

Waterford Township School District



Student Code of Conduct September 2023

INTRODUCTION

The Waterford Township School District recognizes the importance of establishing clear and consistent disciplinary consequences for violations of district rules. Students are expected to demonstrate maturity, responsibility, consideration, as well as treating each other with dignity and respect.

Pursuant to School Board Policy #5600- PUPIL DISCIPLINE/CODE OF CONDUCT, the Board finds that student conduct is closely related to learning and an effective educational program requires a safe and orderly school environment. The Board adopted a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, gender, color, religion, sexual orientation, national origin, or handicap/disability.

The Code of Conduct 2023-24 is based on five principles that articulate our expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.
4. I take pride in promoting a safe and clean learning environment at my school.
5. I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct.

If students abide by these principles, the learning environment in all schools will be strengthened. The elementary student Code of Conduct is designed with enough flexibility so that teachers can exercise judgment which is within the scope of the Code, their classroom behavior management system, the student's personal behavior monitoring system, or any behaviors in relation to off-campus activities.

Student Wholeness:

In 2018, Waterford Township School District implemented two programs that focus on Social-Emotional Learning and Wellness: Sanford Harmony and Healthy U. With these programs and resources, our schools are able to provide engaging, safe, and supportive environments that foster well-being and meet students' academic, social, emotional, and physical needs. Motivation increases and achievement improves when students feel safe/supported and learning is interesting, engaging, and purposeful. Successful schools provide opportunities for students to explore their interests, with enriching activities both in and out of the classroom. They also create positive cultures where students have the confidence to explore those opportunities. Schools with positive cultures also have the following characteristics:

- Effective leadership that creates and communicates clear expectations, communicates openly and honestly, is accessible and supportive of school staff and professional learning, and supports students in developing self-awareness, responsible decision-making, relationship building, social awareness skills, and self-management skills
- Positive relationships with all stakeholders — students, parents, teachers/staff, school police, and community partners
- Training and resources that provide social, emotional, and academic support, and positive interventions designed to help students problem solve, develop appropriate school and

classroom behaviors, and reduce the need for classroom removal or school police intervention

- Professional supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes or communities
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
- Effective and responsive communication among schools, parents, and communities. Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

One key focus in Waterford Township School District is the cultivation of social and emotional learning (SEL). Schools will support students in developing the core SEL competencies of self-awareness, responsible decision-making, relationship-building, social awareness, and self-management. The cultivation of student wholeness also includes the adoption of trauma-sensitive and restorative practices, which build positive communities based on the premise that open, respectful communication helps to reduce conflict. When conflict does occur, restorative practices encourage students to focus not on punishment, but on the harm caused and the need to repair relationships. An integration of social/emotional learning and restorative practice will help to cultivate a safe and positive educational environment that fosters student learning and well-being, while reducing the incidence of negative behaviors.

Application of the Code of Conduct:

The Code of Conduct applies to students at all times while they are on school property, at any school-sponsored activity, including field trips, and while traveling to and from school or any school-sponsored activity. Other incidents that occur off school grounds are generally not addressed by the district or its Code of Conduct. However, there are times when incidents occur outside of the Code of Conduct's jurisdiction that undermine relationships at school or otherwise threaten school safety and climate. In those instances, the district may utilize interventions and responses to improve school climate, including but not limited to restorative practice methods, mediation, and mindfulness.

Behavioral Foundations for Early Learners:

Waterford Township School District's early learning programs are the first step on the path towards school success, providing the necessary foundation for a solid start in school and life. The district is committed to ensuring that all children receive the unique supports needed to be successful learners by creating healthy and safe school environments, by providing supporting and guiding educators, by addressing social-emotional competencies, and by providing targeted help to students in need. In supporting the developmental needs of early learners, Waterford Township School District follows N.J.S.A. 18A:36A-9 which places limits on suspensions/expulsions for students enrolled in preschool through second grade in a school district or charter school. Under the law, students in kindergarten through second grade may not be expelled or suspended from school, except as provided pursuant to the "Zero Tolerance for Guns Act," P.L.1995, c.127 (C.18A:37-7 et seq.). The law also prohibits out-of-school suspensions for students in kindergarten through second grade, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others.

RIGHTS & RESPONSIBILITIES

Students have the right and responsibility to:

- Be respected as an individual and treated courteously, fairly and respectfully by other students and school staff
- Treat teachers, staff, other students, themselves and property with respect
- Take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability
- Attend school daily, be prepared for class and complete assignments to the best of their ability

Parents have the right and responsibility to:

- Be informed of their child's attendance, performance and behavior concerns
- Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff
- Assure their child brings to school only those things that are appropriate in a school setting
- Participate in decision-making processes affecting school policies and procedures

Teachers, principals and school staff have the right and responsibility to:

- Establish a sense of community in the classroom, including opportunities for members of the school community, to learn about and be respectful of each other's cultures
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
- Enforce the policies, rules, and regulations of the district, school, classroom and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators
- Communicate policies, expectations, and concerns to students and parents/ guardians, and respond to complaints or concerns from students and parents/ guardians in a timely manner and in a language they understand
- Engage parents when their child is subject to disciplinary action
- Protect all discipline records under FERPA

District administrators have the responsibility to:

- Provide support and professional development training to principals and school staff to help them support students, including students with disabilities and other special needs
- Ensure discipline policies are in compliance with civil rights laws
- Monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics
- Protect all discipline records under FERPA

Community-based/local organizations and agencies should:

- Share ideas and strategies for improving school climate and discipline practices

- Make reasonable efforts to confer, consult, and collaborate with school staff and/or parents/guardians on student misconduct and potential responses

Collecting and Monitoring Discipline Data:

- As part of the Waterford Township Comprehensive Equity Plan, the Affirmative Action Committee reviews discipline data on an annual basis. The committee looks at the number of infractions for the district, looking for disparities based on race, religion, gender, socio-economic status, disability, and ethnicity. The committee identifies the disparities and makes suggestions for interventions
- Periodically throughout the school year, school principals run discipline reports using Realtime to identify areas of need and work closely with school counselors to put supports in place to mitigate problematic areas

Student Attendance:

- Please refer to Attendance Policy #5200 and view our attendance pamphlet on wtsd.org for additional information regarding attendance

INTERVENTION AND DISCIPLINARY RESPONSES

Description of Levels:

Level 1	Level 2	Level 3	Level 4	Level 5
<i>Classroom interventions & responses</i>	<i>Intensive support staff and administrative interventions and responses</i>	<i>Short-term suspensions and referral responses</i>	<i>Long-term suspension and referral responses</i>	<i>Extended suspension, expulsion, and referral responses</i>
May be appropriate when the behavior is a minor infraction, the student has had no prior incidents and/or interventions have not been put in place.	May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others.	May be appropriate given the seriousness of the offense and impact on the school community and/or documented interventions and support have been put in place but the behavior is escalating.	May be appropriate given the seriousness of the offense and impact of the offense and impact on the school community and/or when documented interventions have been put in place but the behavior continues to escalate and disrupt the	May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for the

			educational process.	other students across the day.
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Levels of Intervention and Disciplinary Response:

Waterford Township recognizes the effectiveness of restorative practice methods and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions while seeking to reunite them with the school community. The categories shown are designed to guide teachers and administrators in using progressive interventions and responses at all grade levels to teach and motivate students to exhibit positive behaviors.

LEVEL 1 Classroom interventions and responses:

Defined: Refer to minor misbehavior on the part of the student that impedes or disrupts the orderly classroom procedures or school operations. These infractions will be addressed by the appropriate school personnel as well as contacting parents/guardians. Administrative action will typically not occur with these misbehaviors.

Examples But Not Limited To:

- Disruptive Classroom/School Behavior
- Unauthorized presence in the building
- Failure to complete or carry out directions
- Possession of non-instructional items such as but not limited to: cell phones, iPod's, laser pointers, gaming devices, cameras, video cameras
- Failure to return required forms, books, and other school materials
- Verbal conflict between students
- Running or shouting in the halls
- Dishonesty
- Inappropriate language
- Field Trip/assembly misbehavior

Disciplinary Options:

These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions. **Teachers are encouraged to implement a variety of teaching and classroom management strategies.**

- Teacher contacts a parent via telephone, email, or (if permission to do so has been secured) text message
- Verbal correction
- Reminders and redirection (e.g., role-play)
- Written reflection or apology
- Seat change
- Parent or guardian conference
- Daily progress sheet on behavior
- Establish buddy teacher system
- Classroom system of positive reinforcement
- Teacher or student conference
- Detention assigned by teacher(after school) with parent or guardian consent given to the teacher
- De-escalation strategies (i.e., mindfulness, reflection break)
- Restorative practice methods and/or mindfulness by a trained adult

LEVEL 2 Intensive support staff, student support teams, and administrative interventions and responses:

Defined: Misbehavior that is frequent or serious enough that it disrupts the learning climate of the school and/or endangers the health or safety of others. These infractions, which usually result from the continuation of Level One incidents, require the intervention of administrative personnel because the prior consequences have failed to modify the behavior. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others, but whose educational consequences once again require a corrective action on the part of administrative personnel.

Examples But NOT Limited to:

- Continuation of Level One misconduct
- Abusive, obscene, or disrespectful language, writings, drawings, or gestures
- Fighting
- Forgery of any kind
- Bullying/Cyber Bullying
- Harassment
- Theft
- Vandalism
- Verbal/Physical Threats
- Plagiarism/Cheating
- Hands-off violation
- Defiance of authority, disrespectful behavior to staff
- Inappropriate use of technology
- Throwing food/objects
- Bus misconduct

Disciplinary Options:

These interventions can involve the school administrators who aim to correct behavior by stressing the negative impact of the behavior, while keeping the student in school.

- Principal contacts parent or guardian
- Change in schedule or class
- Restorative practice methods and/or mindfulness by a trained adult
- Loss of privileges
- Restitution (monetary or service-based)
- Detention
- Conflict resolution by a trained adult
- Peer mediation
- Discussion with appropriate administrator
- Referral to IEP or 504 team
- In-school suspension
- Assignment of work projects
- Mentoring
- Referral to substance abuse counseling
- Referral to student support team (see below)

Student support team interventions and responses:

These interventions often involve staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

- Parent or guardian conference with principal and relevant staff
- Restorative practice methods including mediation led by or under the supervision of a trained adult
- Mindfulness exercises led by or under the supervision of a trained adult
- Mentoring
- Peer mediation
- Referral to IEP or 504 team for evaluation
- IEP or 504 team meeting
- Teacher submits Behavioral Consultation Request form to Principal
- Referral to school-based health or mental health clinic
- Referral to an appropriate after-school program
- Restitution (monetary or service-based)
- Conflict resolution led by or under the supervision of a trained adult
- Community mediation led by or under the supervision of a trained adult
- Short-term behavioral progress reports linked to positive reinforcement
- Referral to an appropriate community organization
- Develop student support team plan

LEVEL 3 Short-term suspension and referral responses:

Defined: Acts that are frequent or serious in nature that disrupts the learning environment of the school or acts that pose a threat or danger to the health, safety, or welfare of others in the school. These acts will require administrative actions which could result in the immediate removal of the student from the school and possible intervention of law enforcement authorities.

Examples But Not Limited To:

- Continuation of or extreme Level II misconduct
- Assault
- Ethnic or racial slurs
- Sexual harassment
- Leaving school without permission
- Vandalism
- Indecent exposure
- Destruction of property
- Possession of a weapon/replicas
- Possession of drugs or alcohol
- Other violation of federal, state, or local laws

Disciplinary Options:

These interventions may involve the removal of a student from the school environment for up to three days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.

- Parent or guardian notification by principal
- Short-term suspension (1 to 3 days)
- Restorative practice methods including formal conferencing with parent, student, and relevant staff
- Development of or revision to student support team plan
- Follow up meeting with Behavior Consultant to revise behavior plan
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to substance abuse counseling
- Referral to an appropriate community organization (e.g., mentoring programs)

LEVEL 4 Long-term suspension and referral responses:

These interventions involve the removal of a student from the school environment for a period ranging between 4 and 10 school days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while adequately addressing the behavior.

- Parent or guardian notification
- Long-term suspension (4 to 10 days)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Development of or revision to student support team plan
- Restorative practice methods including formal conferencing/ community conferencing by trained adult
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Referral to twilight and credit recovery program
- Referral to substance abuse counseling
- Referral to appropriate community organization (e.g., mentoring programs)

LEVEL 5 Extended suspension, expulsion, and referral responses:

These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address the behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of an extended suspension, expulsion, or alternative placement will be limited to the least amount of time necessary to adequately address the behavior.

- Parent or guardian notification
- Extended suspension (11 to 44 days)

- Expulsion (serious behavioral infractions; 44 days or longer)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Follow up meeting with Behavior Consultant to revise behavior plan
- Restorative practice methods including formal conferencing with parent, student and relevant staff
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Alternative educational placement or alternative educational setting determined by CST evaluation
- Referral to substance abuse counseling
- Permanent expulsion for certain offenses, as specified in Board policy.

LEVELS of RESPONSE

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Absences							
Unexcused absence from school	*						
Persistent or excessive absence from school	*	*					
Habitual truancy (i.e., unlawfully absent from school for a number of days in excess of 8 days in any quarter, 15 days in any semester, or 20 days in a school year)	*	*					
Academic Dishonesty							
Cheating, plagiarizing, etc.	*	*					Students may receive a failing grade for that assignment.
Alcohol							
Under the influence		*					School staff is required to refer students to appropriate substance abuse counseling services.
Using or possessing		*	*				
Distributing or selling		*	*	*	*		

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Bullying, including Cyberbullying and Gang-Related incidents							
Gang-related incidents typically refer to a group of three or more individuals that associate periodically as an ongoing criminal group, with an overt or covert command structure, to regularly conspire and/or commit illegal and disruptive acts within the school community		*	*	*	*	*	Incidents should be reported by submitting the respective forms (included in this booklet to the school principal; schools are required to report and investigate all incidents and parents/ students can expect a response within two days of submitting a report; students should also be referred to appropriate counseling services.
Bullying (including cyberbullying) involves repeatedly using power in an intentional manner, including verbal, physical, or written conduct or electronic communication, to inflict psychological distress or physical harm towards one or more students that adversely affects their ability to participate in or benefit from a school's education or extracurricular programs		*	*	*	*	*	
Bus Violations							
Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)	*	*					Applies to students traveling to and from school or any school-sponsored activity, including field trips.
Serious disruption on the bus (e.g., fighting another passenger, attacking driver)		*	*			*	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Class Cutting							
Failure to attend a scheduled class or leaving school premises without permission during the school day	*	*					
Classroom Disruption							
Talking out in class or talking out of turn, picking on or teasing other students, and other behavior that detracts from student learning	*	*					Restorative practice methods should be used as appropriate.
Serious classroom disruption that directly affects the safety of others(e.g., throwing harmful items, turning over tables, or disrupting a fire or safety drill)	*	*	*				
Defiance of Authority and /or Insubordination							
Failure to follow directions	*	*					Nonviolent/nonphysical; state guidelines prohibit students from school for insubordinate or disrespectful behavior. Restorative practice methods should be used appropriately.
Failure to respond to school staff questions or requests	*	*					

Making inappropriate gestures, symbols, or comments, or using profane or offensive language	*	*					State guidelines prohibit students being excluded from school for insubordinate or disrespectful behavior. Restorative practice methods should be used as appropriate.
Using verbal insults or put-downs or lying to, misleading, or giving false information to school staff	*	*					

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Dress Code Violation							
Violating dress code	*	*					Refer to dress code standards provided at the district website, www.wtsd.org ; students cannot be excluded from school for failure to adhere to a school uniform policy.
Drugs or Controlled Substances							
Under the influences		*					Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; medical personnel should be notified when appropriate; school staff is required to refer students to appropriate substance abuse counseling services.
Using or possessing		*	*	*	*	*	
Distributing or selling				*	*	*	
Extortion							

Pre-k to grade 2	*	*					For example, taking or attempting to take from another (e.g., money or property) by threat of harm, express or implied; school staff should conduct a threat assessment.
Grade 3 to 6		*	*				

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
False Activation of a Fire Alarm							
Pre-k to grade 2	*	*					Students are referred to Waterford Township Fire Department to complete the Youth Fire & Life Safety Program; schools should contact the Office of the Fire Marshall.
Grades 3 to 6		*	*				
Fighting							
Physical aggression with another student (e.g., shoving or pushing)	*	*					
Fighting (may include incidents resulting in minor injuries)		*	*				

Fire Setting/Arson							
Attempting to set, aiding in setting, or setting a fire	*	*	*	*	*	*	Students are referred to Waterford Township Fire Department to complete the Youth Fire & Life Safety Program; schools should contact the Office of the Fire Marshall.
Gambling							
Requires the use of money or exchangeable goods	*	*	*				
Hallway Misbehavior							
Running, making excessive noise, loitering, or persistent hall-walking	*	*					

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyber harassment, against Members of the School Community							
Minor harassment (e.g., verbal discriminatory actions) includes actual or perceived conduct to offend, ridicule, or demean others	*	*	*				Incidents should be reported by submitting the form (included in this booklet) to the school principal; schools are required to report and investigate all incidents and parents/students can expect a response within two days submitting a report; students should also be referred to appropriate counseling services. The
Serious harassment included intentional, persistent actions that threaten or seriously intimidate another student, or adversely affect another student's ability to participate		*	*	*	*	*	

in or benefit from a school's educational or extracurricular program. Often regards race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability							Bullying, Harassment, or Intimidation Reporting for can also be completed.
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Inciting or Participating in Disturbance

Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and directly affects the safety of others		*	*			*	Students maintain the right to peacefully invoke their right of free expression.
Using an electronic device to send incendiary texts or social media messages, or to bring others to initiate or engage in a disturbance		*	*			*	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Inhalants							
Under the influence	*	*					Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community, medical personnel should be
Using or possessing		*	*				

Distributing or selling		*	*	*	*	*	notified when appropriate; school staff is required to refer students to appropriate substance abuse counselling services.
Physical Contact with School Personnel or Other Adult							
Unintentional physical contact with school personnel or other adult	*	*					
Unintentionally striking a staff member who is intervening in a fight or other disruptive activity		*	*			*	
Attack against school personnel or other adult: physically attacking an employee of Schools or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (pre-k to grade 2)	*	*	*			*	
Attack against school personnel or other adult: physically attacking an employee of Schools or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (grades 3 to 6)		*	*	*	*	*	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Portable Electronic Communications Device Policy Violation							

Use of portable electronic communication devices, electronic game devices, and other similar items, at unauthorized times	*	*					On the first infraction, students must only be given a warning; only after the first infraction can the student be subject to Level 1 responses; on the second infraction, parent notification must occur.
Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages		*	*				
Using portable electronic communication devices to take, share, film, and/or publish inappropriate pictures, videos, or recordings, including fights or other disturbances	*	*	*				
Property Damage, Including Graffiti							
Minor (Under \$50) or accidental damage	*	*					Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school service project. Schools should contact the Legal Office of additional guidance.
Intentional damage to another person's or school property (\$50 to \$1000)		*	*				
Intentional damage to another person's or school property (over \$1000)		*	*			*	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Robbery (406.2)							
Taking money or property from another by force or intimidation (pre-k to grade 2)		*	*				
Taking money or property from another by force or intimidation (grades 3 to 6)		*	*				
School Equipment Use without Permission (802.2)							
Use of computers, fax machines, phones, etc.	*	*					
Serious Bodily Injury (408.1)							
Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body, or impairment of the function of any part of the body					*	*	
Sexual Assault or Offense (601.1)							
Forced Sexual act					*	*	School staff is required to refer students to appropriate counseling and contact Child Protective Services as appropriate.

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Sexually-Based infraction							
Sexual harassment (602.1) E.g., unwelcome sexual advances; inappropriate touching, request for sexual favors; other inappropriate verbal, electronic, written, or physical conduct of a sexual nature)		*	*	*			School staff is required to refer students to appropriate counseling and contact Child Protective Services and/or School Police as appropriate.
Sexual activity or sexual misconduct (603.1) (e.g., indecent exposure, engaging in sexual activity, etc.) pre-k to grade 6		*	*				
Tardiness (102.1)							
Persistent or excessive tardiness to class or school	*	*					
Theft (803.1)							
Less than \$1000		*	*				
Greater than \$1000 (it is recommended that police not be contacted for students in grades pre-k through 2)		*	*			*	
Tobacco Possession or Use (204.1)							
Possession, use, sale, or distribution of tobacco products or e-cigarettes	*	*					School staff is required to refer students to appropriate substance abuse counseling services

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Trespassing							
Being on school property without permission and without intent to participate in a fight or other serious disturbance, including while suspended or expelled	*	*					An initial exception to trespassing restrictions can be made in instances where older family members are picking up younger family members at school; the older family member should then seek written permission from the younger family member's parent/guardian and submit it to the school.
Being on school property without permission in order to participate in a fight or other serious disturbance		*	*			*	
Breaking and entering		*	*			*	
Verbal, Physical, or Written Threat to Adult							
Threatening or aggressive language or gestures directed toward staff or another adult	*	*	*				School staff should conduct a threat assessment.
Persistent threatening or aggressive language or gestures directed toward staff or another adult (Grade 6)			*	*	*	*	
Verbal, Physical, or Written Threat to Student							
Threatening or aggressive language or gestures directed toward staff or another adult	*	*	*				School staff should conduct a threat assessment.

Persistent threatening or aggressive language or gestures directed toward another student (Grade 6)			*	*		*	
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Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Weapons, Firearm & Explosives							
Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substances or combination of substances or articles, other than a firearm)		*	*	*	*	*	Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; expulsion for no less than one calendar year is mandated.
Firearms (possession of a firearm as defined in 18 USC921 of the federal code - e.g., handguns, rifles, shotguns, and bombs)					*	*	
Other guns (possession of any gun, of any kind, loaded or unloaded operable or inoperable - e.g., BB guns, pellet guns, etc.)				*	*	*	
Other weapons (possession of any implement that could compromise wellness/ safety or cause bodily harm other than a firearm or other gun including, but not limited to, biochemical substances such as bodily fluids or poisons; chemical or electrical devices such as electroshock devices, chemical sprays, or laser pointers; metallic knuckles; knives)		*	*	*	*	*	

Use of any other weapon of any kind in the commission of an aggressive act toward another person			*	*	*	*
Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person	*	*				
Use of toy gun, water gun, or look-alike gun in the commission of an aggressive act toward another person (302.3, 893.7)			*	*	*	*

Harassment, Intimidation and Bullying (HIB):

This 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 disability, or by any other distinguishing characteristic**, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- 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;
- Has the effect of insulting or demeaning any student or group of students;
- 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.

Infractions	1 st Offense	Subsequent Offense
Harassment, Intimidation and Bullying (meets one of the protected classes listed above)	Consequences will vary dependent upon the severity of the action; hence a comprehensive list of consequences <ul style="list-style-type: none"> • COUNSELING REFERRAL • PARENT CONFERENCE • ADMINISTRATIVE DETENTION 	<ul style="list-style-type: none"> • PARENT CONFERENCE • SUSPENSION UP TO 2 DAYS

Cyber Bullying:

This includes but is not limited to the following issues of technology: harassing, teasing, intimidating, threatening, or terrorizing a student or staff member. Specific incidents will be handled as per the school's disciplinary code regarding Harassment, Intimidation, and Bullying.

Note: *Any infraction occurring outside of school, by law, may be subject to school discipline if it impacts on students or staff during school hours.*

PREVENTION

The Waterford Township School District believes that an effective learning environment includes creating an improved school climate that fosters positive choices, increased learning time, and positive social skills. PBIS is a team based, systematic approach to teaching behavioral expectations for all students throughout the school. It is based on a proactive model which teaches the behaviors, reinforces, and recognizes students who are able to model these behaviors. The Waterford Township School District is determined to provide this atmosphere by using a tiered framework that is focused on delivering effective interventions and supports for students driven by data to cultivate social, emotional, and academic excellence. These interventions include the use of The Sanford Harmony Program, which is a social emotional learning program which helps children acquire and effectively apply the knowledge, attitudes, and skills necessary for being a healthy adult. This includes problem-solving skills, as well as teaching kids to embrace diversity and build healthy relationships that will last well into adulthood.

Our intent for character education is to eliminate bullying, teach tolerance, embrace diversity, and provide the tools and resources to be upstanding students and citizens. School-wide Positive Behavior Support is a nationally recognized, evidence-based three-tiered approach to building a positive school climate that builds a continuum of supports for students to promote positive social behaviors.

Due Process:

All students will be afforded "Student Due Process." This means that students who violate school rules will be told what they did, what rule was violated, and be given a chance to respond to the allegations being made. The student shall be apprised of the nature and facts of the alleged misconduct.

1. The student shall be apprised of the nature and facts of the alleged misconduct.
2. The student shall be given an opportunity to explain the circumstances of the alleged misconduct and to present witnesses on his/her behalf.
3. The student shall be informed of the conditions of the disciplinary action.
4. The parents or guardian of a detained and suspended student or the student, if he/she is eighteen years or older, may appeal the decision as provided by School Board policy.

Discipline of Children with Disabilities. Recent legislation adds substantial provisions that address the discipline of children with disabilities. Provisions allow school personnel to order a change in the placement of a child with a disability to an appropriate interim alternative education setting (IAES), another setting, or suspension, for not more than 10 school days.

Weapons and Drugs. A disabled child that carries a weapon to school or to a school function, or who possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function can be placed in an IAES for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days.

Behavior Intervention Plan. The legislation requires that either before or not later than 10 days after taking the disciplinary action, the Local Education Agency (LEA) convene an Individualized Educational Program (IEP) meeting to develop an assessment plan to address the problem behavior (If the LEA did not conduct a functional behavior assessment and implement a behavior intervention plan for the child before the problem behavior), or if the child already has a behavior intervention plan, the IEP team will review the plan and modify it, as necessary, to address the behavior.

Behavioral Threat Assessment Team - The purpose of a threat assessment team is to provide teachers, administrators, and other staff with assistance in identifying students with behaviors of concern, assessing those students' risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk. Teams must include an Administrator, school employed mental health specialist, Law Enforcement Representative (SRO), Teacher, School Safety Specialist. Optional members of the team are as follows: Behavior management employee, Special Education teacher (must be included if the student is SPE), Technology/social media specialist, Community mental health employee. Each building will have a team and meet regularly.

Manifestation Determination Review (Causal Hearing). If a disciplinary action is contemplated as a result of drugs, alcohol, or injury to self or others, or if a disciplinary action involving a change of placement for more than 10 days is contemplated for a child with a disability who had engaged in other behavior that violated any rule or code of conduct: (1) not later than the date on which the decision to take action is made, parents must be notified of the decision and of all procedural safeguards; and (2) immediately, if possible, but in no case later than 10 school days after the date on which the decision to take that action is made, a review must be conducted of the relationship between the child's disability and the behavior subject to disciplinary action. The review is to be conducted by the IEP team and other qualified personnel.

Requirements for Finding that Behavior is not a Manifestation of the Disability. In order to find that the behavior was not a manifestation of the disability, the team must determine: (1) that the child's IEP and placement were appropriate and that special education services, supplementary aids and services and behavior intervention strategies were provided consistently with the IEP and placement; (2) the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior; and (3) the child's disability did not impair the ability of the child to control the behavior.

Implications of Manifestation Review. If it is determined that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedure applicable to children without disabilities may be applied to the child in the same manner in which that would be applied to children without disabilities, except that they will continue to receive a free appropriate public education.