
4. Guidance Counselor
5. Designated Staff

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.

When 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 people knowledgeable about the student. The group could consist of the case manager, other members of the CST, principal & student's teacher. The parents 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.