

WARREN HILLS REGIONAL BOARD OF EDUCATION

August 22, 2023

6:30 p.m. – Executive Session

7:15 p.m. Regular Meeting

A. Call to Order – Molly Fraumeni, President

B. Roll Call - Mrs. Donnamarie Palmiere, Business Administrator

Joseph Bodenschatz	Christopher Cannavo	Alfred Coscia
Thomas Dufner	Molly Fraumeni	Jean Hansen
Lisa Marshall	Paula Merrill	Corey Piasecki

C. Executive Session- 6:30 p.m. (If Necessary)

WHEREAS, the Open Public Meetings Act, N.J.S.A.10:4-11, permits the board of education to meet in closed session to discuss certain matters.

BE IT THEREFORE RESOLVED, that the Warren Hills Regional Board of Education adjourns to closed session to discuss:

- 1) *Matters rendered confidential by Federal Law, State Law, or Court Rule*
- 2) *Pending Litigation*
- 3) *Personnel Matters*
- 4) *Matters of Attorney/Client Privilege*
- 5) *Confidential Student Matters*

BE IT FURTHER RESOLVED, that the Warren Hills Regional Board of Education reserves the right to discuss such other matters rendered confidential by law should the need arise; and

BE IT FURTHER RESOLVED, the minutes of this closed session be made public when the need for confidentiality no longer exists. Action may be taken.

Approval to go into Executive Session

MOTION:		SECOND:		
Name	Ayes	Nays	Abstain	Absent
Joseph Bodenschatz				
Alfred Coscia				
Thomas Dufner				
Jean Hansen				
Lisa Marshall				
Paula Merrill				
Corey Piasecki				
Christopher Cannavo				

Molly Fraumeni				
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**D. Reconvene:** 7:15 p.m.

**President's Announcement:** Adequate notice of this meeting in accordance with the Open Public Meeting Act has been given by posting one copy of a Notice of Meeting in the Warren Hills Regional Board of Education Office, by mailing copies to *The Express-Times*, *Warren-Reporter*, *Newark Star-Ledger* and to the municipal clerks in the Borough of Washington and Townships of Franklin, Mansfield, Oxford and Washington.

**Pledge of Allegiance**

**Approval of Board Minutes**

- July 11, 2023 Regular & Executive Session Meetings

MOTION:		SECOND:		
Name	Ayes	Nays	Abstain	Absent
Joseph Bodenschatz				
Alfred Coscia				
Thomas Dufner				
Jean Hansen				
Lisa Marshall				
Paula Merrill				
Corey Piasecki				
Christopher Cannavo				
Molly Fraumeni				

**E. Communications** – Mr. Earl C. Clymer, III, Superintendent of Schools

**F. Student Liaison Report** – Sydney White

**G. Superintendent's Report** – Mr. Earl C. Clymer, III

**H. Presenter(s):** NJGPA Spring 2023 Report - Mr. Clymer

**I. Goals:**

**Warren Hills Board of Education District Goals for 2022-2023:**

**District Goal 1:** Provide resources to faculty, implement best practices and strategies with tiered systems of support focused on improving areas of weakness and enhancing areas of strength to increase student achievement in core content tested areas across the district under the New Jersey Student Learning Assessment (NJSLA) and the New Jersey Graduation Proficiency Assessment (NJGPA)

**District Goal 2:** To ensure best practices related to diversity equity & inclusion within the WHRSD are followed in regards to hiring practices, curriculum implementation and policy development in collaboration with all school/community stakeholders and to share concerns and recommendations with appropriate committee(s) of the Board of Education.

**District Goal 3** To create, implement and enhance established programs, provide resources, and offer support to students parents faculty & staff related to Mental Health Awareness in collaboration with local and state agencies, including but not limited to the use of the Nurtured Heart Approach the DREAMS Program and the Warren County Prosecutor's Office Restorative Justice program

**Warren Hills Board of Education Board Goal for 2022-2023:**

1. Provide support to the administration, faculty and staff in the pursuit and achievement of the district goals.
2. Increase student presentations at Board of Education Meetings.

**I. Committee Reports**

<b>Committee</b>	<b>Date</b>	<b>Discussion</b>
Finance, Facilities & Transportation	July 17, 2023	By Chair: Mr. Piasecki
Education, Policy & Technology	July 27, 2023	By Chair: Mr. Bodenschatz
Personnel & Student Activities	August 10, 2023	By Chair: Mrs. Marshall
Negotiations	No Meeting Held	By Chair:

**J. Old Business**

**K. New Business**

**L. Public Comment**

Public comment shall be governed by the Board of Education Bylaw 0167 which is available on our website. There are two public comment opportunities. The first public comment is reserved for Action Items only, those items on the agenda the Board is voting on this evening. The second public comment is set aside for public comment on any school or school district issue that the public feels may be of concern to the residents of the school district. The first public comment is limited to three (3) minutes per person. The second public comment length is determined by the board as per policy. Before making a public comment, participants are to state their name, place of residence, and group affiliation if appropriate.

The Board will not respond to questions or comments until the initial public participation section of the agenda is complete. At that time, the Board or Administration will respond, as it sees fit, or it may defer responding, if at all, to a future meeting or to a response by written communication. The Board will then hear any additional comments that may come as a result of the Board's response. Participants may also be directed to follow the chain of command with the question or concern. While the Board will try to respond to as many questions or concerns as possible, participants who submit a multitude of questions should understand that it is unlikely

that all of their questions will be answered and may be referred to further dialogue with the administration.

## **M. ACTION ITEMS**

### **I. PERSONNEL**

\*1. Motion to approve/accept the following appointments / resignations / retirements as recommended by the Superintendent:

<b>Code No.</b>	<b>Name</b>	<b>Nature of Action</b>	<b>Position</b>	<b>Salary</b>	<b>Location</b>	<b>Date Effective</b>	<b>Date Terminated</b>	<b>Discussion</b>
1	Erica Gonzalez	Approve	Paraprofessional	\$24.77/hr	District	8-24-23	6-30-24	5.75 hrs/day - Step 2 Aide HR (Amending to no AA)
2	Sarah Codd	Approve	Paraprofessional	\$24.22/hr	HS	8-24-23	6-30-24	5.75 hrs/day - Step 1 Aide HR - Pending receipt of required paperwork
3	Erica Norris	Approve	CST - School Psychologist - Leave Replacement	\$87,263.00	MS	8-24-23	6-30-24	Leave Replacement MA +45 Step L
4	Darrin Daniello	Approve	IT Specialist	\$58,633.00 Prorated	District	on or about 9-6-23	6-30-24	Pending receipt of required paperwork
5	Luanne Ferenci	Approve	Health & PE Teacher - Leave Replacement	\$66,118.00 Prorated	MS	8-24-23	on or about 11-10-23	Pending receipt of required paperwork
6	Jason Graf	Approve	Teacher - Music 5th Preparation	\$1,400.00 per semester	HS	8-28-23	6-30-24	2023-2024 School Year, per contractual language
7	Michael Quinto	Approve	Teacher - Special Services 5th Preparation	\$1,400.00 per semester	HS	8-28-23	6-30-24	2023-2024 School Year, per contractual language
8	Jennifer Jessen	Approve	Teacher - Special Services 5th Preparation	\$1,400.00 per semester	HS	8-28-23	6-30-24	2023-2024 School Year, per contractual language
9	Joseph Bamford	Approve	Teacher - Special Services 4th Teaching Partner	\$300.00 per semester	HS	8-28-23	6-30-24	2023-2024 School Year, per contractual language
10	Marissa Cafaro	Approve	Paraprofessional	\$27.68/hr	District	8-24-23	6-30-24	5.75 hrs/day - BA Step 1
11	Cynthia Wiseburn	Approve	Teacher - Special Education	\$62,068.00	MS	8-24-23	6-30-24	BA+15 Step 2
12	Bonita Duryea	Approve	Summer Nurse	\$46.00/hr	HS	7-3-23	7-31-23	MD ESY 2023-2024 Program 8:30 am - 12:30 pm
13	Sandra Dantzler	Approve	Summer Nurse	\$46.00/hr	HS	7-3-23	7-31-23	MD ESY 2023-2024 Program 8:30 am - 12:30 pm

Code No.	Name	Nature of Action	Position	Salary	Location	Date Effective	Date Terminated	Discussion
14	Elin Delghiaccio	Approve	Summer Nurse	\$46.00/hr	HS	7-3-23	7-31-23	MD ESY 2023-2024 Program 8:30 am - 12:30 pm
15	Michelle Gaffney	Approve	Summer Nurse	\$46.00/hr	HS	7-3-23	7-31-23	MD ESY 2023-2024 Program 8:30 am - 12:30 pm
16	Kimberly Tomasino	Approve	Guidance Counselor	\$59.16/hr	District	8-21-23	8-21-23	Lifelines Training, 6.5 hrs @ per diem rate, per CBA, Grant Funded
17	Sharon Fretz	Approve	CST	\$63.28/hr	District	8-21-23	8-21-23	Lifelines Training, 6.5 hrs @ per diem rate, per CBA, Grant Funded
18	Christine Tyburczy	Approve	SAC	\$60.25/hr	District	8-21-23	8-21-23	Lifelines Training, 6.5 hrs @ per diem rate, per CBA, Grant Funded
19	Samantha Polak	Approve	Guidance Counselor	\$53.83/hr	District	8-21-23	8-21-23	Lifelines Training, 6.5 hrs @ per diem rate, per CBA, Grant Funded
20	Catherine O'Neal	Approve	Guidance Counselor	\$67.42/hr	District	8-21-23	8-21-23	Lifelines Training, 6.5 hrs @ per diem rate, per CBA, Grant Funded
21	Megan Thompson	Approve	Guidance Counselor	\$44.93/hr	District	8-21-23	8-21-23	Lifelines Training, 6.5 hrs @ per diem rate, per CBA, Grant Funded
22	Timothy Downs	Approve	SAC	\$67.42/hr	District	8-21-23	8-21-23	Lifelines Training, 6.5 hrs @ per diem rate, per CBA, Grant Funded
23	Nicole Clark	Approve	Mentor	\$500.00	HS	8-24-23	6-30-24	A. Polakowski (Mentee), 2023-2024 School Year, per contractual language
24	Sarah Reichard	Approve	Mentor	\$500.00	HS	8-24-23	6-30-24	C. Quinn (Mentee), 2023-2024 School Year, per contractual language
25	Noelle Andreoli	Approve	Mentor	\$500.00	HS	8-24-23	6-30-24	C. Semenowitz (Mentee), 2023-2024 School Year, per contractual language
26	Maureen Flora	Approve	Mentor	\$500.00	MS	8-24-23	6-30-24	J. Ternosky (Mentee), 2023-2024 School Year, per contractual language
27	Catherine O'Neal	Approve	Mentor	\$500.00	HS	8-24-23	6-30-24	M. Thompson (Mentee), 2023-2024 School Year, per contractual language

Code No.	Name	Nature of Action	Position	Salary	Location	Date Effective	Date Terminated	Discussion
28	Jacqueline LaFrance	Approve	Mentor	\$500.00	MS	8-24-23	6-30-24	C. Wisenburn (Mentee), 2023-2024 School Year, per contractual language
29	Nicole Petrewski	Approve	Mentor	\$500.00	HS	8-24-23	6-30-24	S. Montero (Mentee), 2023-2024 School Year, per contractual language
30	Jason Graf	Approve	Mentor	\$500.00	MS	8-24-23	6-30-24	K. Morpeth (Mentee), 2023-2024 School Year, per contractual language
31	Maureen Bukowski	Approve	Chaperone	\$31.00/hr	MS			Bagels & Locks Chaperone - 4 hours
32	Colleen Roth	Approve	Freshman Summer Orientation	\$46.00/hr	HS	8-23-23	N/A	Freshman Summer Orientation Program Academy Teacher not to exceed five (5) hours of individual time
33	Heather Wight	Approve	SAT Testing Coordinator	\$1,000.00 Stipend	HS	9-1-23	6-30-24	Coordinate four (4) SAT Testing Sessions
34	Springer, Nicholas	Approve	Athletics - Event Staff	Per Approved Athletic Fee Schedule	District	9-1-23	6-30-24	Athletics - Pending receipt of required paperwork
35	Elizabeth Garabed	Approve	Athletics - Event Staff	Per Approved Athletic Fee Schedule	District	9-1-23	6-30-24	Athletics - Pending receipt of required paperwork
36	Jonathon Slack	Approve	Athletics - Event Staff	Per Approved Athletic Fee Schedule	District	9-1-23	6-30-24	Athletics - Pending receipt of required paperwork
37	Logan Miller	Accept	Technology Staff - IT Specialist	\$58,633.00	District	9-6-23	9-6-23	Resignation
38	Allen Osmun	Accept	Facilities - Grounds	\$43,633.00	District	10-1-23	9-30-23	Retirement
39	Kenneth Petrovick	Accept	Security - Full Time	\$34,296.00	HS	7-20-23	7-20-23	Resignation
40	Kathleen Moritz	Accept	Paraprofessional	\$27.68/hr	District	7-13-23	7-13-23	Resignation
41	Patricia Jakubova	Accept	School Psychologist	\$64,383.00	District	8-14-23	8-14-23	Resignation
42	Raymond McDonald	Accept	Security	\$23.55/hr.	District	8-15-23	8-15-23	Resignation
43	Frank May	Accept	Paraprofessional	\$27.68/hr	HS	8-21-23	8-21-23	Resignation
44	Dana Labonia	Accept	Maternity Leave Guidance Counselor	\$66,368.00 Prorated	HS	8-21-23	8-21-23	Resignation
45	Alison Pereira	Approve	Paraprofessional	\$24.22/hr	MS	8-28-23	6-30-24	5.75 hrs/day - Step 1 Aide HR - Pending

Code No.	Name	Nature of Action	Position	Salary	Location	Date Effective	Date Terminated	Discussion
								receipt of required paperwork
46	Jan Swick	Approve	Maternity Leave Guidance Counselor	\$65,868.00 Prorated	HS	8-28-23	On or about 10-15-23	Step 1; MA; - Pending receipt of all required paperwork

\*2. Motion to approve the following medical / maternity leave of absence:

Code No.	Employee	Reason	Position	Location	Leave Start Date	Paid Days to be used	Unpaid FMLA Start Date	Unpaid NJFLA Start Date	Unpaid Leave without benefits	Return Date	Discussion
1	68473750	Maternity Leave/ Child Care Leave	Math Teacher	HS	on or about 08-24-23	40	on or about 10-23-23	on or about 10-23-23	1-22-24	on or about 2-26-24	
2	52972387	Medical Leave	Health & PE Teacher	MS	08-24-23	approx. 50	N/A	N/A	N/A	on or about 11-10-23	

\*3. Motion to approve the following internships/observations/volunteers:

Code No.	Name	Position	Degree/Step/ # of Hours	Salary/Stipend	Location	Date Effective	Date Terminated	Discussion
1	Katherine Winch	Student Teacher	N/A	N/A	HS	8-24-23	12-31-23	Social Studies Student Teacher under direction of Caldwell University, C. Kavcak, I. Garofalo
2	Cooper Weisenstein	Internship	N/A	N/A	District	8-24-23	12-31-23	Technology Internship under direction of CIT and T. Jaw
3	Nicholas Gorab	Volunteer	N/A	N/A	HS	Start of Wrestling Season	End of Wrestling Season	2023-2024 School Year - Pending Receipt of required paperwork
4	Joseph Ortiz	Volunteer	N/A	N/A	HS	Start of Wrestling Season	End of Wrestling Season	2023-2024 School Year - Pending Receipt of required paperwork
5	Jared Ostir	Volunteer	N/A	N/A	HS	Start of Wrestling Season	End of Wrestling Season	2023-2024 School year - Pending Receipt of required paperwork
6	Christopher Vidak	Volunteer	N/A	N/A	HS	Start of Wrestling Season	End of Wrestling Season	2023-2024 School year - Pending Receipt of required paperwork
7	Allison Wanamaker	Volunteer	N/A	N/A	District			Rescind BOE 5-23-2023 approval as Volunteer

\*4. Motion to approve the following travel and conference requests:

Code	Name	Title	Location	Cost/Mileage	Date & Discussion
1	Christine Tyburczy	NJ Counselor Conference	Pines Manor 2085 Lincoln Highway Edison NJ	\$139 Registration, Mileage	October 13, 2023
2	Patricia Smith	NJ Food agriculture Fall Conference	Eco Complex 1200 Florence-Columbus Rd, Bordentown NJ	\$200 Registration, Mileage	September 29, 2023

\*5. Motion to approve ALL Certificated staff as Home Instructors for the 2022-2023 school year at a rate of \$46.00/hour.

\*6. Motion to approve the following Home Instructors for the 2023-2024 School Year at a rate of \$46.00/hour:

Mary Knaap

\*7. Approve all certificated faculty and staff to supervise AM & PM duties at both the MS and HS for the 2023-2024 School Year at the contractual rate with the submission of the appropriate timesheet.

\*8. Motion to approve the following Substitute Custodians for the 2023-2024 School Year:

Code	Name	Nature of Action	Position	Salary	Location: HS/MS/ District	Date Effective	Date Terminated	Discussion
1	Jaime Albertson	Approve	Substitute Custodian	\$16.25/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
2	Christopher Armbruster	Approve	Substitute Custodian	\$16.25/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
3	Harold Beasley	Approve	Substitute Custodian	\$16.25/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork

<b>4</b>	James Hildabrant	Approve	Substitute Custodian	\$16.25/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
<b>5</b>	Carol Paulus	Approve	Substitute Custodian	\$16.25/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
<b>6</b>	Joseph Schwind, Jr.	Approve	Substitute Custodian	\$16.25/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
<b>7</b>	David Tompkins	Approve	Substitute Custodian	\$16.25/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork

**\* 9. Motion to approve the following Substitute Drivers for the 2023-2024 School Year:**

<b>Code</b>	<b>Name</b>	<b>Nature of Action</b>	<b>Position</b>	<b>Salary</b>	<b>Location</b>	<b>Date Effective</b>	<b>Date Terminated</b>	<b>Discussion</b>
1	Kathleen Burke	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	NEW - Pending receipt of required paperwork. (Mtg. Rate TBD)
2	Jean Celestine	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)
3	Victoria Dell	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)
4	Heather Gerard	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)
5	Francis Grosso	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)

6	Loretta Kirkpatrick	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)
7	Felix Mancuso	Approve	Mail Courier	\$20.50/hr	District	7/1/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)
8	Brian Patane	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)
9	William Quinn, Jr.	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)
10	Thomas Sperduto	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)
11	Anthony Vullo	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)
12	Marie Walker	Approve	Substitute - Bus Driver	\$27.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork. (Mtg. Rate TBD)

**\*10. Motion to approval Substitute Security / Event Staff for the 2023-2024 School Year:**

Code	Name	Nature of Action	Position	Salary	Location: HS/MS/District	Date Effective	Date Terminated	Discussion
1	John Amey	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
2	Steven Bifano	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork

3	James Blackford	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
4	James Blackford	Approve	Substitute Security	\$20.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
5	Michael Clancy	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
6	Michael Clancy	Approve	Substitute Security	\$20.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
7	Joseph Duart	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
8	Jeffrey Dugan	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
9	Jeffrey Dugan	Approve	Substitute Security	\$20.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
10	Margaret Faulborn	Approve	Substitute Security	\$20.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
11	Bernard Hattersley	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
12	Bernard Hattersley	Approve	Substitute Security	\$20.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
13	Robert Hibbett	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
14	Robert Kovacs	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
15	Robert Kovacs	Approve	Substitute Security	\$20.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork

16	Kenneth Petrovcik	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
17	Kenneth Petrovcik	Approve	Substitute Security	\$20.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
18	Dana Rounsaville	Approve	Substitute Security	\$20.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
19	Pamela Schell	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
20	Pamela Schell	Approve	Substitute Security	\$20.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
21	Joseph Sciortino	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
22	Joseph Sciortino	Approve	Substitute Security	\$20.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
23	Steven Tighe	Approve	Event Staff	\$40.00/hr	District	8/24/2023	6/30/2024	Pending receipt of required paperwork

**\*11. Motion to approve the following Substitute Teachers for the 2023-2024 School**

**Year:**

Co de	Name	Nature of Action	Position	Salary	Location	Date Effective	Date Terminated	Discussion
1	Nancy Anderson	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
2	Robert Bachman	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork

3	Danika Brandt	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
4	Bret Castner	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
5	Carol Daugherty	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
6	Richard Dobbins	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
7	Jennifer Feldman	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
8	Luanne Ferenci	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
9	Heather Gerard	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
10	Giulia Grotenhuis	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
11	Christine Hamas	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
12	Jeffrey Holzman	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork

13	Jessica Howley	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
14	Barbara Kolodziejczyk	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
15	Jacob Korczukowski	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
16	Tristan Laferriere	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
17	Thomas McGrory	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
18	Ryan O'Melia	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
19	Marie Orlowski	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
20	Skylar Patricia	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
21	Dawn Peluso	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
22	Suzanna Pinter	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of

								required paperwork
23	Karyn Poncin-McGrory	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
24	Jeyanthi Ponnusamy	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
25	Sofia Senesie	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
26	Summer Sozanski	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
27	Christine Thompson	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
28	Shannon Tubman	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
29	Robin Wallace	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
30	Marie Zengel	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
31	Mary Knaap	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork

32	Frank May	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork
33	Lane Miller	Approve	Substitute Teacher	\$130.00 /day	District	8/24/2023	6/30/2024	Pending receipt of required paperwork

**\*12. Motion to Approve the following Substitute Nurses for the 2023-2024 School Year:**

Code	Name	Action	Position	Salary	Location	Date Effective	Date Terminated	Discussion
1	Sandra Dantzler	Approve	Substitute Nurse	\$250.00/ Day	District	8-24-23	6-30-24	Pending receipt of required paperwork
2	Elin Delghiaccio	Approve	Substitute Nurse	\$250.00/ Day	District	8-24-23	6-30-24	Pending receipt of required paperwork

**\*13. Motion to approve the following Coaches and Advisors for the 2023-2024 School Year:**

Code	Name	Nature of Action	Position	Salary	Location: HS/MS/ District	Date Effective	Date Terminated	Discussion
1	Salvatore Montero	Approve	Advisor - HS Chorus Club	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
2	Salvatore Montero	Approve	Advisor - HS Drama Club Chorus Director	\$3,500/per play	HS	9/1/23	End of 2024	Tier 2 Advisor (2 productions)
3	Deana Balas	Approve	Advisor - HS Fashion Club	\$2,700	HS	9/1/23	End of 2024	Tier 5 Advisor

4	Eric Brown	Approve	Assistant Coach Volleyball	\$4,302	HS	8/21//23	End of Fall Season	Tier 3 Step 1
5	Larysa Castaneda	Approve	Chaperone - Gymnastics	\$31.00/hour	HS	8/21/23	11/12/23	Pending receipt of required paperwork. Not to exceed \$1,000.00
6	Kristen Chiara	Approve	Advisor - HS Key Club	\$3,300	HS	9/1/23	End of 2024	Tier 3 Advisor
7	Genevieve Deboer	Approve	Advisor - HS Yearbook	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
8	Daryl Detrick	Approve	Advisor - HS Computer Science	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
9	Margaret Devine	Approve	Advisor - HS SAGA	\$2,900	HS	9/1/23	End of 2024	Tier 4 Advisor
10	Margaret Devine	Approve	Advisor - HS Horizons	\$3,300	HS	9/1/23	End of 2024	Tier 3 Advisor
11	Jennifer Giamoni	Approve	Advisor - HS Debate Team	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
12	Jennifer Giamoni	Approve	Advisor - HS Student Council	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
13	Jason Graf	Approve	Advisor - HS Drama Club Pit Band Director	\$3,500	HS	11/1/23	End of 2024	Tier 2 Advisor. One (1) Production

14	Jason Graf	Approve	Advisor - HS Jazz Ensemble	\$3,300	HS	9/1/23	End of 2024	Tier 3 Advisor
15	Marcus Gurdineer	Approve	Assistant Coach - Wrestling	\$7,636	HS	Start of Winter Season	End of Winter Season	Tier 1 Step 4
16	Cedric Hickerson	Approve	Advisor - HS Junior Class	\$3,300	HS	9/1/23	End of 2024	Tier 3 Advisor
17	Janine Horber	Approve	Advisor - HS Newspaper Advisor	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
18	Emily Kablis	Approve	Advisor - HS National Honor Society	\$3,300	HS	9/1/23	End of 2024	Tier 3 Advisor
19	Kenneth Kurpat	Approve	Advisor - HS Weight Room Fall of 2023	\$2,500	HS	9/1/23	11/1/23	
20	Toni Manfra	Approve	Advisor - HS Best Buddies	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
21	Toni Manfra	Approve	Advisor - HS Sophomore Class	\$2,700	HS	9/1/23	End of 2024	Tier 5 Advisor
22	Scott Mosher	Approve	Assistant Coach Robotics	\$4,510	HS	7/16/23	End of 2023-2024	Tier 4 Step 3
23	Jesse O'Neill	Approve	Advisor - HS SAVE	\$3,300	HS	9/1/23	End of 2024	Tier 3 Advisor
24	Nicole Petrewski	Approve	Advisor - HS Drama Club Director	\$4,100/per play	HS	9/1/23	End of 2024	Tier 1 Advisor. Two (2) Production

25	Vittoria Sigona	Approve	Advisor - HS Yearbook Assistant	\$2,050	HS	9/1/23	End of 2024	Tier 1 Advisor
26	Adam Slack	Approve	Head Coach - HS Robotics	\$7,217	HS	7/16/23	End of 2023-2024	Tier 4 Step 4
27	Adam Slack	Approve	Advisor - HS Archery Assistant	\$2,050	HS	9/1/23	End of 2024	Tier 1 Advisor
28	Mark Smith	Approve	Advisor - HS Archery	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
29	Patricia Smith	Approve	Advisor - HS FFA	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
30	Allison Wanamaker	Approve	Head Coach - MS Girls Soccer	\$3,463.00	MS	9/3/23	End of Fall season	Tier 3 Step 1
31	Lisa Weisenstein	Approve	Advisor - HS Freshmen Class	\$2,700	HS	9/1/23	End of 2024	Tier 5 Advisor
32	Heather Wight	Approve	Advisor - HS Blue Streak Nation	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
33	Heather Wight	Approve	Advisor - HS Senior Class	\$4,100	HS	9/1/23	End of 2024	Tier 1 Advisor
34	Amanda Best	Approve	Advisor - MS Kidz Connection Co-Advisor	\$1,650	MS	9/1/23	End of 2024	Tier 3 Advisor
35	Brigitte Burstein	Approve	Advisor - MS Yearbook Co-Advisor	\$2,050	MS	9/1/23	End of 2024	Tier 1 Advisor

36	Salvatore Montero	Approve	Advisor - MS Chorus Club	\$2,700	MS	9/1/23	End of 2024	Tier 5 Advisor
37	Margaret Devine	Approve	Advisor - MS Horizons	\$3,300	MS	9/1/23	End of 2024	Tier 3 Advisor
38	Maureen Flora	Approve	Advisor - MS School Store	\$2,700	MS	9/1/23	End of 2024	Tier 5 Advisor
39	Heather Heslin	Approve	Advisor - MS Kidz Connection Co-Advisor	\$1,650	MS	9/1/23	End of 2024	Tier 3 Advisor
40	Caroline Lampert	Approve	Advisor - MS National Jr. Honor Society	\$3,300	MS	9/1/23	End of 2024	Tier 3 Advisor
41	Geri McKelvey	Approve	Advisor - MS Intramural Bowling	\$3,300	MS	9/1/23	End of 2024	Tier 3 Advisor
42	Elizabeth McKeown	Approve	Advisor - MS Yearbook Co-Advisor	\$2,050	MS	9/1/23	End of 2024	Tier 1 advisor
43	Tasjaana Miraglia	Approve	Advisor - MS SAGA	\$2,900	MS	9/1/23	End of 2024	Tier 4 Advisor
44	Kayleigh Morpeth	Approve	Advisor - MS Jazz Ensemble	\$2,900	MS	9/1/23	End of 2024	Tier 4 Advisor
45	Nicole Silvis	Approve	Advisor - MS Student Council	\$3,500	MS	9/1/23	End of 2024	Tier 2 Advisor
46	Patricia Smith	Approve	Advisor - MS FFA Co-Advior	\$1,350	MS	9/1/23	End of 2024	Tier 5 Advisor

47	Lisa Smith	Approve	Advisor - MS FFA Co-Advior	\$1,350	MS	9/1/23	End of 2024	Tier 5 Advisor
48	Christine Tyburczy	Approve	Advisor - MS Peer Leadership	\$2,900	MS	9/1/23	End of 2024	Tier 4 Advisor

\*14. Motion to authorize the Superintendent to hire Paraprofessionals, HS Maternity Leave Guidance Counselor and for any other resignations for the start of the 2023-2024 school year. The Board will not unreasonably withhold approval at the next board meeting.

#### Approval of Personnel Motions

MOTION:		SECOND:		
Name	Ayes	Nays	Abstain	Absent
Joseph Bodenschatz				
Alfred Coscia				
Thomas Dufner				
Jean Hansen				
Lisa Marshall				
Paula Merrill				
Corey Piasecki				
Christopher Cannavo				
Molly Fraumeni				

## II. EDUCATION AND POLICY

\*1. Motion to approve the **SECOND READ** of the following revised policies & regulations for inclusion in the district's policy manual, as recommended by the Education and Policy Committee and the Superintendent:

**P&R #2419 - School Threat Assessment Team**

**P&R #5200 - Attendance**

**P #5430 - Class Rank**

**P&R #5600 - Student Code of Conduct**

\*2. Motion to approve the following field trip requests in accordance with Policy 2340:

<b>Code</b>	<b>Requested by:</b>	<b>Trip</b>	<b>Board of Education Cost</b>	<b>Discussion</b>
1	K Wanamaker	Moorestown HS	Transportation	Wrestling
2	K Wanamaker	W Milford Twp HS	Transportation	Wrestling
3	K Wanamaker	Jim Whelan Boardwalk Hall 2301 Boardwalk Atlantic City	Transportation	Wrestling
4	J Giamoni H Wight	Fairview Lake YMCA Camp Newton NJ	Transportation	Peer Leadership
5	Patricia Smith	National FFA Convention Indianapolis IN	Patricia Smith Expenses	Leadership Workshops - National Chapter Award / NATA Ambassador

\*3. Motion to approve the attached MS & HS waiver for classes in which student enrollment exceeds 30 or is less than 10, per Class Size Policy & Regulation #2312. Additional adjustments may be presented at the next Board of Education meeting. (Attachment "A")

\*4. Motion to amend the 2023-2024 School Calendar to reflect WHRMS Back to School Night as September 14th, and WHRHS Back to School Night as September 7th.

#### Approval of Education & Policy Motions

<b>MOTION:</b>		<b>SECOND</b>		
<b>Name</b>	<b>Ayes</b>	<b>Nays</b>	<b>Abstain</b>	<b>Absent</b>
Joseph Bodenschatz				
Alfred Coscia				
Thomas Dufner				
Jean Hansen				
Lisa Marshall				
Paula Merrill				
Corey Piasecki				
Christopher Cannavo				
Molly Fraumeni				

### III. BUDGET AND FINANCE

\*1. The Warren Hills Regional Board of Education approves the June, 2023 Board Secretary and Treasurer's Report as follows:

BE IT RESOLVED that the Board Secretary, pursuant to N.J.A.C. 6A:23A-16.10(c)3, does hereby certify that as of the date of this report, no line item account has encumbrances and expenditures, which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(a);

BE IT FURTHER RESOLVED that the Warren Hills Regional Board of Education accepts the monthly financial report of the Secretary and the Treasurer for the month of June, 2023; in compliance with N.J.A.C. 6A:23A-16.10(c)4, that the Board of Education certifies that no major account has been over-expanded in violation of N.J.A.C. 6A:23A-16.10(b), and that as of this report sufficient funds are available to meet the District's financial obligation for the remainder of the year.

\*2. Motion to approve the bill list for the period July 8, 2023 through August 22, 2023, in the amount of \$3,262,467.95.

\*3. Motion to approve the cafeteria bill list for the period April 1, 2023 through June 30, 2023 in the amount of \$272,405.53

\*4. Motion to approve Student Activities bill list for the period of June 1, 2023 through June 30, 2023 in the amount of \$74,634.97

\*5. Motion to approve transfers in the amount of \$456,656.58 for the month of June 2023.

\*6. Motion to approve the Tuition Contract with Hampton Borough School District and to accept student #1733076328 for the 2023-2024 school year in the amount of \$21,100.00

\*7. Motion to approve the Tuition Contract with Harmony Township School District and to accept student #3727105107 for the 2023-2024 school year in the amount of \$21,100.00.

\*8. Motion to approve the Tuition Contract with Lopatcong Township School District and to accept student #4819804283 for the 2023-2024 school year in the amount of \$34,500.00.

\*9. Motion to approve Tuition Contract with Oxford Township School District and to accept 71 regular education students to attend Warren Hills Regional High School for the 2023-2024 school year at a tuition rate of \$18,500.00 per student.

\*10. Motion to approve Tuition Contracts with Oxford Township School District and to accept the following students for the 2023-2024 school year:

Student	Program	Amount	Effective
5514949714	ERIC Program	\$21,100.00	8/28/23-6/30/24
5687900216	ERIC Program	\$21,100.00	8/28/23-6/30/24
5800436386	ERIC Program	\$21,100.00	8/28/23-6/30/24

4731372428	ERIC Program	\$21,100.00	8/28/23-6/30/24
3981209908	LLD Program	\$21,000.00	8/28/23-6/30/24
1817045299	LLD Program	\$21,000.00	8/28/23-6/30/24
1621577524	MD Program	\$34,500.00	8/28/23-6/30/24
2933034296	MD Program	\$34,500.00	8/28/23-6/30/24
5938708972	MD Program	\$34,500.00	8/28/23-6/30/24
7627514082	RR Program	\$21,000.00	8/28/23-6/30/24
2600443158	RR Program	\$21,000.00	8/28/23-6/30/24
9730373140	RR Program	\$21,000.00	8/28/23-6/30/24
8309780512	RR Program	\$21,000.00	8/28/23-6/30/24
7376108385	RR Program	\$21,000.00	8/28/23-6/30/24
5671008339	RR Program	\$21,000.00	8/28/23-6/30/24

\*11. Motion to approve the Tuition Contract with Pohatcong Township School District and to accept student #6264277903 for the 2023-2024 school year in the amount of \$34,500.00.

\*12. Motion to accept a parent paid Tuition Student #4389886258 from Belvidere School District into the ERIC program and approve the Tuition Contract for the 2023-2024 school year in the amount of \$21,100.00.

\*13. Motion to approve the following Special Education Tuition Contracts for the 2023-2024 regular school year:

Student	School	Amount	Aide	Related Services	Effective
1693675379	Bonnie Brae	\$79,550.00	N/A	N/A	8/11/23-6/30/24
3959833800	DCF Regional Warren Campus	\$52,828.00	N/A	N/A	7/1/23-6/30/24

2490293155	Sussex County Ed Services Commission - Northern Hills Academy	\$60,182.00	N/A	N/A	9/7/23-6/30/24
5611642836	Sussex County Ed Services Commission - Northern Hills Academy	\$53,945.00	\$31,032.00	\$2,117.00	9/7/23-6/30/24
1995818933	Sussex County Ed Services Commission - Northern Hills Academy	\$53,945.00	\$31,032.00	\$2,117.00	9/7/23-6/30/24

\*14. Motion to approve the Regular Education Tuition Contract Agreement with Warren County Technical School for 76 students for the 2023-2024 school year in the amount of \$3,000.00 for tuition per student per annum and \$2,315.00 transportation per student per annum, commencing September 5, 2023.

\*15. Motion to approve a contract renewal with GST Transportation Central Route for the 2023-2024 school year in the amount of \$11,383.00.

\*16. Motion to approve Transportation Contracts with the NJ Department of Children and Families, Office of Education, for the 2023-2024 school year to transport 5 students to the DCF Regional School, Warren Campus in Port Murray, NJ at a cost of \$75.00 a day per student.

\*17. Motion to approve a School and Community Health Needs Agreement with St. Lukes' Hospital of Bethlehem, PA. Services shall be provided by a physician and an athletic trainer. Fees will be as follows:

<u>Year</u>	<u>Annual Fee</u>
2023-2024	\$40,000.00
2024-2025	\$41,200.00
2025-2026	\$42,400.00
2026-2027	\$43,600.00
2027-2028	\$44,800.00
2028-2029	\$46,000.00
2029-2030	\$47,200.00
2030-2031	\$48,400.00

\*18. Motion to appoint Dr. Brett Keller as team and school physician for the 2023-2024 school year, per St. Luke's Agreement.

\*19. Be It Resolved, to approve the award of an Emergency Contract with Wantage Fence & Stonework, LLC for Millway Restoration & Repairs at a cost of \$679,000. The Warren County Department of Education was made aware of the damages from the July 14, 2023

Catastrophic flooding and has allowed the district to proceed with repairs by invoking the Emergency Provision of 18A:18A-7.

\*20. Be It Resolved, to approve a withdrawal from Capital Reserve for the Emergent Millway Restoration & Repairs in the amount of \$679,000 based on invoking the Emergency Provisions of 18A-18A-7.

\*21. Be It Resolved, to approve a contract with Murray Paving and Concrete, LLC for JOC Contract No:# 20/21-03 under ESCNJ State Approved Coop #65MCESCCPS at a cost of \$134,648.56.

\*22. Be It Resolved, to approve a withdrawal from Capital Reserve for the additional full depth restoration of the Administration Building Parking Lot in the amount of \$135,000.00.

\*23. Motion to accept a partial refund of member contributions from the Workers' Compensation fund from the 2019/2020 year from New Jersey Schools Insurance Group (NJSIG) in the amount of \$8,624.77.

\*24. Be It Resolved that Warren Hills Regional does not have programs approved by this project and will not apply for the Perkins Secondary Program for FY 2024 in the amount of \$15,098.

\*25. Motion to approve the disposal of the following assets per district policy 7300, Disposition of Property:

Adaptive Security Appliance	2
Charge & Sync Cabinet	1
Chromebooks	61
HP AIO Desktop	1
iBook	1
IC Recorder	1
iMacs	12
iPad	1
Keyboard	13
Laptops	7
Mac Mini	1
Macbooks	2
Macbook Pro	5
Mice	11
Micro Cassette Recorder	1
Monitors	3
PC's	2
Phones	9
Printers	4
Projectors	6

Routers	2
Scanners	4
Smartboards	5
Speakers	3
Storageworks	1
SuperDisk for Mac	1
Switches	4
UPS	3
Wireless Access Point	1
White Boards	5
Xerox ADF Feeder	1

#### Approval of Budget & Finance Motions

MOTION:		SECOND:		
Name	Ayes	Nays	Abstain	Absent
Joseph Bodenschatz				
Alfred Coscia				
Thomas Dufner				
Jean Hansen				
Lisa Marshall				
Paula Merrill				
Corey Piasecki				
Christopher Cannavo				
Molly Fraumeni				

#### O. Public Comment

#### P. Second Executive Session (If Necessary)

MOTION:		SECOND:		
Name	Ayes	Nays	Abstain	Absent
Joseph Bodenschatz				
Alfred Coscia				
Thomas Dufner				
Jean Hansen				
Lisa Marshall				
Paula Merrill				
Corey Piasecki				
Christopher Cannavo				
Molly Fraumeni				

**Q. Adjournment\_\_\_\_\_ p.m.**

**Approval to Adjourn**

MOTION:		SECOND:		
Name	Ayes	Nays	Abstain	Absent
Joseph Bodenschatz				
Alfred Coscia				
Thomas Dufner				
Jean Hansen				
Lisa Marshall				
Paula Merrill				
Corey Piasecki				
Christopher Cannavo				
Molly Fraumeni				

**\*Roll Call**

**COURSES OVER/UNDER FOR THE 2023-2024 SCHOOL YEAR**

<b>School</b>	<b>Course Name</b>	
MS	Chorus/Theatre Arts 7	Over
MS	Concert Band 8	Over
MS	Concert Band 7	Over
HS	AP European History	Under
HS	CP Discrete Mathematics	Under
HS	German II	Under
HS	Honors Accounting II	Under
HS	Social Media Marketing (SMM) II	Under
HS	Film Design II	Under
HS	Honors Film Design III	Under
HS	Honors Visual Art III	Under
HS	Honors Advanced Graphic Art & Design	Under
HS	Foundations of Green Energy	Under
HS	Physical Education 9	Under
HS	Physical Education 10	Under

## SCHOOL THREAT ASSESSMENT TEAMS (M)

### Policy 2419

#### **M**

The Board of Education shall establish a threat assessment team at each school in the district pursuant to N.J.S.A. 18A:17-43.4. The purpose of a threat assessment team shall be to provide school teachers, administrators, and other staff with assistance in identifying students 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, to prevent targeted violence in the school, and ensure a safe and secure school environment that enhances the learning experience for all members of the school community.

Threat assessment teams established pursuant to N.J.S.A. 18A:17-43.4.a., this Policy, and Regulation 2419 must be multidisciplinary in membership and, to the extent possible, must include the following individuals:

1. A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
2. A teaching staff member;
3. A Principal or other senior school administrator;
4. A safe schools resource officer or school employee who serves as a school liaison to law enforcement; and
5. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440, in the event that the school safety specialist is not already a school administrator or school employee required to be a part of the threat assessment team pursuant to N.J.S.A. 18A:17-43.4.

Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team.

Nothing contained in N.J.S.A. 18A:17-43.4 shall be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the effective date pursuant to N.J.S.A. 18A:17-43.3 (August 1, 2022).

This Policy and Regulation 2419, pursuant to N.J.S.A. 18A:17-43.5, are aligned with the Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023 (Guidance) developed by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:17-43.6.

The school district shall structure the threat assessment teams to best meet the needs and resources available, which may include school-based teams and/or district-level teams.

The Superintendent or designee will build a behavioral threat assessment and management program that will: establish a multi-disciplinary team; define prohibited and concerning behaviors; create a central reporting mechanism; define a threshold for law enforcement intervention; establish threat assessment procedures; develop risk management options; create and promote safe school climates; and conduct training for all stakeholders.

The threat assessment and management process will include: the threat assessment team's actions when first learning of a new report or threat; screening the case; gathering information; organizing and analyzing information; making the assessment; developing and implementing a case management/intervention plan; re-assessing and case monitoring; and documenting and closing the case.

When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an Individualized Education Program (IEP) or 504 Plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws.

Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4, this Policy, and Regulation 7440 that is consistent with the Guidance developed by the NJDOE pursuant to N.J.S.A. 18A:17-43.6. Training must be coordinated with the New Jersey Department of Education, Office of School Preparedness and Emergency Planning (OSPEP). The training shall ensure the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. The training shall, at a minimum, include training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.

Should a threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 – Harassment, Intimidation, or Bullying for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act.

Should a threat assessment team become aware of a bias-related act, the team should implement Policy and Regulation 8465 – Bias Crimes and Bias-Related Acts on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320 – Cooperation With Law Enforcement Agencies.

Questions and concerns about Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) protections often arise as part of the threat assessment planning process. The threat assessment teams must understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

N.J.S.A. 18A:17-43.3; 18A:17-43.4; 18A:17-43.5; 18A:17-43.6

Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023

Adopted:

# REGULATION GUIDE

PROGRAM

R 2419/page 1 of 15

School Threat Assessment Teams

Aug 23

M

[See POLICY ALERT No. 231]

## R 2419 SCHOOL THREAT ASSESSMENT TEAMS

### A. Definitions

1. “Aberrant behavior” means behavior atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications, or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.

2. “Behavioral Threat Assessment and Management (BTAM)” means a proactive approach to identify, assess, and provide appropriate interventions and resources for individuals who display a behavior that elicits concern for the safety of themselves or others. (U.S. Secret Service National Threat Assessment Center.)

3. “Concerning behavior” means an observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Behaviors that may elicit concern can include unusual interests in violent topics, conflicts between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities). Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior. Concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.

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4. “Concerning communication” means unusual, bizarre, threatening, or violent communication made by an individual or a group that elicit concerns for the safety or wellbeing of the individual or others. Concerning communication may allude to violent intentions, violence as a means to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communications may also allude to hopelessness or suicide. Concerning communications may be made in the form of written or oral statements, gestures, or visual/electronic media. Communications may be considered concerning regardless of whether a direct verbal threat is expressed. Concerning communication does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.

5. “Multidisciplinary Threat Assessment Team” means a team composed of highly trained school personnel with diverse positions, backgrounds, and experience. The team will receive reports about a concerning person and situations, gather additional information, assess the risk posed to the community, and develop intervention and management strategies to mitigate any risk of harm.

6. “Targeted violence” means a premeditated act of violence directed at a specific individual, group, or location regardless of motivation and generally unrelated to other criminal activity.

## B. Multidisciplinary Threat Assessment Team

### 1. Threat Assessment Team Members

a. In accordance with N.J.S.A. 18A:17-43.4, the threat assessment team established by the Board of Education shall be multidisciplinary in membership and, to the extent possible, must include the following individuals:

- (1) A Principal or other senior school administrator;

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(2) A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;

(3) A safe-schools resource officer or school employee who serves as a school liaison to law enforcement;

(4) The school safety specialist (designated pursuant to N.J.S.A. 18A:17-43.3); and

(5) A teaching staff member.

b. Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team. If a student has an Individualized Education Program (IEP), 504 plan, and/or functional behavioral assessment (FBA) plan, the threat assessment team must consult with the appropriate staff or team to determine whether the reported behavior is already part of known baseline behavior or is already being managed under the student's IEP, 504 plan, or FBA plan and addressed in a manner that is required by N.J.A.C. 6A:14 and all other Federal and State special education laws.

c. The district may choose to name the threat assessment team in a manner that suits the school community needs.

## 2. Threat Assessment Team Structure

a. The district can structure the threat assessment teams to best meet the needs and resources available. This may include:

(1) **School-Based Teams:** The district may opt to develop teams for each school comprised of those members fulfilling the assigned roles identified in the law in each of its schools.

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(2) District-Level Team: The district may choose to develop one central team designated to serve each school in cases where staffing at individual schools is not sufficient to meet the membership requirements of the law. In such cases, the district may choose to operate smaller teams trained in the threat assessment process in each school, which can screen cases to determine which situations to refer to the District-Level Team. If the district uses this model, the district must ensure representation of those staff members from the involved school as identified by the law to the fullest extent possible when conducting an assessment.

(3) District-Level Team and School-Based Teams: The district may have one central team that provides oversight, consistency, and accountability for all threat assessment processes including threats impacting the entire district. School-Based Teams address cases in each school building, while ensuring all information is shared with the District-Level Team.

## C. Building a K-12 Behavioral Threat Assessment and Management Program

The district shall implement the following steps in developing a Behavioral Threat Assessment and Management Program.

1. Step 1: Establish a Multidisciplinary Team
  - a. Identify team membership pursuant to N.J.S.A. 18A:17-3.4.
  - b. Designate a team leader.
  - c. Establish team procedures and protocols.
  - d. Meet on a regular basis and as needed.

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2. Step 2: Define Prohibited and Concerning Behaviors
  - a. Establish policy defining prohibited behaviors
    - (1) These definitions should be included in the code of student conduct policy and shared with staff, parents, and students.
  - b. Identify other behaviors for screening or intervention.
  - c. Define threshold for intervention.
    - (1) The threshold should be relatively low so that teams can identify individuals in distress before the behavior escalates into a violent behavior.
3. Step 3: Create a Central Reporting Mechanism
  - a. Establish one or more anonymous reporting mechanisms.
    - (1) Examples include a mobile application, a dedicated email address or phone number, or on the district website.
  - b. Provide training and guidance to encourage reporting.
    - (1) Students, teachers, staff, school resource officers, and parents should be provided awareness training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.
  - c. Ensure availability to respond.
  - d. Utilize an Initial Report to collect the threat, concerning behavior, etc.
4. Step 4: Define Threshold for Law Enforcement Intervention
  - a. Most reports can be handled by the School-Based Team.

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b. Establish which behaviors should be referred for law enforcement intervention (e.g., physical violence, threats of violence, etc.).

## 5. Step 5: Establish Threat Assessment Procedures

a. Decide how to document cases.

b. Create procedures to screen reports, gather information, make assessments, and decide on interventions.

c. Develop/adapt threat assessment forms to organize information around the 11 Investigative Questions referenced in D.4. below.

## 6. Step 6: Develop Risk Management Options

a. Identify all available resources for creating individualized management plans.

(1) The resources and supports the student needs will differ depending on the information gathered during the assessment.

(2) Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the team may need to also access community resources to assist with the managing the student. Identify resources to assist targets/victims.

(3) Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the concerning person.

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- b. Establish points of contact for all resources.

## 7. Step 7: Create and Promote Safe School Climates

- a. Assess current school climate.

(1) Anti-Bullying Bill of Rights Act (N.J.S.A. 18A:37-21) requires the school safety team in each school in the district "...to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues..." and to "review and strengthen school climate and the policies of the school.

- b. Enhance current school climate.

- c. Strengthen students' connectedness.

(1) Encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what students say.

- d. Break down "codes of silence" and help students feel empowered to come forward and share concerns and problems with a trusted adult.

- e. Identify clubs or teams at school students can join or encourage students to start their own special interest group.

## 8. Step 8: Conduct Training for all Stakeholders

- a. The training is for new threat assessment team members, refresher training, and professional development. This includes training on the screening and threat assessment forms and procedures.

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b. Training must be coordinated with the New Jersey Department of Education (NJDOE), Office of School Preparedness and Emergency Planning (OSPEP) to ensure that the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. This training includes training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.

c. Awareness training for students, teaching staff members, and all school staff members regarding the recognition of concerning or aberrant behavior in an individual that may represent a threat to the school community.

(1) Requests for awareness training can be coordinated by the district's School Safety Specialists through the OSPEP.

d. Training for parents and other community stakeholders to anonymously report dangerous, violent, or unlawful activity to the district or school.

## D. Threat Assessment and Management Process

The district shall implement the following steps in the threat assessment and management process.

### 1. Step 1: Receive a Report of Concern

a. When the threat assessment team first learns of a new report of a threat or aberrant or concerning behavior, the team (or one member of the team) should collect initial intake information about the behavior, the concerning person (i.e., the person who engaged in the threatening behavior; the person to be assessed), and other information that is readily available.

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## 2. Step 2: Screen the Case

a. Screen for imminency (of the threat or concerning behavior) and whether there is a need for a full threat assessment.

(1) If the threat assessment team believes the report does present an imminent danger or safety concern, immediately notify law enforcement. Once the emergency has been contained, the team should complete a full threat assessment and make all necessary notifications (i.e., anyone that is or may be directly impacted).

b. If the team does not believe the report presents an imminent danger or safety concern, determine if there is a need for full threat assessment. If not, document the initial report and screening.

c. If there is a need for a threat assessment, the team shall proceed with a full threat assessment using the steps outlined in D.3. through 8. below.

d. The district's Title IX Coordinator must be notified immediately if a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault, or if engagement in these actions is uncovered when gathering additional information during the threat assessment process. Notifying the district's Title IX Coordinator is completed parallel to the threat assessment process and does not stop a team from moving forward with gathering information and initiating risk management strategies.

## 3. Step 3: Gather Information from Multiple Sources

a. Gather information about the person displaying the concerning behavior and situation from various sources. These sources can include, but are not limited to, teachers, coaches, parents, and peers.

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4. Step 4: Organize and Analyze
  - a. Organize and analyze information using the 11 Investigative Questions detailed in the U.S. Secret Service and U.S. Department of Education threat assessment guide. The form is comprised of 11 investigative questions adapted from the U.S. Secret Services and U.S. Department of Education Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates and can be found at [www.secretservice.gov/nod/2559](http://www.secretservice.gov/nod/2559).
5. Step 5: Make the Assessment
  - a. Make an assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of intervention.
6. Step 6: Develop and Implement a Case Management/Intervention Plan
  - a. Develop and implement a case management plan to reduce risk.
  - b. As needed, refer individual of concern to the local mental health authority or healthcare provider for evaluation and/or treatment.
  - c. As needed, refer individual of concern for a full and individual evaluation (FIE) for special education services.
7. Step 7: Re-Assess (Case Monitoring)
  - a. Monitor, re-evaluate, and modify plan as needed to ensure that the identified intervention(s) is effective, and the individual of concern no longer poses a threat of violence or self-harm.
  - b. Re-assessing the person of concern, going through the assessment questions again.

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c. If there are still concerns, the team shall continue to monitor, adjust plan, and re-assess as needed until there is no longer a concern of harm to self and/or others, and the individual is on a better path.

8. Step 8: Document and Close the Case

a. When the team's assessment is that the concerning person no longer poses a threat of violence or self-harm, the team can close the case or place it on the in-active status.

b. The threat assessment team should be sure to document the case, including scheduling any future dates to check-in or follow-up, as needed.

c. The documentation should be stored in a confidential file, with only authorized personnel having access.

E. Training

1. Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4. The district may also choose to provide awareness training to school community members on the threat assessment process. The awareness training is also outlined as part of one of the steps of the Building a K-12 Behavior Threat Assessment and Management Program.

2. Threat assessment team membership:

a. In accordance with N.J.S.A. 18A:17-43.4, the NJDOE shall provide training through the New Jersey School Safety Specialist Academy. All threat assessment team members must receive training consistent with the training and guidelines provided by the NJDOE. The school safety specialist, is a member of the threat assessment team and will assist in ensuring this training is provided to school staff in coordination with OSPEP.

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b. Each new threat assessment team member must complete training by the OSPEP, which shall include training sessions as instructed by *Ontic/SIGMA as part of the Bureau of Justice Assistance (BJA) STOP School Violence Grant Program*.

c. The district shall determine membership on the threat assessment team in accordance with N.J.S.A. 18A:17-43.4, including adding and ensuring the training of new members, as needed. The district must ensure all threat assessment team members attend the required initial training and refresher training provided by OSPEP to advance their competency in conducting assessments.

(1) These trainings will be offered through the OSPEP for both in person and online platforms.

(2) Refresher training will be developed and facilitated by the OSPEP and will be made available through in-person and online platforms, as necessary.

## 3. Awareness Training for Other School Community Stakeholders

a. Request for awareness training for school staff members should be directed to the OSPEP email at [school.security@doe.nj.gov](mailto:school.security@doe.nj.gov), which will provide training or coordinate sessions with approved instructors from the U.S. Department of Homeland Security National Threat Evaluation and Reporting Office's Certified Master Training Program.

## F. Other Considerations

### 1. Individualized Education Program (IEP) or 504 Plans

a. The district is required by law to meet the needs of students with special needs, who are afforded disciplinary protections not provided to the general education population, to reduce exclusionary practices for special

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education students. When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an IEP or 504 plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant or concerning behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws. Working with the IEP team or 504 team, the threat assessment team shall determine if the behavior is part of known baseline behavior, or is already being managed under the student's IEP, 504 plan, or FBA plan. If the behavior is not consistent with baseline behaviors or is not able to be effectively managed through current programming, then a threat assessment would need to be conducted. A special education representative must be part of the team and shall engage throughout the process.

## 2. Allegations of Harassment, Intimidation, & Bullying (HIB) or Bias-Related Acts

a. Should the threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act. Additionally, during the threat assessment process, it is important to recognize that the student may need remedial services (e.g., counseling) to address behavior that may have prompted the need for the threat assessment and to ensure their well-being.

b. Should a threat assessment team become aware of a bias-related act, they should implement Policy and Regulation 8465 on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320.

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## 3. Information Sharing

a. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) are two Federal laws protecting the privacy of an individual's personal records. FERPA refers specifically to educational records while HIPAA refers to medical records. Questions and concerns about FERPA and/or the HIPAA protections often arise as part of the threat assessment planning process. It is critical that threat assessment teams understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

b. Threat assessment teams should consult with the Board Attorney on these elements as needed.

## 4. Family Education Rights & Privacy Act (FERPA) – Educational Records

a. FERPA is a Federal law that protects the privacy of student education records. FERPA does, however, authorize school officials to disclose information without consent in emergency situations where the health and/or safety of students is at risk. Relevant information can be released to law enforcement, public health, and medical officials, as well as other schools in the event a student transfers or matriculates. The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

## 5. Health Insurance Portability and Accountability Act (HIPAA) – Medical and Mental Health Records

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a. HIPAA protects the confidentiality of information in health records. Confidentiality is held by the patient, not the mental health provider. In cases where HIPAA applies, the following strategies below may assist threat assessment teams in eliminating potential barriers to critical data collection:

- (1) Ask permission from the student and parent to disclose medical records;
- (2) Provide information to health and mental professionals; and
- (3) Ask about duty to warn or duty to protect.

b. Additionally, medical and mental health providers may disclose protected health information when disclosure:

- (1) Is necessary to prevent or lessen a serious and imminent threat to health or safety of patient or others and is to someone reasonably able to prevent or lessen the threat; and
- (2) May include disclosure to law enforcement, or others who can mitigate the threat and disclosure must be consistent with applicable law and standards of ethical conduct.

## 6. Record Keeping

All documentation from the threat assessment process must be maintained in a confidential and secure location. Maintaining records and preserving evidence throughout the process, assists in the establishment of a legal and behavioral justification for the intervention. Records may be electronic or paper and must be maintained in accordance with record retention rules established by the Department of Treasury.

Adopted:

## 5200 Regulation - Attendance

In accordance with guidelines established by the Board of Education of the State of New Jersey, Warren Hills Regional School District (WHRSD) has set a 90 percent daily attendance requirement for students. All daily absences for all reasons are recorded and charged toward a student's daily attendance record. Absences occasioned by religious holiday observance, college visits (limited to a maximum of three (3) days per year for students in grades 10, 11 and 12 only) and Take Your Child to Work Day are recorded but are not charged toward a student's daily attendance record.

### Definitions

A. "Daily Attendance" is a student's presence in school and in the classroom to which he or she is assigned at the times scheduled for instruction or other school activities.

1. A student in grades 7-12 will be considered to have attended school if he or she has been present at least four (4) hours during the school day.

2. A student not present in school because of his or her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.

B. "Class Attendance" is defined as a student's presence in the classroom to which he or she is assigned.

C. "Non-Chargeable Absence" is a student's absence from school for a full day or a portion of a day for one or more of the reasons listed below. The absence is recorded but not counted towards a student's attendance record.

1. By the observance of the student's religion on a day approved by the New Jersey Department of Education as a religious holiday or observance;

2. College visit – limited to a maximum of three (3) days per year for students in grades 10, 11 and 12 only;

3. Take Your Child to Work Day

D. "Chargeable absence" is a student's absence from school for a full day or a portion of a day. The absence is recorded and counted towards a student's daily attendance record. Students who exceed 18 chargeable absences may be subject to loss of credit at the high school and may be subject to retention at the middle school per Policy 5410.

1. "Confirmed" is defined as any day a student is absent and there is a notification to the school by the parent or guardian for one or more of the reasons listed below.

a. When the demonstrated mental or physical condition of the student is such as to interfere with learning or "prevent attendance; Any illness

related absence longer than 3 consecutive days requires a Doctor's note to return to school.

- b. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. § 794 and 705(20), and individualized health care plans
- c. By such circumstances as the building principal may determine constitute good cause, which may include:
  - i. exposure to a communicable disease or condition that poses a health risk to students and staff, as determined by the district medical inspector;
  - ii. a death or critical illness in the student's immediate family;
  - iii. the student's required attendance in court or other legal obligation;\*
  - iv. interviews with a prospective employer or with an admissions officer of an institution of higher education;\*
  - v. examination for a driver's license;\*
  - vi. necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day;\*
  - vii. family visitation;
  - viii. an absence for a reason not listed above, may be deemed confirmed by the Building Principal, upon a written request by the student's parent or legal guardian stating the reason for the absence and requesting permission for the absence.

Circumstances marked with an asterisk (\*) will be considered confirmed only when a note or email is presented in advance of the absence. Any absence due to school suspension will be recorded and counted towards a student's attendance record to be reviewed by the attendance review committee.

Doctor's notes must be submitted within 10 school days following the last day of absence.

- 2. "Unconfirmed" is defined as any day a student is absent and there is No Parent/Guardian Notification made to the school. NOTE: An unconfirmed absence will generate a phone call notification on the day of the unconfirmed absences.

E. Unconfirmed absence that counts towards truancy" is a student's absence for all or part of a school day for any reason other than those listed above.

F. "Truancy" is any unconfirmed absence. A student will also be considered truant if he or she:

- 1. leaves school at lunch time without approval,
- 2. leaves school without permission when school is still in session,
- 3. leaves class because of illness and does not report to the school nurse as directed, or
- 4. is present in school but is absent from class without approval. Such truancy from class is a "class cut."

**G. School District Response to Unconfirmed Absences During the School Year That Count Toward Truancy**

1. For up to four cumulative unconfirmed absences that count toward truancy, the Principal or designee shall:
  - a. Make a reasonable attempt to notify the student's parent of each unconfirmed absence prior to the start of the following school day;
  - b. Make a reasonable attempt to determine the cause of the unconfirmed absence, including through contact with the student's parent;
  - c. Identify, in consultation with the student's parents, needed action designed to address patterns of unconfirmed absences, if any, and to have the child return to school and maintain regular attendance;
  - d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potentially missing or abused child situation is detected; and
  - e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
2. For between five and nine cumulative unconfirmed absences that count toward truancy, the Principal or designee shall:
  - a. Make a reasonable attempt to notify the student's parent of each unconfirmed absence prior to the start of the following school day;
  - b. Make a reasonable attempt to determine the cause of the unconfirmed absence, including through contact with the student's parent;
  - c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and F.1.c. above;
  - d. Develop an action plan to establish outcomes based upon the student's patterns of unconfirmed absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:
    - (1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
    - (2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;
    - (3) Consider an alternate educational placement;

- (4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
  - (5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and F.4. below;
  - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potential missing or abused child situation is detected; and
  - (7) Engage the student's family.
- e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
- 3. For ten or more cumulative unconfirmed absences that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:
  - a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;
  - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
  - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
  - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required.
- 4. A court referral may be made as follows:
  - a. When unconfirmed absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board of Education's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court.
    - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
  - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g, the student may be referred to Superior Court, Chancery Division, Family Part.

- (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.

5. Any student who misses twenty (20) consecutive unconfirmed days will be dropped from the district's enrollment after notification has been attempted and a hearing in front of the Board of Education has been offered by the district.

6. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's IEP, pursuant to 20 U.S.C. §§ 1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29 U.S.C. §§794 and 705(20); and individualized health care plan and individualized emergency healthcare plan pursuant to N.J.A.C. 6A:16-2.3(b)5.xii.

#### G. Class Absences

1. All chargeable absences (confirmed and unconfirmed) will count towards loss of credit at the high school and may count toward retention at the middle school level per Policy 5410 (See Section I).

2. Unconfirmed absences and class cuts will activate the ARC (Attendance Review Committee) in accordance with the following procedures:

a. 1st Cut:

(1) See Policy & Regulation #5600 Student Code of Conduct for class cuts.

(2) Parents/guardians will be notified by telephone or in writing of the class cut.

b. 2nd Cut:

(1) Student will be referred to ARC and See Policy & Regulation #5600 Student Code of Conduct for class cuts.

(2) Parents/guardians and counselor will be notified by ARC.

c. 3rd Cut:

(1) Student referred to ARC and See Policy & Regulation #5600 Student Code of Conduct for class cuts.

(2) Denial of credit in semester courses.

(3) Parents/guardians and counselor will be notified by ARC.

d. 4th Cut:

- (1) Student referred to ARC and See Policy & Regulation #5600 Student Code of Conduct for class cuts..
- (2) Confirmation letter sent to parents that a fourth cut has occurred and warning that a fifth cut will result in denial of credit for the entire course.

e. 5th Cut:

- (1) Denial of credit for full year course will occur.
- (2) Student referred to ARC and See Policy & Regulation #5600 Student Code of Conduct for class cuts..
- (3) Options for the balance of course:
  - (a) Remain in class and meet all course requirements to be eligible for summer school, provided student has no additional cuts in the class and does not exceed 90 percent class attendance requirements;
  - (b) Be scheduled for a semester course for the next semester if the master schedule permits;
  - (c) Written appeal exclusively through the Assistant Principal on the appropriate form.

I. Course Credit (HS) and Promotion Requirements (MS)

1. More than eighteen (18) chargeable class absences from a full-year course, more than nine (9) chargeable absences from a semester course, will result in a loss of credit for that specific course at the high school and may result in grade level retention at the middle school, per Policy & Regulation #5410 - Promotion & Retention. On the sixth, twelfth and fifteenth chargeable absence from a full-year course, and on the third and sixth chargeable absence from a semester course, a warning or notice to parents/guardians indicating the attendance status and the potential consequences of continued absences will be sent through the district student information system. At the tenth absence in a full year course and the sixth absence in a semester course, parents and students will be required to meet with their Assistant Principal or designee to review the attendance policy. Failure to do so will make the student ineligible for the appeal process.
2. The Attendance Review Committee will consider requests for appeals of the policy when absences are occasioned by cases of extended illness or extenuating family circumstances. The presence of unconfirmed class absences (class cuts) in an attendance record under appeal/review will adversely affect the committee's decision. It is strongly recommended that medical-dental appointments, college

visitations, or other non-school-sponsored matters be arranged in such a way as to avoid absence from class.

#### J. Notice to School of a Student's Absence

1. A parent or legal guardian or adult student is required to either call the school or enter a note through the Student Information System. If the parent does not contact the school, the school will contact the parent/guardian.
2. A parent or legal guardian who anticipates a future absence or anticipates that an absence will be prolonged should notify the school office, which will assist in the arrangement of make-up work. If the absence is to be a long-term absence (ten (10) consecutive school days), home instruction may be arranged where requested by the student's parent or legal guardian and deemed appropriate by the district.

#### K.. Readmission to School After an Absence

1. A note explaining a student's absence for non-communicable illness for a period of more than three (3) consecutive days must be accompanied by a physician's statement of the student's illness.
2. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the nurse written evidence of being free of communicable disease, in accordance with Policy No. 8451.

#### L. Instruction

1. Teachers are required to provide advance work for students in cases of extended illness. Teachers are encouraged but not required to provide advance work for other confirmed absences.
2. A student who anticipates a confirmed absence of more than ten (10) consecutive school days may be eligible for home instruction in accordance with Policy No. 2412. The parent or legal guardian or adult student must request home instruction.
3. Students absent for any reason are expected to make up the work missed. Teachers will provide make-up assignments as necessary.
4. Teachers shall make reasonable accommodations to extend time for students to make up missed assignments.
5. A student who missed a test because of a confirmed absence shall be offered an opportunity to take the test or an alternate test; in no case will a student who missed a test because of his or her observance of a religious holiday be denied an opportunity to make up the test.

6. The teacher will determine the credit to be awarded a student for make-up work, subject to the rules set forth in this section. Where class participation is a factor in the learning process, the teacher may not consider a student's confirmed absence in determining a final grade. The teacher may record an incomplete grade, in accordance with Regulation No. 2624, for a student who has not had full opportunity to make up missed work.

#### M. Grade Level Retention

1. A Middle School student may be retained at grade level, in accordance with Policy No. 5410, when he or she has been absent 18 or more school days, excluding absences for the observance of religious holidays and during a student's suspension will not count toward the total. Students will be advanced to the next grade if they can demonstrate, through completion of home assignments and/or home instruction, that they have mastered the proficiencies established for the assigned courses of study.

#### N. Discipline

1. Students may be denied participation in co-curricular activities if their attendance fails to meet the standards set forth in Policy No. 2430.
2. Students may be denied participation in athletic competition if their attendance fails to meet the standards set forth in Policy No. 2431.
3. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.
4. Truancies will be handled as follows:
  - a. Whenever a student is truant, the parents will be immediately notified.
  - b. Students who are chronically truant will be subject to disciplinary action, per Policy & Regulation #5600 Student Code of Conduct
5. When a student under the age of sixteen is absent more than ten (10) days in any one school year, the principal shall inform the Superintendent for possible prosecution in municipal court pursuant to N.J.S.A. 18A:38-27 et seq.
6. The absence of a student missing from school for unexplained reasons will be handled in accordance with Regulation No. 8464.

#### O. Recording Attendance

1. Teachers must accurately record the students present, tardy, and absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips. Note: school

sponsored events will be considered a chargeable, confirmed class absence for the purpose of monitoring attendance in a course. These absences will not count towards loss of credit.

2. A report card will record the number of times the student was absent and tardy in each marking period. Note: Three tardies to a class counts as a chargeable class absence.

#### **P. Appeal**

1. A student who has been suspended or expelled for truanancies may appeal that action in accordance with Policy No. 5610 (Suspension).
2. A student who has been retained at grade level for excessive absences may appeal that action in accordance with Policy No. 5410.
3. The student may appeal an adverse decision to the Superintendent, the Board of Education, and the Commissioner of Education, in that order and in accordance with Policy No. 5710.

#### **Q. Attendance Review Committee**

1. When a student misses a class for other than a legal reason, he/she will be asked to explain his/her absence to a faculty-administration committee. He/she will then be counseled, made aware of the seriousness of his/her offense, given detention, sent to his/her guidance counselor to have his/her schedule adjusted, or in the case of repeated offenses, suspended.
2. The Attendance Review Committee may include but not be limited to the following staff members, Building Principal, Director of School Counseling Services, Supervisor of Special Services and a teaching staff member.
3. The Attendance Review Committee will create and implement an Attendance Improvement Plan (AIP) to assist the student.
4. Students denied credit by the Attendance Review Committee and the high school administration will have the right to appeal that decision to the Superintendent, the Board of Education and the Commissioner of Education, in that order and in accordance with Policy 5710.

## 5200 Policy - Attendance

The Board of Education requires that the students enrolled in the schools of the district attend school regularly in accordance with the laws of the State of New Jersey. The educational program offered by the district is predicated on the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

The Superintendent shall calculate and monitor the daily attendance rate for each school and the district as a whole. Whenever the average daily attendance rate is below ninety percent for the district or below eighty-five percent in any one school, the Superintendent shall develop and implement an attendance improvement plan.

### Absences

The State of New Jersey has changed student attendance reporting requirements. It is the policy of the Board that all students enrolled in district schools shall be expected to attend all classes/sessions, including homeroom, in which the student is registered. In accordance with the laws of the State of New Jersey, all absences for all reasons are recorded.

Absences from school for the following reasons are recorded but not counted towards a student's attendance record:

1. By the observance of the student's religion on a day approved by the New Jersey Department of Education as a religious holiday or observance,
2. College visit – limited to a maximum of 3 days per year for students in grades 10, 11 and 12 only; requires a note from the institution visited.
3. Take Your Child to Work Day

A student not present in school because of his or her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance. All other absences are chargeable and count towards a student's attendance record.

The parent or legal guardian of an absent student is expected to contact the school office before the start of the school day. Parents or legal guardians must either call the school or enter a note through the Student Information System. Board regulations dictate procedures for when students return to school after an absence.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive the student of the classroom experience deemed essential to learning and may result in retention at grade level or loss of credit toward the high school diploma in accordance with policies of this Board.

Warning notices shall be posted in the Student Information System to the parent or legal guardian of any minor student enrolled in school who has been absent for three or six days per semester course and six, twelve, or fifteen absences in a full-year course.

A loss of credit notice shall be given to any student and to the parent or legal guardian of any minor student, enrolled in school who has exceeded the attendance absentee limits of 18 days in a full year course, 9 days in a semester course.

### Truancy

Truancy is defined by the State of New Jersey as ten (10) or more cumulative unexcused absences.

Unexcused absences from school or from classes within the school day constitute truanies and shall be subject to the disciplinary rules of the Board. The Board recognizes the complexity of factors inherent in habitual truancy and class cutting. It will strive to devise and implement programs which would in effect significantly reduce the incidence of such acts, keeping the best interests of the students central to such programs.

Any unexcused absence from school shall be regarded as truancy. This specifically includes, but is not limited to, any absence from all, or part, of the school day, without a phone call or signed note of explanation from a parent or legal guardian. All undocumented absences, regardless of whether or not such absence would have been classified as an excused absence, had parental notification been presented in the manner provided for by Board regulations and/or school policy, shall be deemed unexcused.

Unauthorized absence from any class or activity during the day for which the student is scheduled is cutting. Class cutting is always an unexcused absence, and disciplinary action shall be taken in accordance with the Code of Conduct.

Repeated truanies interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction. Repeated truanies may result in the suspension or expulsion of any student from the course of study during which absences have occurred. However, before any such action is taken, every effort shall be made to identify the cause or causes of the behavior, and consider the modification of the student's educational program.

In all cases of truancy, disciplinary action will be taken in accordance with the Code of Conduct. Continued violations of the attendance requirements will result in suspension and/or other penalties provided by district regulations and New Jersey law.

### Missed Assignments

Students absent from school, for any reason, shall be responsible for the timely completion of all assignments, assessments and examinations missed because of their absence.

The material covered in each class session is an integral part of the course. Therefore, each student is required to complete make-up assignments for all absences. Assignments, classwork and tests are to be made-up by the students within a reasonable length of time. Arrangements to make up work must be initiated by the student.

The regular time for make-up work is immediately following an absence. Teachers will then be able to assist students with whatever needs to be made up. Teachers shall retain discretion in determining deadlines for submitting missed assignments. Teachers are encouraged, but not required, to provide

advance work for students in the case of extended absences and with prior notice of an anticipated excusable absence.

No student excused for a religious holiday or observance shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday or observance, or be otherwise penalized, provided notice is given to the teacher prior to such absence.

## 5430 CLASS RANK

As of July 1, 2024, The Warren Hills Regional School District will no longer rank its students.

The Board of Education acknowledges the usefulness of a system of computing grade point averages and class ranking for secondary school graduates, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking, determined by grade point average, for students in grades 9-12.

All students per grade level shall be ranked together.

Class rank will be determined by each individual student's calculated cumulative GPA. The method used to calculate cumulative GPA is explained in Policy 2624. The class ranking of a student who has transferred to this district will include the grades earned in the regular program of the prior school. Grades earned in private summer school programs, or on-line courses, Independent Study, Pass/Fail, will not be included in the calculation of class rank. Grade point averages shall be calculated to the third decimal place.

Any two or more students whose computed grade point averages are identical will be given the same rank. The rank of the student who immediately follows a tied position will be determined by the total number of all preceding students, not by the rank of the immediately preceding student.

A student's grade point average and rank in class will be entered on the student's record and will be subject to Board Policy No. 8330 on the release of student records. Class rank for seniors is determined at the end of the 3<sup>rd</sup> marking period. Actual class rank number will not be provided to students.

Adopted: January 19, 2010  
Revised: September 16, 2014  
Revised: November 10, 2015  
Revised: August 22, 2023



# POLICY

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## WARREN HILLS REGIONAL BOARD OF EDUCATION

Students  
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CLASS RANK



# District Regulation

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

Section: Students

Date Created: January 2010

Date Edited: June 2019

### **A. Purpose**

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of students;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.8, as appropriate.

### **B. Expectations for Academic Achievement, Behavior, and Attendance**

All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 13.1.

### **C. Behaviors That May Result in Suspension or Expulsion**

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person, having authority over the student;
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
4. Physical assault upon another student;
5. Taking, or attempting to take, personal property or money from another student, or from the student's presence, by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;
8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;
9. Incitement which is intended to and does result in truancy by other students;

10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
11. Harassment, intimidation, or bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.

#### D. Students' Rights

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

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;

2. Education that supports students' development into productive citizens;

3. Attendance in safe and secure school environments;

4. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;

5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5;

6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.1 through 7.8; and

7. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational

Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records, as well as other existing Federal and State laws and rules pertaining to student protections.

#### **E. Comprehensive Behavioral Supports**

Below are behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports may include, but are not limited to, the following:

##### **1. Supportive Interventions and Referral Services**

A student may be referred to the school's Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A:16-8.1 and 8.2 and Policy and Regulation 2417.

##### **2. Remediation of Problem Behavior**

The following actions may be taken to remediate problem behavior. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories of problem behaviors and performance.

###### **a. Restitution and Restoration**

- (1) A student may be required to make restitution for any loss resulting from the student's conduct; or
- (2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former condition any damaged or defaced property resulting from the student's conduct.

**b. Counseling**

- (1) A student may be required to consult with school guidance counselors or Child Study Team members.
- (2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.
- (3) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.

**c. Parent Conferences**

- (1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

**d. Alternate Educational Program**

- (1) Students may be assigned to an alternate educational program as recommended by the student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member.

**e. Conflict Resolution**

- (1) This is an optional program which may be utilized to resolve disputes between students. Students are encouraged to request that a situation be mediated before it escalates to the point where disciplinary action becomes necessary. Requests may be made through the Assistant Principal.

**3. Students with Disabilities**

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

**F. School Responses to Violations of Behavioral Expectations**

1. In accordance with the provisions of N.J.A.C. 6A:16-7.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behavior that shall:
  - a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
  - b. Be consistent with other responses, pursuant to N.J.A.C. 6A:16-5.5;
  - c. Provide for equitable application of the Code of Student Conduct without regard to race; color; religion;

ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-1 et seq. and

- d. Be consistent with provisions of N.J.S.A. 18A:6-1, Corporal Punishment of Students.

## G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

### 1. Admonishment/Reprimand

- a. A school staff member in authority may admonish or reprimand a student's unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

### 2. Temporary Removal from Classroom

- a. The classroom teacher may direct the student report to the office of the administrator in charge of student discipline.
- b. The teacher will complete a form that indicates the student's name and the conduct that has caused the student's removal from the teacher's room.
- c. The administrator in charge of discipline will interview the student and determine which, if any, additional consequences shall be imposed.

### 3. Meeting with School Administration and Parent

- a. The student's parent may be required to attend a meeting with the Principal or designee and the student to discuss the student's conduct and to

ensure the parent and the student understand school rules and expectations.

#### **4. Deprivation of Privileges**

a. Students may be deprived of privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment. These privileges may include, but are not limited to:

- (1) Moving freely about the school building;
- (2) Participation in co-curricular or inter/interscholastic activities;
- (3) Attendance at a school-related social or sports activity;
- (4) Participation in a graduation ceremony;
- (5) Transportation to and from school on a school bus;  
or
- (6) Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy and Regulation 5600 and N.J.A.C. 6A:16-7.1 et seq.

#### **5. Detention**

a. A student may be required to report to the detention room during their assigned lunch block. Students will remain in said locations to serve the disciplinary consequence.

b. A student may be required to report before or after the school day to detention. This detention may be assigned by the teacher or the Principal or designee.

c. Transportation to detention before school or from detention after school will be the responsibility of the parent.

- d. A student may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

## 6. Grade Adjustment

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

## 7. In-school Detention

- a. If the school operates an in-school detention program, a student may be removed from his/her regular classes and required to report to the in-school detention program.
- b. In-school detention will not be imposed without the due process procedures set forth in Policy and Regulation 5610.
- c. Students serving an in-school detention will not be permitted to participate in any after school activities, including clubs, sports, etc in accordance with Policy #2431.

## 8. Suspension from School

- a. A student may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2 and 6A:16-7.3, and Policy 5610.
- b. Suspension from school will not be imposed without the due process procedures set forth in Policy and Regulation 5610.
- c. Students serving an out-of-school suspension will not be permitted to participate in any after school activities,

including clubs, sports, etc in accordance with Policy #2431.

## 9. Expulsion

- a. The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4, and Policy 5620.
- b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.

## H. Chart of Discipline

1. Below is a chart of Student Discipline listing school responses to violations of behavioral expectations. Consequences associated with listed violations will be managed in a progressive manner, at the discretion of the administration, and may vary with the seriousness of the infraction and the behavior pattern of the individual student. Consequences range from admonishment to long-term suspension with a hearing before the Board of Education. Students who are assigned ISD and/or OSS are not permitted to participate in any after school activities, including clubs, sports, etc. Refer to policy #2431. These behavioral expectations and school responses include, but are not limited to:

LD - Lunch Detention; ASD- After-School Detention; ISD – In-School Detention ; OSS – Out-of-School Suspension

Infraction	Consequences
After-School Detention Cuts	<p>1<sup>st</sup> Offense: 5 points; Detention must be served;</p> <p>2<sup>nd</sup> Offense: 10 points to In-School Detention (ISD); Detention must be served</p> <p>3<sup>rd</sup> Offense: 15 points to ISD; Detention must be served</p>
Cell Phone/Electronic Device Violation	<p>1<sup>st</sup> Offense: Lunch Detention</p> <p>2<sup>nd</sup> Offense: 2 Lunch Detentions</p> <p>3<sup>rd</sup> Offense: 3 Lunch Detentions</p> <p>Conference with Parent and Student</p>
Class Cuts	<p>1<sup>st</sup> Offense: 1-After School Detention</p> <p>2<sup>nd</sup> Offense: 2 - After-School Detentions</p> <p>3<sup>rd</sup> Offense: 3-After School Detentions</p> <p>Conference with Parent and Student; Make up all work</p>
Disruptive/Inappropriate Behavior	<p>1<sup>st</sup> Offense: 5 points to Out-of School Suspension (OSS)</p> <p>2<sup>nd</sup> Offense: 10 points to OSS</p> <p>3<sup>rd</sup> Offense: 15 points to OSS</p>

Cutting Lunch Detention	<p>1<sup>st</sup> Offense: 5 points; Detention must be served;</p> <p>2<sup>nd</sup> Offense: 10 points to ISD; Detention must be served</p> <p>3<sup>rd</sup> Offense: 15 points to ISD; Detention must be served</p>
Excessive, Unexcused Tardiness to School  (MS only)	<p>4<sup>th</sup> Tardy: Warning</p> <p>6<sup>th</sup> Tardy: 1 After-School Detention</p> <p>8<sup>th</sup> Tardy: 2 After-School Detentions</p> <p>10<sup>th</sup> Tardy and Beyond: Administrative discretion; Loss of privileges</p>
Forgery or Falsifying documents, notes, excuses, passes and/or permission slips	<p>1<sup>st</sup> Offense: 15 points to ISD;</p> <p>2<sup>nd</sup> Offense: 1 Day ISD;</p> <p>3<sup>rd</sup> Offense: ISD to OSS</p> <p>Parent Notification; Parent Conference</p>
Physical Altercation/Push-Shove	<p>1<sup>st</sup> Offense: 5 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: ISD to OSS</p> <p>Parent Notification; Parent Conference</p>

Fighting	<p>1<sup>st</sup> Offense: Minimum 3 days OSS</p> <p>2<sup>nd</sup> Offense: Administrative Discretion</p> <p>3<sup>rd</sup> Offense: Administrative Discretion</p>
Inappropriate Attire/Dress Code	<p>1<sup>st</sup> Offense: Warning</p> <p>2<sup>nd</sup> Offense: 10 points to ISD;</p> <p>3<sup>rd</sup> Offense: 15 points to ISD;</p> <p>Change of Clothes required for each infraction</p>
Inappropriate Language and/or Gestures	<p>1<sup>st</sup> Offense: 5 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: 1 day ISD; to OSS</p> <p>Parent Notification</p>
Cheating/Plagiarism	Refer to Board of Education Policy & Regulation # 5701
Insubordination	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Minimum 1 Day ISD;</p> <p>Parent Notification; Counseling may be required, Police may be notified</p>

Leaving School Grounds/Truancy	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Minimum 1 day ISD;</p> <p>Parent Notification; Police may be notified;</p> <p>Loss of privileges as determined by administration; Please refer to Board of Education Policy &amp; Regulation #5200 - Attendance</p>
Parking Violation	<p>1<sup>st</sup> Offense: 15 points</p> <p>2<sup>nd</sup> Offense: 15 points to ISD;</p> <p>3<sup>rd</sup> Offense: 1 day In-School Detention</p> <p>Loss of Privileges; Administrative Discretion</p>
Possession/Use/Distribution of alcohol or drugs	<p>4 school days OSS and 1 day ISD;</p> <p>Compliance with Board of Education Drug and Alcohol Policy and Regulation #5530.</p>
Possession/Use/Distribution of tobacco products, smoking and/or E-Cigarettes	<p>1<sup>st</sup> Offense: ISD; to OSS</p> <p>2<sup>nd</sup> Offense: ISD; to OSS</p> <p>3<sup>rd</sup> Offense: Administrative Discretion</p> <p>Smoking and Tobacco offenses are cumulative from the beginning of 7<sup>th</sup> Grade through the end of the Senior year. Police may be notified and charges may be filed. Counseling may be required. Compliance with Board of Education Policy and Regulation #5533 Pupil Smoking.</p>

Weapons	<p>Minimum 10 school days OSS – Long-term Suspension and Board of Education hearing;</p> <p>Compliance with Board of Education Policy and Regulation #8467. Police notification and charges may be filed.</p>
Assault	<p>10 school days OSS – Long-term Suspension and Board of Education hearing;</p> <p>Counseling and Psychiatric Evaluation may be required.</p> <p>Police may be notified.</p>
Theft	<p>1<sup>st</sup> Offense: ISD; to OSS</p> <p>2<sup>nd</sup> Offense: ISD; to OSS</p> <p>3<sup>rd</sup> Offense: Administrative discretion</p> <p>Restitution for damages/loss of property, Parent Notification; Police Notification</p>
Vandalism	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Administrative discretion</p> <p>Restitution for damages/loss of property, Parent Notification; Police Notification per Policy &amp; Regulations 7610</p>

Verbal Threat directed toward an employee	<p>1<sup>st</sup> Offense: OSS to Long-term Suspension and Board of Education hearing</p> <p>2<sup>nd</sup> Offense: OSS to Long-term Suspension and Board of Education hearing</p> <p>3<sup>rd</sup> Offense: Long-term Suspension and Board of Education hearing</p> <p>Parent Notification; Police may be notified;</p> <p>Counseling and Psychiatric Evaluation may be required.</p>
Jeopardizing the safety of others and order of the school	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Administrative discretion</p> <p>Parent Notification; Police may be notified and charges may be filed.</p>
Any unlisted offense to be decided by an administrator	<p>1<sup>st</sup> Offense: 5 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: ISD; to OSS</p> <p>Parent Notification; Police may be notified.</p>
Harassment Intimidation Bullying	Refer to Board of Education Policy & Regulation #5512
Dating Violence	Please refer to Board of Education Policy & Regulation #5519

**Please Note: Consequences will be managed in a progressive manner, at the discretion of the administration, and may vary with the seriousness of the infraction and the behavior pattern of the individual student.**

2. Infractions that carry a point value are cumulative and range from 5 – 15 points. Additional consequences have been established at the following thresholds:

At 10 Points	1 Lunch Detention
At 15 Points	1 Day After-School Detention
At 30 points	2 Days After-School Detention
At 45 Points	1 Day In-School Suspension
At 60 Points	2 Days In-School Suspension

Additional points beyond 60 will result in administrative review after each offense. Accumulation of 60 points is evidence that a student is not meeting behavioral expectations and that additional intervention is necessary. Students who accrue 60 points or more may be placed on social restriction and may not be permitted to attend certain events that include, but are not limited to, field trips, school-sponsored dances (including prom, with approval of superintendent), after-school activities, and sporting events until their point balance is reduced to below 60 points. Social restriction may also apply to students who have accumulated a high volume of behavior referrals linked to immediately assigned consequences (without points). Additionally, the student may be suspended and not be allowed to return to school until a mandatory parent conference is held to determine appropriate actions and a positive, pro-active plan is created.

3. Five (5) accumulated points will be removed for any student who does not register a discipline infraction during 20 consecutive school days at the high school level and 10 consecutive school days at the middle school level.
4. Appeals Process:  
Should there be a concern regarding disciplinary consequences, the appeals process outlined below should be strictly adhered to:

- a. concerns are to be directed to the building Principal, in writing, within three (3) days following the assignment of consequences.
- b. additional appeals are to be directed to the Superintendent, in writing, within three (3) school days of receiving the Principal's ruling on the first level of appeal.
- c. additional appeals to the decision rendered by the superintendent should be directed to the Board of Education, in writing, within ten (10) school days to be heard at the next regularly scheduled Board of Education meeting.
- d. The disposition of consequences must be fulfilled by the student regardless of an appeal.
- e. The purpose of an appeal is to expunge the record, not to delay or avoid the consequences.

#### I. Student Conduct Away from School Grounds

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.
  - a. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2.
  - b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.
  - c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to

N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 7.3, or 7.4.

2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

#### J. School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school in which the student is enrolled by submission of a completed written report that includes the name of the student, the school, and the student's conduct.
2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.
3. The parent will be notified of the student's reported conduct.
4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.
5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

#### K. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C 6A:14, and

accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

#### L. Records

1. Instances of student discipline will be recorded in the student's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy and Regulation 8330.
2. When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), and N.J.A.C. 6A:32-7.5.
  - a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.
  - b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.
3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.

4. The Board shall not use a student's past offenses on record to discriminate against the student.
5. All student disciplinary records pursuant to N.J.A.C. 6A:16-7 shall conform with the requirements set forth in N.J.A.C. 6A:16-7.8(d).

#### M. Incident Report

The Administrator who investigates the alleged disciplinary infraction will prepare a written report describing the matter which should generally include the following components, depending upon the severity of the infraction: date of incident, description of incident, witnesses, due process provided, date(s) of parental contact, disposition of the matter, consequences/remedial measures. This report shall be included in Genesis.

#### N. Annual Review

The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent's designee will:

1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.
2. Convene a Student Discipline/Code of Conduct Committee comprised of district and building administrators, guidance counselors, child study team members and other faculty members deemed necessary to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.
3. The Superintendent's designee shall submit the Committee's recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.

4. The Superintendent will review the Committee's report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.
5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.

#### O. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

Adopted: November 11, 2014

Revised: August 16, 2016

Revised: September 5, 2017

Revised: September 25, 2018

Revised: June 25, 2019

5600 STUDENT DISCIPLINE/CODE OF CONDUCT (M)

**M**

**A. Purpose**

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of students;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.8, as appropriate.

**B. Expectations for Academic Achievement, Behavior, and Attendance**

All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 13.1.

**C. Behaviors That May Result in Suspension or Expulsion**

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school



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property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person, having authority over the student;
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
4. Physical assault upon another student;
5. Taking, or attempting to take, personal property or money from another student, or from the student's presence, by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;
8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;
9. Incitement which is intended to and does result in truancy by other students;



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10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
11. Harassment, intimidation, or bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.

### D. Students' Rights

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

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports students' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.1 through 7.8; and
7. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational



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Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records, as well as other existing Federal and State laws and rules pertaining to student protections.

### E. Comprehensive Behavioral Supports

Below are behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports may include, but are not limited to, the following:

#### 1. Supportive Interventions and Referral Services

A student may be referred to the school's Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A:16-8.1 and 8.2 and Policy and Regulation 2417.

#### 2. Remediation of Problem Behavior

The following actions may be taken to remediate problem behavior. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories of problem behaviors and performance.

##### a. Restitution and Restoration



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- (1) A student may be required to make restitution for any loss resulting from the student's conduct; or
  - (2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former condition any damaged or defaced property resulting from the student's conduct.
- b. Counseling
- (1) A student may be required to consult with school guidance counselors or Child Study Team members.
  - (2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.
  - (3) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.
- c. Parent Conferences
- (1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.
- d. Alternate Educational Program
- (1) Students may be assigned to an alternate educational program as recommended by the



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student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member.

e. Conflict Resolution

- (1) This is an optional program which may be utilized to resolve disputes between students. Students are encouraged to request that a situation be mediated before it escalates to the point where disciplinary action becomes necessary. Requests may be made through the Assistant Principal.

3. Students with Disabilities

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

F. School Responses to Violations of Behavioral Expectations

1. In accordance with the provisions of N.J.A.C. 6A:16-7.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behavior that shall:
  - a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
  - b. Be consistent with other responses, pursuant to N.J.A.C. 6A:16-5.5;
  - c. Provide for equitable application of the Code of Student Conduct without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-



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partnership, or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-1 et seq. and

- d. Be consistent with provisions of N.J.S.A. 18A:6-1, Corporal Punishment of Students.

### G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

#### 1. Admonishment/Reprimand

- a. A school staff member in authority may admonish or reprimand a student's unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

#### 2. Temporary Removal from Classroom

- a. The classroom teacher may direct the student report to the office of the administrator in charge of student discipline.
- b. The teacher will complete a form that indicates the student's name and the conduct that has caused the student's removal from the teacher's room.
- c. The administrator in charge of discipline will interview the student and determine which, if any, additional consequences shall be imposed.

#### 3. Meeting with School Administration and Parent

- a. The student's parent may be required to attend a meeting with the Principal or designee and the student to discuss the student's conduct and to ensure the parent and the student understand school rules and expectations.

#### 4. Deprivation of Privileges



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- a. Students may be deprived privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment. These privileges may include, but are not limited to:

- (1) Moving freely about the school building;
- (2) Participation in co-curricular or inter/intrascholastic activities;
- (3) Attendance at a school-related social or sports activity;
- (4) Participation in a graduation ceremony;
- (5) Transportation to and from school on a school bus; or
- (6) Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy and Regulation 5600 and N.J.A.C. 6A:16-7.1 et seq.

### 5. Detention

a. A student may be required to report before or after the school day to detention. This detention may be assigned by the teacher or the Principal or designee.

- b. Transportation to detention before school or from detention after school will be the responsibility of the parent.
- c. A student may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

### 6. Grade Adjustment



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- a. A student who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence may suffer a reduced grade by virtue of the disqualified work. In no other instance may a student's grade be lowered as a direct penalty for misconduct.
- 7. In-school Suspension
  - a. If the school operates an in-school suspension program, a student may be removed from his/her regular classes and required to report to the in-school suspension program.
  - b. In-school suspension will not be imposed without the due process procedures set forth in Policy and Regulation 5610.
- 8. Suspension from School
  - a. A student may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2 and 6A:16-7.3, and Policy 5610.
  - b. Suspension from school will not be imposed without the due process procedures set forth in Policy and Regulation 5610.
- 9. Expulsion
  - a. The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4, and Policy 5620.
  - b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.

### H. Chart of Discipline



## STUDENT DISCIPLINE/CODE OF CONDUCT (M)

- Below is a chart of Student Discipline listing school responses to violations of behavioral expectations. Consequences associated with listed violations will be managed in a progressive manner, at the discretion of the administration, and may vary with the seriousness of the infraction and the behavior pattern of the individual student. Consequences range from admonishment to long-term suspension with a hearing before the Board of Education. These behavioral expectations and school responses include, but are not limited to:

LD - Lunch Detention; ASD- After-School Detention; ISS – In-School Suspension; OSS – Out-of-School Suspension

Infraction	Consequences
After-School Detention Cuts	<p>1<sup>st</sup> Offense: 5 points; Detention must be served;</p> <p>2<sup>nd</sup> Offense: 10 points to In-School Suspension (ISS); Detention must be served</p> <p>3<sup>rd</sup> Offense: 15 points to ISS; Detention must be served</p> <p>Administrative discretion for Senior release students</p>
Cell Phone/Electronic Device Violation	<p>1<sup>st</sup> Offense: Lunch Detention</p> <p>2<sup>nd</sup> Offense: 2 Lunch Detentions</p> <p>3<sup>rd</sup> Offense; 3 Lunch Detentions</p> <p>Conference with Parent and Student</p>
Class Cuts	<p>1<sup>st</sup> Offense: 1-After School Detention</p> <p>2<sup>nd</sup> Offense: 2 - After-School Detentions</p> <p>3<sup>rd</sup> Offense: 3-After School Detentions</p>



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	Conference with Parent and Student; Make up all work
Disruptive/Inappropriate Behavior	1 <sup>st</sup> Offense: 5 points to Out-of School Suspension (OSS)  2 <sup>nd</sup> Offense: 10 points to OSS  3 <sup>rd</sup> Offense: 15 points to OSS
Cutting Lunch Detention	1 <sup>st</sup> Offense: 5 points; Detention must be served;  2 <sup>nd</sup> Offense: 10 points to ISS; Detention must be served  3 <sup>rd</sup> Offense: 15 points to ISS; Detention must be served  Administrative discretion for Senior release students
Excessive, Unexcused Tardiness to School/Homeroom	4 <sup>th</sup> Tardy: Warning  6 <sup>th</sup> Tardy: 1 After-School Detention  8 <sup>th</sup> Tardy: 2 After-School Detentions  10 <sup>th</sup> Tardy and Beyond: Administrative discretion; Loss of privileges; Administrative Discretion
Forgery or Falsifying documents, notes, excuses, passes and/or permission slips	1 <sup>st</sup> Offense: 15 points to ISS  2 <sup>nd</sup> Offense: 1 Day ISS  3 <sup>rd</sup> Offense: ISS to OSS  Parent Notification; Parent Conference
Physical Altercation/Push-Shove	1 <sup>st</sup> Offense: 5 points to OSS



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	<p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: ISS to OSS</p> <p>Parent Notification; Parent Conference</p>
Fighting	<p>1<sup>st</sup> Offense: Minimum 3 days OSS</p> <p>2<sup>nd</sup> Offense: Administrative Discretion</p> <p>3<sup>rd</sup> Offense: Administrative Discretion</p>
Inappropriate attire/Dress Code	<p>1<sup>st</sup> Offense: Warning</p> <p>2<sup>nd</sup> Offense: 10 points to ISS</p> <p>3<sup>rd</sup> Offense: 15 points to ISS</p> <p>Change of Clothes required for each infraction</p>
Inappropriate Language and/or Gestures	<p>1<sup>st</sup> Offense: 5 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: 1 day ISS to OSS</p> <p>Parent Notification</p>
Cheating/Plagiarism	<p>Parent notification; student may receive a "0" for the assignment.</p>
Insubordination	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Minimum 1 Day ISS</p> <p>Parent Notification; Counseling may be required, Police may be notified</p>
Leaving School Grounds/Truancy	<p>1<sup>st</sup> Offense: 15 points to OSS</p>



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	<p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Minimum 1 day ISS</p> <p>Parent Notification; Police may be notified;</p> <p>Loss of privileges as determined by administration; Please refer to Board of Education Policy &amp; Regulation #5200 - Attendance</p>
Parking Violation	<p>1<sup>st</sup> Offense: 15 points</p> <p>2<sup>nd</sup> Offense: 15 points to ISS</p> <p>3<sup>rd</sup> Offense: 1 day In-School Suspension</p> <p>Loss of Privileges; Administrative Discretion</p>
Possession/Use/Distribution of alcohol or drugs	<p>10 calendar days OSS;</p> <p>Compliance with Board of Education Drug and Alcohol Policy and Regulation #5530.</p>
Possession/Use/Distribution of tobacco products, smoking and/or E-Cigarettes	<p>1<sup>st</sup> Offense: ISS to OSS</p> <p>2<sup>nd</sup> Offense: ISS to OSS</p> <p>3<sup>rd</sup> Offense: Administrative Discretion</p> <p>Smoking and Tobacco offenses are cumulative from the beginning of 7<sup>th</sup> Grade through the end of the Senior year. Police may be notified and charges may be</p>



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### STUDENT DISCIPLINE/CODE OF CONDUCT (M)

	filed. Counseling may be required. Compliance with Board of Education Policy and Regulation #5533 Pupil Smoking.
Weapons	Minimum 10 school days OSS – Long-term Suspension and Board of Education hearing;  Compliance with Board of Education Policy and Regulation #8467. Police notification and charges may be filed.
Assault	10 school days OSS – Long-term Suspension and Board of Education hearing;  Counseling and Psychiatric Evaluation may be required.
Theft	1 <sup>st</sup> Offense: ISS to OSS  2 <sup>nd</sup> Offense: ISS to OSS  3 <sup>rd</sup> Offense: Administrative discretion  Restitution for damages/loss of property, Parent Notification; Police Notification
Vandalism	1 <sup>st</sup> Offense: 15 points to OSS  2 <sup>nd</sup> Offense: 15 points to OSS  3 <sup>rd</sup> Offense: Administrative discretion  Restitution for damages/loss of property, Parent Notification; Police Notification per Policy & Regulations 7610
Verbal Assault directed toward an employee	1 <sup>st</sup> Offense: OSS to Long-term Suspension and Board of Education hearing



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	<p>2<sup>nd</sup> Offense: OSS to Long-term Suspension and Board of Education hearing</p> <p>3<sup>rd</sup> Offense: Long-term Suspension and Board of Education hearing</p> <p>Parent Notification; Police may be notified;</p> <p>Counseling and Psychiatric Evaluation may be required.</p>
Jeopardizing the safety of others and order of the school	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Administrative discretion</p> <p>Parent Notification; Police may be notified and charges may be filed.</p>
Any unlisted offense to be decided by an administrator	<p>1<sup>st</sup> Offense: 5 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to ISS</p> <p>3<sup>rd</sup> Offense: ISS to OSS</p> <p>Parent Notification; Police may be notified.</p>
Harassment Intimidation Bullying	Refer to Board of Education Policy & Regulation #5512
Dating Violence	Please refer to Board of Education Policy & Regulation #5519

***Please Note: Consequences will be managed in a progressive manner, at the discretion of the administration, and may vary with the seriousness of the infraction and the behavior pattern of the individual student.***



## STUDENT DISCIPLINE/CODE OF CONDUCT (M)

2. Infractions that carry a point value are cumulative and range from 5 – 15 points. Additional consequences have been established at the following thresholds:

At 10 Points	1 Lunch Detention
At 15 Points	1 Day After-School Detention
At 30 points	2 Days After-School Detention
At 45 Points	1 Day In-School Suspension
At 60 Points	2 Days In-School Suspension

Additional points beyond 60 will result in administrative review after each offense. Accumulation of 60 points is evidence that a student is not meeting behavioral expectations and that additional intervention is necessary. Students who accrue 60 points or more may be placed on social restriction and may not be permitted to attend certain events that include, but are not limited to, field trips, school-sponsored dances (including prom, with approval of superintendent), after-school activities, and sporting events until their point balance is reduced to below 60 points. Additionally, the student may be suspended and not be allowed to return to school until a mandatory parent conference is held to determine appropriate actions and a positive, pro-active plan is created.

3. Five (5) accumulated points will be removed for any student who does not register a discipline infraction during 20 consecutive school days.
4. Appeals Process:
- Should there be a concern regarding disciplinary consequences, the appeals process outlined below should be strictly adhered to:
- concerns are to be directed to the building Principal, in writing, within three (3) days following the assignment of consequences.
  - additional appeals are to be directed to the Superintendent, in writing, within three (3) school



## STUDENT DISCIPLINE/CODE OF CONDUCT (M)

days of receiving the Principal's ruling on the first level of appeal.

- c. additional appeals to the decision rendered by the superintendent should be directed to the Board of Education, in writing, within ten (10) school days to be heard at the next regularly scheduled Board of Education meeting.

1. The disposition of consequences must be fulfilled by the student regardless of an appeal.
2. The purpose of an appeal is to expunge the record, not to delay or avoid the consequences.

### I. Student Conduct Away from School Grounds

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.
  - a. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2.
  - b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.
  - c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 7.3, or 7.4.



2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

## J. School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school in which the student is enrolled by submission of a completed written report that includes the name of the student, the school, and the student's conduct.
2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.
3. The parent will be notified of the student's reported conduct.
4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.
5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

## K. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C. 6A:14, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.



L. Records

1. Instances of student discipline will be recorded in the student's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy and Regulation 8330.
2. When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), and N.J.A.C. 6A:32-7.5.
  - a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.
  - b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.
3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.
4. The Board shall not use a student's past offenses on record to discriminate against the student.



## STUDENT DISCIPLINE/CODE OF CONDUCT (M)

5. All student disciplinary records pursuant to N.J.A.C. 6A:16-7 shall conform with the requirements set forth in N.J.A.C. 6A:16-7.8(d).

### M. Annual Review

The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent's designee will:

1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.
2. Convene a Student Discipline/Code of Conduct Committee comprised of parents, students, and community members that represent the composition of the district's schools and community to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.
3. The Superintendent's designee shall submit the Committee's recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.
4. The Superintendent will review the Committee's report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.
5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.

### N. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to



## STUDENT DISCIPLINE/CODE OF CONDUCT (M)

all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

Adopted: November 11, 2014

Revised: August 16, 2016

Revised: September 5, 2017

Revised: September 25, 2018

Revised: June 25, 2019

Revised: August 23, 2022



## SCHOOL THREAT ASSESSMENT TEAMS (M)

### Policy 2419

#### M

The Board of Education shall establish a threat assessment team at each school in the district pursuant to N.J.S.A. 18A:17-43.4. The purpose of a threat assessment team shall be to provide school teachers, administrators, and other staff with assistance in identifying students 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, to prevent targeted violence in the school, and ensure a safe and secure school environment that enhances the learning experience for all members of the school community.

Threat assessment teams established pursuant to N.J.S.A. 18A:17-43.4.a., this Policy, and Regulation 2419 must be multidisciplinary in membership and, to the extent possible, must include the following individuals:

1. A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
2. A teaching staff member;
3. A Principal or other senior school administrator;
4. A safe schools resource officer or school employee who serves as a school liaison to law enforcement; and
5. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440, in the event that the school safety specialist is not already a school administrator or school employee required to be a part of the threat assessment team pursuant to N.J.S.A. 18A:17-43.4.

Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team.

Nothing contained in N.J.S.A. 18A:17-43.4 shall be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the effective date pursuant to N.J.S.A. 18A:17-43.3 (August 1, 2022).

This Policy and Regulation 2419, pursuant to N.J.S.A. 18A:17-43.5, are aligned with the Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023 (Guidance) developed by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:17-43.6.

The school district shall structure the threat assessment teams to best meet the needs and resources available, which may include school-based teams and/or district-level teams.

The Superintendent or designee will build a behavioral threat assessment and management program that will: establish a multi-disciplinary team; define prohibited and concerning behaviors; create a central reporting mechanism; define a threshold for law enforcement intervention; establish threat assessment procedures; develop risk management options; create and promote safe school climates; and conduct training for all stakeholders.

The threat assessment and management process will include: the threat assessment team's actions when first learning of a new report or threat; screening the case; gathering information; organizing and analyzing information; making the assessment; developing and implementing a case management/intervention plan; re-assessing and case monitoring; and documenting and closing the case.

When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an Individualized Education Program (IEP) or 504 Plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws.

Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4, this Policy, and Regulation 7440 that is consistent with the Guidance developed by the NJDOE pursuant to N.J.S.A. 18A:17-43.6. Training must be coordinated with the New Jersey Department of Education, Office of School Preparedness and Emergency Planning (OSPEP). The training shall ensure the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. The training shall, at a minimum, include training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.

Should a threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 – Harassment, Intimidation, or Bullying for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act.

Should a threat assessment team become aware of a bias-related act, the team should implement Policy and Regulation 8465 – Bias Crimes and Bias-Related Acts on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320 – Cooperation With Law Enforcement Agencies.

Questions and concerns about Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) protections often arise as part of the threat assessment planning process. The threat assessment teams must understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

N.J.S.A. 18A:17-43.3; 18A:17-43.4; 18A:17-43.5; 18A:17-43.6

Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023

Adopted:

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[See POLICY ALERT No. 231]

## R 2419 SCHOOL THREAT ASSESSMENT TEAMS

### A. Definitions

1. “Aberrant behavior” means behavior atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications, or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.
2. “Behavioral Threat Assessment and Management (BTAM)” means a proactive approach to identify, assess, and provide appropriate interventions and resources for individuals who display a behavior that elicits concern for the safety of themselves or others. (U.S. Secret Service National Threat Assessment Center.)
3. “Concerning behavior” means an observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Behaviors that may elicit concern can include unusual interests in violent topics, conflicts between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities). Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior. Concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.

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4. “Concerning communication” means unusual, bizarre, threatening, or violent communication made by an individual or a group that elicit concerns for the safety or wellbeing of the individual or others. Concerning communication may allude to violent intentions, violence as a means to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communications may also allude to hopelessness or suicide. Concerning communications may be made in the form of written or oral statements, gestures, or visual/electronic media. Communications may be considered concerning regardless of whether a direct verbal threat is expressed. Concerning communication does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.

5. “Multidisciplinary Threat Assessment Team” means a team composed of highly trained school personnel with diverse positions, backgrounds, and experience. The team will receive reports about a concerning person and situations, gather additional information, assess the risk posed to the community, and develop intervention and management strategies to mitigate any risk of harm.

6. “Targeted violence” means a premeditated act of violence directed at a specific individual, group, or location regardless of motivation and generally unrelated to other criminal activity.

## B. Multidisciplinary Threat Assessment Team

### 1. Threat Assessment Team Members

a. In accordance with N.J.S.A. 18A:17-43.4, the threat assessment team established by the Board of Education shall be multidisciplinary in membership and, to the extent possible, must include the following individuals:

- (1) A Principal or other senior school administrator;

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(2) A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;

(3) A safe-schools resource officer or school employee who serves as a school liaison to law enforcement;

(4) The school safety specialist (designated pursuant to N.J.S.A. 18A:17-43.3); and

(5) A teaching staff member.

b. Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team. If a student has an Individualized Education Program (IEP), 504 plan, and/or functional behavioral assessment (FBA) plan, the threat assessment team must consult with the appropriate staff or team to determine whether the reported behavior is already part of known baseline behavior or is already being managed under the student's IEP, 504 plan, or FBA plan and addressed in a manner that is required by N.J.A.C. 6A:14 and all other Federal and State special education laws.

c. The district may choose to name the threat assessment team in a manner that suits the school community needs.

## 2. Threat Assessment Team Structure

a. The district can structure the threat assessment teams to best meet the needs and resources available. This may include:

(1) **School-Based Teams:** The district may opt to develop teams for each school comprised of those members fulfilling the assigned roles identified in the law in each of its schools.

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(2) District-Level Team: The district may choose to develop one central team designated to serve each school in cases where staffing at individual schools is not sufficient to meet the membership requirements of the law. In such cases, the district may choose to operate smaller teams trained in the threat assessment process in each school, which can screen cases to determine which situations to refer to the District-Level Team. If the district uses this model, the district must ensure representation of those staff members from the involved school as identified by the law to the fullest extent possible when conducting an assessment.

(3) District-Level Team and School-Based Teams: The district may have one central team that provides oversight, consistency, and accountability for all threat assessment processes including threats impacting the entire district. School-Based Teams address cases in each school building, while ensuring all information is shared with the District-Level Team.

## C. Building a K-12 Behavioral Threat Assessment and Management Program

The district shall implement the following steps in developing a Behavioral Threat Assessment and Management Program.

1. Step 1: Establish a Multidisciplinary Team
  - a. Identify team membership pursuant to N.J.S.A. 18A:17-3.4.
  - b. Designate a team leader.
  - c. Establish team procedures and protocols.
  - d. Meet on a regular basis and as needed.

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2. Step 2: Define Prohibited and Concerning Behaviors
  - a. Establish policy defining prohibited behaviors
    - (1) These definitions should be included in the code of student conduct policy and shared with staff, parents, and students.
  - b. Identify other behaviors for screening or intervention.
  - c. Define threshold for intervention.
    - (1) The threshold should be relatively low so that teams can identify individuals in distress before the behavior escalates into a violent behavior.
3. Step 3: Create a Central Reporting Mechanism
  - a. Establish one or more anonymous reporting mechanisms.
    - (1) Examples include a mobile application, a dedicated email address or phone number, or on the district website.
  - b. Provide training and guidance to encourage reporting.
    - (1) Students, teachers, staff, school resource officers, and parents should be provided awareness training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.
  - c. Ensure availability to respond.
  - d. Utilize an Initial Report to collect the threat, concerning behavior, etc.
4. Step 4: Define Threshold for Law Enforcement Intervention
  - a. Most reports can be handled by the School-Based Team.

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b. Establish which behaviors should be referred for law enforcement intervention (e.g., physical violence, threats of violence, etc.).

5. Step 5: Establish Threat Assessment Procedures

a. Decide how to document cases.

b. Create procedures to screen reports, gather information, make assessments, and decide on interventions.

c. Develop/adapt threat assessment forms to organize information around the 11 Investigative Questions referenced in D.4. below.

6. Step 6: Develop Risk Management Options

a. Identify all available resources for creating individualized management plans.

(1) The resources and supports the student needs will differ depending on the information gathered during the assessment.

(2) Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the team may need to also access community resources to assist with the managing the student. Identify resources to assist targets/victims.

(3) Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the concerning person.

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- b. Establish points of contact for all resources.

## 7. Step 7: Create and Promote Safe School Climates

- a. Assess current school climate.

(1) Anti-Bullying Bill of Rights Act (N.J.S.A. 18A:37-21) requires the school safety team in each school in the district "...to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues..." and to "review and strengthen school climate and the policies of the school."

- b. Enhance current school climate.

- c. Strengthen students' connectedness.

(1) Encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what students say.

- d. Break down "codes of silence" and help students feel empowered to come forward and share concerns and problems with a trusted adult.

- e. Identify clubs or teams at school students can join or encourage students to start their own special interest group.

## 8. Step 8: Conduct Training for all Stakeholders

- a. The training is for new threat assessment team members, refresher training, and professional development. This includes training on the screening and threat assessment forms and procedures.

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b. Training must be coordinated with the New Jersey Department of Education (NJDOE), Office of School Preparedness and Emergency Planning (OSPEP) to ensure that the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. This training includes training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.

c. Awareness training for students, teaching staff members, and all school staff members regarding the recognition of concerning or aberrant behavior in an individual that may represent a threat to the school community.

(1) Requests for awareness training can be coordinated by the district's School Safety Specialists through the OSPEP.

d. Training for parents and other community stakeholders to anonymously report dangerous, violent, or unlawful activity to the district or school.

## D. Threat Assessment and Management Process

The district shall implement the following steps in the threat assessment and management process.

### 1. Step 1: Receive a Report of Concern

a. When the threat assessment team first learns of a new report of a threat or aberrant or concerning behavior, the team (or one member of the team) should collect initial intake information about the behavior, the concerning person (i.e., the person who engaged in the threatening behavior; the person to be assessed), and other information that is readily available.

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## 2. Step 2: Screen the Case

a. Screen for imminency (of the threat or concerning behavior) and whether there is a need for a full threat assessment.

(1) If the threat assessment team believes the report does present an imminent danger or safety concern, immediately notify law enforcement. Once the emergency has been contained, the team should complete a full threat assessment and make all necessary notifications (i.e., anyone that is or may be directly impacted).

b. If the team does not believe the report presents an imminent danger or safety concern, determine if there is a need for full threat assessment. If not, document the initial report and screening.

c. If there is a need for a threat assessment, the team shall proceed with a full threat assessment using the steps outlined in D.3. through 8. below.

d. The district's Title IX Coordinator must be notified immediately if a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault, or if engagement in these actions is uncovered when gathering additional information during the threat assessment process. Notifying the district's Title IX Coordinator is completed parallel to the threat assessment process and does not stop a team from moving forward with gathering information and initiating risk management strategies.

## 3. Step 3: Gather Information from Multiple Sources

a. Gather information about the person displaying the concerning behavior and situation from various sources. These sources can include, but are not limited to, teachers, coaches, parents, and peers.

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4. Step 4: Organize and Analyze

a. Organize and analyze information using the 11 Investigative Questions detailed in the U.S. Secret Service and U.S. Department of Education threat assessment guide. The form is comprised of 11 investigative questions adapted from the U.S. Secret Services and U.S. Department of Education Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates and can be found at [www.secretservice.gov/nod/2559](http://www.secretservice.gov/nod/2559).

5. Step 5: Make the Assessment

a. Make an assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of intervention.

6. Step 6: Develop and Implement a Case Management/Intervention Plan

a. Develop and implement a case management plan to reduce risk.

b. As needed, refer individual of concern to the local mental health authority or healthcare provider for evaluation and/or treatment.

c. As needed, refer individual of concern for a full and individual evaluation (FIE) for special education services.

7. Step 7: Re-Assess (Case Monitoring)

a. Monitor, re-evaluate, and modify plan as needed to ensure that the identified intervention(s) is effective, and the individual of concern no longer poses a threat of violence or self-harm.

b. Re-assessing the person of concern, going through the assessment questions again.

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c. If there are still concerns, the team shall continue to monitor, adjust plan, and re-assess as needed until there is no longer a concern of harm to self and/or others, and the individual is on a better path.

8. Step 8: Document and Close the Case

a. When the team's assessment is that the concerning person no longer poses a threat of violence or self-harm, the team can close the case or place it on the in-active status.

b. The threat assessment team should be sure to document the case, including scheduling any future dates to check-in or follow-up, as needed.

c. The documentation should be stored in a confidential file, with only authorized personnel having access.

E. Training

1. Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4. The district may also choose to provide awareness training to school community members on the threat assessment process. The awareness training is also outlined as part of one of the steps of the Building a K-12 Behavior Threat Assessment and Management Program.

2. Threat assessment team membership:

a. In accordance with N.J.S.A. 18A:17-43.4, the NJDOE shall provide training through the New Jersey School Safety Specialist Academy. All threat assessment team members must receive training consistent with the training and guidelines provided by the NJDOE. The school safety specialist, is a member of the threat assessment team and will assist in ensuring this training is provided to school staff in coordination with OSPEP.

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b. Each new threat assessment team member must complete training by the OSPEP, which shall include training sessions as instructed by *Ontic/SIGMA as part of the Bureau of Justice Assistance (BJA) STOP School Violence Grant Program*.

c. The district shall determine membership on the threat assessment team in accordance with N.J.S.A. 18A:17-43.4, including adding and ensuring the training of new members, as needed. The district must ensure all threat assessment team members attend the required initial training and refresher training provided by OSPEP to advance their competency in conducting assessments.

(1) These trainings will be offered through the OSPEP for both in person and online platforms.

(2) Refresher training will be developed and facilitated by the OSPEP and will be made available through in-person and online platforms, as necessary.

## 3. Awareness Training for Other School Community Stakeholders

a. Request for awareness training for school staff members should be directed to the OSPEP email at [school.security@doe.nj.gov](mailto:school.security@doe.nj.gov), which will provide training or coordinate sessions with approved instructors from the U.S. Department of Homeland Security National Threat Evaluation and Reporting Office's Certified Master Training Program.

## F. Other Considerations

### 1. Individualized Education Program (IEP) or 504 Plans

a. The district is required by law to meet the needs of students with special needs, who are afforded disciplinary protections not provided to the general education population, to reduce exclusionary practices for special

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education students. When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an IEP or 504 plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant or concerning behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws. Working with the IEP team or 504 team, the threat assessment team shall determine if the behavior is part of known baseline behavior, or is already being managed under the student's IEP, 504 plan, or FBA plan. If the behavior is not consistent with baseline behaviors or is not able to be effectively managed through current programming, then a threat assessment would need to be conducted. A special education representative must be part of the team and shall engage throughout the process.

## 2. Allegations of Harassment, Intimidation, & Bullying (HIB) or Bias-Related Acts

a. Should the threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act. Additionally, during the threat assessment process, it is important to recognize that the student may need remedial services (e.g., counseling) to address behavior that may have prompted the need for the threat assessment and to ensure their well-being.

b. Should a threat assessment team become aware of a bias-related act, they should implement Policy and Regulation 8465 on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320.

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## 3. Information Sharing

a. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) are two Federal laws protecting the privacy of an individual's personal records. FERPA refers specifically to educational records while HIPAA refers to medical records. Questions and concerns about FERPA and/or the HIPAA protections often arise as part of the threat assessment planning process. It is critical that threat assessment teams understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

b. Threat assessment teams should consult with the Board Attorney on these elements as needed.

## 4. Family Education Rights & Privacy Act (FERPA) – Educational Records

a. FERPA is a Federal law that protects the privacy of student education records. FERPA does, however, authorize school officials to disclose information without consent in emergency situations where the health and/or safety of students is at risk. Relevant information can be released to law enforcement, public health, and medical officials, as well as other schools in the event a student transfers or matriculates. The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

## 5. Health Insurance Portability and Accountability Act (HIPAA) – Medical and Mental Health Records

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a. HIPAA protects the confidentiality of information in health records. Confidentiality is held by the patient, not the mental health provider. In cases where HIPAA applies, the following strategies below may assist threat assessment teams in eliminating potential barriers to critical data collection:

- (1) Ask permission from the student and parent to disclose medical records;
- (2) Provide information to health and mental professionals; and
- (3) Ask about duty to warn or duty to protect.

b. Additionally, medical and mental health providers may disclose protected health information when disclosure:

- (1) Is necessary to prevent or lessen a serious and imminent threat to health or safety of patient or others and is to someone reasonably able to prevent or lessen the threat; and
- (2) May include disclosure to law enforcement, or others who can mitigate the threat and disclosure must be consistent with applicable law and standards of ethical conduct.

## 6. Record Keeping

All documentation from the threat assessment process must be maintained in a confidential and secure location. Maintaining records and preserving evidence throughout the process, assists in the establishment of a legal and behavioral justification for the intervention. Records may be electronic or paper and must be maintained in accordance with record retention rules established by the Department of Treasury.

Adopted:

## 5200 Regulation - Attendance

In accordance with guidelines established by the Board of Education of the State of New Jersey, Warren Hills Regional School District (WHRSD) has set a 90 percent daily attendance requirement for students. All daily absences for all reasons are recorded and charged toward a student's daily attendance record. Absences occasioned by religious holiday observance, college visits (limited to a maximum of three (3) days per year for students in grades 10, 11 and 12 only) and Take Your Child to Work Day are recorded but are not charged toward a student's daily attendance record.

### Definitions

A. "Daily Attendance" is a student's presence in school and in the classroom to which he or she is assigned at the times scheduled for instruction or other school activities.

1. A student in grades 7-12 will be considered to have attended school if he or she has been present at least four (4) hours during the school day.
2. A student not present in school because of his or her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.

B. "Class Attendance" is defined as a student's presence in the classroom to which he or she is assigned.

C. "Non-Chargeable Absence" is a student's absence from school for a full day or a portion of a day for one or more of the reasons listed below. The absence is recorded but not counted towards a student's attendance record.

1. By the observance of the student's religion on a day approved by the New Jersey Department of Education as a religious holiday or observance;
2. College visit – limited to a maximum of three (3) days per year for students in grades 10, 11 and 12 only;
3. Take Your Child to Work Day

D. "Chargeable absence" is a student's absence from school for a full day or a portion of a day. The absence is recorded and counted towards a student's daily attendance record. Students who exceed 18 chargeable absences may be subject to loss of credit at the high school and may be subject to retention at the middle school per Policy 5410.

1. "Confirmed" is defined as any day a student is absent and there is a notification to the school by the parent or guardian for one or more of the reasons listed below.
  - a. When the demonstrated mental or physical condition of the student is such as to interfere with learning or "prevent attendance; Any illness

related absence longer than 3 consecutive days requires a Doctor's note to return to school.

- b. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. § 794 and 705(20), and individualized health care plans
- c. By such circumstances as the building principal may determine constitute good cause, which may include:
  - i. exposure to a communicable disease or condition that poses a health risk to students and staff, as determined by the district medical inspector;
  - ii. a death or critical illness in the student's immediate family;
  - iii. the student's required attendance in court or other legal obligation;\*
  - iv. interviews with a prospective employer or with an admissions officer of an institution of higher education;\*
  - v. examination for a driver's license;\*
  - vi. necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day;\*
  - vii. family visitation;
  - viii. an absence for a reason not listed above, may be deemed confirmed by the Building Principal, upon a written request by the student's parent or legal guardian stating the reason for the absence and requesting permission for the absence.

Circumstances marked with an asterisk (\*) will be considered confirmed only when a note or email is presented in advance of the absence. Any absence due to school suspension will be recorded and counted towards a student's attendance record to be reviewed by the attendance review committee.

Doctor's notes must be submitted within 10 school days following the last day of absence.

- 2. "Unconfirmed" is defined as any day a student is absent and there is No Parent/Guardian Notification made to the school. NOTE: An unconfirmed absence will generate a phone call notification on the day of the unconfirmed absences.

E. Unconfirmed absence that counts towards truancy" is a student's absence for all or part of a school day for any reason other than those listed above.

F. "Truancy" is any unconfirmed absence. A student will also be considered truant if he or she:

- 1. leaves school at lunch time without approval,
- 2. leaves school without permission when school is still in session,
- 3. leaves class because of illness and does not report to the school nurse as directed, or
- 4. is present in school but is absent from class without approval. Such truancy from class is a "class cut."

**G. School District Response to Unconfirmed Absences During the School Year That Count Toward Truancy**

1. For up to four cumulative unconfirmed absences that count toward truancy, the Principal or designee shall:
  - a. Make a reasonable attempt to notify the student's parent of each unconfirmed absence prior to the start of the following school day;
  - b. Make a reasonable attempt to determine the cause of the unconfirmed absence, including through contact with the student's parent;
  - c. Identify, in consultation with the student's parents, needed action designed to address patterns of unconfirmed absences, if any, and to have the child return to school and maintain regular attendance;
  - d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potentially missing or abused child situation is detected; and
  - e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
2. For between five and nine cumulative unconfirmed absences that count toward truancy, the Principal or designee shall:
  - a. Make a reasonable attempt to notify the student's parent of each unconfirmed absence prior to the start of the following school day;
  - b. Make a reasonable attempt to determine the cause of the unconfirmed absence, including through contact with the student's parent;
  - c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and F.1.c. above;
  - d. Develop an action plan to establish outcomes based upon the student's patterns of unconfirmed absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:
    - (1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
    - (2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;
    - (3) Consider an alternate educational placement;

- (4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
  - (5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and F.4. below;
  - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potential missing or abused child situation is detected; and
  - (7) Engage the student's family.
- e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
3. For ten or more cumulative unconfirmed absences that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:
- a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;
  - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
  - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
  - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required.
4. A court referral may be made as follows:
- a. When unconfirmed absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board of Education's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court.
    - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
  - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g, the student may be referred to Superior Court, Chancery Division, Family Part.

- (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.

5. Any student who misses twenty (20) consecutive unconfirmed days will be dropped from the district's enrollment after notification has been attempted and a hearing in front of the Board of Education has been offered by the district.

6. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's IEP, pursuant to 20 U.S.C. §§ 1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29 U.S.C. §§794 and 705(20); and individualized health care plan and individualized emergency healthcare plan pursuant to N.J.A.C. 6A:16-2.3(b)5.xii.

#### G. Class Absences

1. All chargeable absences (confirmed and unconfirmed) will count towards loss of credit at the high school and may count toward retention at the middle school level per Policy 5410 (See Section I).

2. Unconfirmed absences and class cuts will activate the ARC (Attendance Review Committee) in accordance with the following procedures:

a. 1st Cut:

(1) See Policy & Regulation #5600 Student Code of Conduct for class cuts.

(2) Parents/guardians will be notified by telephone or in writing of the class cut.

b. 2nd Cut:

(1) Student will be referred to ARC and See Policy & Regulation #5600 Student Code of Conduct for class cuts.

(2) Parents/guardians and counselor will be notified by ARC.

c. 3rd Cut:

(1) Student referred to ARC and See Policy & Regulation #5600 Student Code of Conduct for class cuts.

(2) Denial of credit in semester courses.

(3) Parents/guardians and counselor will be notified by ARC.

**d. 4th Cut:**

- (1) Student referred to ARC and See Policy & Regulation #5600 Student Code of Conduct for class cuts..**
- (2) Confirmation letter sent to parents that a fourth cut has occurred and warning that a fifth cut will result in denial of credit for the entire course.**

**e. 5th Cut:**

- (1) Denial of credit for full year course will occur.**
- (2) Student referred to ARC and See Policy & Regulation #5600 Student Code of Conduct for class cuts..**
- (3) Options for the balance of course:**
  - (a) Remain in class and meet all course requirements to be eligible for summer school, provided student has no additional cuts in the class and does not exceed 90 percent class attendance requirements;**
  - (b) Be scheduled for a semester course for the next semester if the master schedule permits;**
  - (c) Written appeal exclusively through the Assistant Principal on the appropriate form.**

**I. Course Credit (HS) and Promotion Requirements (MS)**

- 1. More than eighteen (18) chargeable class absences from a full-year course, more than nine (9) chargeable absences from a semester course, will result in a loss of credit for that specific course at the high school and may result in grade level retention at the middle school, per Policy & Regulation #5410 - Promotion & Retention. On the sixth, twelfth and fifteenth chargeable absence from a full-year course, and on the third and sixth chargeable absence from a semester course, a warning or notice to parents/guardians indicating the attendance status and the potential consequences of continued absences will be sent through the district student information system. At the tenth absence in a full year course and the sixth absence in a semester course, parents and students will be required to meet with their Assistant Principal or designee to review the attendance policy. Failure to do so will make the student ineligible for the appeal process.**
- 2. The Attendance Review Committee will consider requests for appeals of the policy when absences are occasioned by cases of extended illness or extenuating family circumstances. The presence of unconfirmed class absences (class cuts) in an attendance record under appeal/review will adversely affect the committee's decision. It is strongly recommended that medical-dental appointments, college**

visitations, or other non-school-sponsored matters be arranged in such a way as to avoid absence from class.

#### J. Notice to School of a Student's Absence

1. A parent or legal guardian or adult student is required to either call the school or enter a note through the Student Information System. If the parent does not contact the school, the school will contact the parent/guardian.
2. A parent or legal guardian who anticipates a future absence or anticipates that an absence will be prolonged should notify the school office, which will assist in the arrangement of make-up work. If the absence is to be a long-term absence (ten (10) consecutive school days), home instruction may be arranged where requested by the student's parent or legal guardian and deemed appropriate by the district.

#### K.. Readmission to School After an Absence

1. A note explaining a student's absence for non-communicable illness for a period of more than three (3) consecutive days must be accompanied by a physician's statement of the student's illness.
2. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the nurse written evidence of being free of communicable disease, in accordance with Policy No. 8451.

#### L. Instruction

1. Teachers are required to provide advance work for students in cases of extended illness. Teachers are encouraged but not required to provide advance work for other confirmed absences.
2. A student who anticipates a confirmed absence of more than ten (10) consecutive school days may be eligible for home instruction in accordance with Policy No. 2412. The parent or legal guardian or adult student must request home instruction.
3. Students absent for any reason are expected to make up the work missed. Teachers will provide make-up assignments as necessary.
4. Teachers shall make reasonable accommodations to extend time for students to make up missed assignments.
5. A student who missed a test because of a confirmed absence shall be offered an opportunity to take the test or an alternate test; in no case will a student who missed a test because of his or her observance of a religious holiday be denied an opportunity to make up the test.

6. The teacher will determine the credit to be awarded a student for make-up work, subject to the rules set forth in this section. Where class participation is a factor in the learning process, the teacher may not consider a student's confirmed absence in determining a final grade. The teacher may record an incomplete grade, in accordance with Regulation No. 2624, for a student who has not had full opportunity to make up missed work.

#### M. Grade Level Retention

1. A Middle School student may be retained at grade level, in accordance with Policy No. 5410, when he or she has been absent 18 or more school days, excluding absences for the observance of religious holidays and during a student's suspension will not count toward the total. Students will be advanced to the next grade if they can demonstrate, through completion of home assignments and/or home instruction, that they have mastered the proficiencies established for the assigned courses of study.

#### N. Discipline

1. Students may be denied participation in co-curricular activities if their attendance fails to meet the standards set forth in Policy No. 2430.
2. Students may be denied participation in athletic competition if their attendance fails to meet the standards set forth in Policy No. 2431.
3. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.
4. Truancies will be handled as follows:
  - a. Whenever a student is truant, the parents will be immediately notified.
  - b. Students who are chronically truant will be subject to disciplinary action, per Policy & Regulation #5600 Student Code of Conduct
5. When a student under the age of sixteen is absent more than ten (10) days in any one school year, the principal shall inform the Superintendent for possible prosecution in municipal court pursuant to N.J.S.A. 18A:38-27 et seq.
6. The absence of a student missing from school for unexplained reasons will be handled in accordance with Regulation No. 8464.

#### O. Recording Attendance

1. Teachers must accurately record the students present, tardy, and absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips. Note: school

sponsored events will be considered a chargeable, confirmed class absence for the purpose of monitoring attendance in a course. These absences will not count towards loss of credit.

2. A report card will record the number of times the student was absent and tardy in each marking period. Note: Three tardies to a class counts as a chargeable class absence.

#### **P. Appeal**

1. A student who has been suspended or expelled for trancies may appeal that action in accordance with Policy No. 5610 (Suspension).
2. A student who has been retained at grade level for excessive absences may appeal that action in accordance with Policy No. 5410.
3. The student may appeal an adverse decision to the Superintendent, the Board of Education, and the Commissioner of Education, in that order and in accordance with Policy No. 5710.

#### **Q. Attendance Review Committee**

1. When a student misses a class for other than a legal reason, he/she will be asked to explain his/her absence to a faculty-administration committee. He/she will then be counseled, made aware of the seriousness of his/her offense, given detention, sent to his/her guidance counselor to have his/her schedule adjusted, or in the case of repeated offenses, suspended.
2. The Attendance Review Committee may include but not be limited to the following staff members, Building Principal, Director of School Counseling Services, Supervisor of Special Services and a teaching staff member.
3. The Attendance Review Committee will create and implement an Attendance Improvement Plan (AIP) to assist the student.
4. Students denied credit by the Attendance Review Committee and the high school administration will have the right to appeal that decision to the Superintendent, the Board of Education and the Commissioner of Education, in that order and in accordance with Policy 5710.

## 5200 Policy - Attendance

The Board of Education requires that the students enrolled in the schools of the district attend school regularly in accordance with the laws of the State of New Jersey. The educational program offered by the district is predicated on the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

The Superintendent shall calculate and monitor the daily attendance rate for each school and the district as a whole. Whenever the average daily attendance rate is below ninety percent for the district or below eighty-five percent in any one school, the Superintendent shall develop and implement an attendance improvement plan.

### Absences

The State of New Jersey has changed student attendance reporting requirements. It is the policy of the Board that all students enrolled in district schools shall be expected to attend all classes/sessions, including homeroom, in which the student is registered. In accordance with the laws of the State of New Jersey, all absences for all reasons are recorded.

Absences from school for the following reasons are recorded but not counted towards a student's attendance record:

1. By the observance of the student's religion on a day approved by the New Jersey Department of Education as a religious holiday or observance,
2. College visit – limited to a maximum of 3 days per year for students in grades 10, 11 and 12 only; requires a note from the institution visited.
3. Take Your Child to Work Day

A student not present in school because of his or her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance. All other absences are chargeable and count towards a student's attendance record.

The parent or legal guardian of an absent student is expected to contact the school office before the start of the school day. Parents or legal guardians must either call the school or enter a note through the Student Information System. Board regulations dictate procedures for when students return to school after an absence.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive the student of the classroom experience deemed essential to learning and may result in retention at grade level or loss of credit toward the high school diploma in accordance with policies of this Board.

Warning notices shall be posted in the Student Information System to the parent or legal guardian of any minor student enrolled in school who has been absent for three or six days per semester course and six, twelve, or fifteen absences in a full-year course.

A loss of credit notice shall be given to any student and to the parent or legal guardian of any minor student, enrolled in school who has exceeded the attendance absentee limits of 18 days in a full year course, 9 days in a semester course.

### Truancy

Truancy is defined by the State of New Jersey as ten (10) or more cumulative unexcused absences.

Unexcused absences from school or from classes within the school day constitute truanies and shall be subject to the disciplinary rules of the Board. The Board recognizes the complexity of factors inherent in habitual truancy and class cutting. It will strive to devise and implement programs which would in effect significantly reduce the incidence of such acts, keeping the best interests of the students central to such programs.

Any unexcused absence from school shall be regarded as truancy. This specifically includes, but is not limited to, any absence from all, or part, of the school day, without a phone call or signed note of explanation from a parent or legal guardian. All undocumented absences, regardless of whether or not such absence would have been classified as an excused absence, had parental notification been presented in the manner provided for by Board regulations and/or school policy, shall be deemed unexcused.

Unauthorized absence from any class or activity during the day for which the student is scheduled is cutting. Class cutting is always an unexcused absence, and disciplinary action shall be taken in accordance with the Code of Conduct.

Repeated truanies interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction. Repeated truanies may result in the suspension or expulsion of any student from the course of study during which absences have occurred. However, before any such action is taken, every effort shall be made to identify the cause or causes of the behavior, and consider the modification of the student's educational program.

In all cases of truancy, disciplinary action will be taken in accordance with the Code of Conduct. Continued violations of the attendance requirements will result in suspension and/or other penalties provided by district regulations and New Jersey law.

### Missed Assignments

Students absent from school, for any reason, shall be responsible for the timely completion of all assignments, assessments and examinations missed because of their absence.

The material covered in each class session is an integral part of the course. Therefore, each student is required to complete make-up assignments for all absences. Assignments, classwork and tests are to be made-up by the students within a reasonable length of time. Arrangements to make up work must be initiated by the student.

The regular time for make-up work is immediately following an absence. Teachers will then be able to assist students with whatever needs to be made up. Teachers shall retain discretion in determining deadlines for submitting missed assignments. Teachers are encouraged, but not required, to provide

advance work for students in the case of extended absences and with prior notice of an anticipated excusable absence.

No student excused for a religious holiday or observance shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday or observance, or be otherwise penalized, provided notice is given to the teacher prior to such absence.

## 5430 CLASS RANK

As of July 1, 2024, The Warren Hills Regional School District will no longer rank its students.

The Board of Education acknowledges the usefulness of a system of computing grade point averages and class ranking for secondary school graduates, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking, determined by grade point average, for students in grades 9-12.

All students per grade level shall be ranked together.

Class rank will be determined by each individual student's calculated cumulative GPA. The method used to calculate cumulative GPA is explained in Policy 2624. The class ranking of a student who has transferred to this district will include the grades earned in the regular program of the prior school. Grades earned in private summer school programs, or on-line courses, Independent Study, Pass/Fail, will not be included in the calculation of class rank. Grade point averages shall be calculated to the third decimal place.

Any two or more students whose computed grade point averages are identical will be given the same rank. The rank of the student who immediately follows a tied position will be determined by the total number of all preceding students, not by the rank of the immediately preceding student.

A student's grade point average and rank in class will be entered on the student's record and will be subject to Board Policy No. 8330 on the release of student records. Class rank for seniors is determined at the end of the 3<sup>rd</sup> marking period. Actual class rank number will not be provided to students.

Adopted: January 19, 2010  
Revised: September 16, 2014  
Revised: November 10, 2015  
Revised: August 22, 2023



# POLICY

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## WARREN HILLS REGIONAL BOARD OF EDUCATION

Students  
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CLASS RANK



# District Regulation

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

Section: Students

Date Created: January 2010

Date Edited: June 2019

### **A. Purpose**

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of students;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.8, as appropriate.

### **B. Expectations for Academic Achievement, Behavior, and Attendance**

All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 13.1.

### **C. Behaviors That May Result in Suspension or Expulsion**

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person, having authority over the student;
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
4. Physical assault upon another student;
5. Taking, or attempting to take, personal property or money from another student, or from the student's presence, by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;
8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;
9. Incitement which is intended to and does result in truancy by other students;

10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
11. Harassment, intimidation, or bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.

#### D. Students' Rights

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

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;

2. Education that supports students' development into productive citizens;

3. Attendance in safe and secure school environments;

4. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;

5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5;

6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.1 through 7.8; and

7. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational

Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records, as well as other existing Federal and State laws and rules pertaining to student protections.

#### **E. Comprehensive Behavioral Supports**

Below are behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports may include, but are not limited to, the following:

##### **1. Supportive Interventions and Referral Services**

A student may be referred to the school's Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A:16-8.1 and 8.2 and Policy and Regulation 2417.

##### **2. Remediation of Problem Behavior**

The following actions may be taken to remediate problem behavior. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories of problem behaviors and performance.

###### **a. Restitution and Restoration**

- (1) A student may be required to make restitution for any loss resulting from the student's conduct; or
- (2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former condition any damaged or defaced property resulting from the student's conduct.

**b. Counseling**

- (1) A student may be required to consult with school guidance counselors or Child Study Team members.
- (2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.
- (3) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.

**c. Parent Conferences**

- (1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

**d. Alternate Educational Program**

- (1) Students may be assigned to an alternate educational program as recommended by the student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member.

e. Conflict Resolution

- (1) This is an optional program which may be utilized to resolve disputes between students. Students are encouraged to request that a situation be mediated before it escalates to the point where disciplinary action becomes necessary. Requests may be made through the Assistant Principal.

3. Students with Disabilities

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

F. School Responses to Violations of Behavioral Expectations

1. In accordance with the provisions of N.J.A.C. 6A:16-7.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behavior that shall:
  - a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
  - b. Be consistent with other responses, pursuant to N.J.A.C. 6A:16-5.5;
  - c. Provide for equitable application of the Code of Student Conduct without regard to race; color; religion;

ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-1 et seq. and

- d. Be consistent with provisions of N.J.S.A. 18A:6-1, Corporal Punishment of Students.

## G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

### 1. Admonishment/Reprimand

- a. A school staff member in authority may admonish or reprimand a student's unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

### 2. Temporary Removal from Classroom

- a. The classroom teacher may direct the student report to the office of the administrator in charge of student discipline.
- b. The teacher will complete a form that indicates the student's name and the conduct that has caused the student's removal from the teacher's room.
- c. The administrator in charge of discipline will interview the student and determine which, if any, additional consequences shall be imposed.

### 3. Meeting with School Administration and Parent

- a. The student's parent may be required to attend a meeting with the Principal or designee and the student to discuss the student's conduct and to

ensure the parent and the student understand school rules and expectations.

#### 4. Deprivation of Privileges

- a. Students may be deprived of privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment. These privileges may include, but are not limited to:

- (1) Moving freely about the school building;
- (2) Participation in co-curricular or inter/interscholastic activities;
- (3) Attendance at a school-related social or sports activity;
- (4) Participation in a graduation ceremony;
- (5) Transportation to and from school on a school bus;  
or
- (6) Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy and Regulation 5600 and N.J.A.C. 6A:16-7.1 et seq.

#### 5. Detention

- a. A student may be required to report to the detention room during their assigned lunch block. Students will remain in said locations to serve the disciplinary consequence.
- b. A student may be required to report before or after the school day to detention. This detention may be assigned by the teacher or the Principal or designee.
- c. Transportation to detention before school or from detention after school will be the responsibility of the parent.

- d. A student may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

## 6. Grade Adjustment

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

## 7. In-school Detention

- a. If the school operates an in-school detention program, a student may be removed from his/her regular classes and required to report to the in-school detention program.
- b. In-school detention will not be imposed without the due process procedures set forth in Policy and Regulation 5610.
- c. Students serving an in-school detention will not be permitted to participate in any after school activities, including clubs, sports, etc in accordance with Policy #2431.

## 8. Suspension from School

- a. A student may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2 and 6A:16-7.3, and Policy 5610.
- b. Suspension from school will not be imposed without the due process procedures set forth in Policy and Regulation 5610.
- c. Students serving an out-of-school suspension will not be permitted to participate in any after school activities,

including clubs, sports, etc in accordance with Policy #2431.

## 9. Expulsion

- a. The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4, and Policy 5620.
- b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.

## H. Chart of Discipline

1. Below is a chart of Student Discipline listing school responses to violations of behavioral expectations. Consequences associated with listed violations will be managed in a progressive manner, at the discretion of the administration, and may vary with the seriousness of the infraction and the behavior pattern of the individual student. Consequences range from admonishment to long-term suspension with a hearing before the Board of Education. Students who are assigned ISD and/or OSS are not permitted to participate in any after school activities, including clubs, sports, etc. Refer to policy #2431. These behavioral expectations and school responses include, but are not limited to:

LD - Lunch Detention; ASD- After-School Detention; ISD – In-School Detention ; OSS – Out-of-School Suspension

Infraction	Consequences
After-School Detention Cuts	<p>1<sup>st</sup> Offense: 5 points; Detention must be served;</p> <p>2<sup>nd</sup> Offense: 10 points to In-School Detention (ISD); Detention must be served</p> <p>3<sup>rd</sup> Offense: 15 points to ISD; Detention must be served</p>
Cell Phone/Electronic Device Violation	<p>1<sup>st</sup> Offense: Lunch Detention</p> <p>2<sup>nd</sup> Offense: 2 Lunch Detentions</p> <p>3<sup>rd</sup> Offense: 3 Lunch Detentions</p> <p>Conference with Parent and Student</p>
Class Cuts	<p>1<sup>st</sup> Offense: 1-After School Detention</p> <p>2<sup>nd</sup> Offense: 2 - After-School Detentions</p> <p>3<sup>rd</sup> Offense: 3-After School Detentions</p> <p>Conference with Parent and Student; Make up all work</p>
Disruptive/Inappropriate Behavior	<p>1<sup>st</sup> Offense: 5 points to Out-of School Suspension (OSS)</p> <p>2<sup>nd</sup> Offense: 10 points to OSS</p> <p>3<sup>rd</sup> Offense: 15 points to OSS</p>

Cutting Lunch Detention	<p>1<sup>st</sup> Offense: 5 points; Detention must be served;</p> <p>2<sup>nd</sup> Offense: 10 points to ISD; Detention must be served</p> <p>3<sup>rd</sup> Offense: 15 points to ISD; Detention must be served</p>
Excessive, Unexcused Tardiness to School  (MS only)	<p>4<sup>th</sup> Tardy: Warning</p> <p>6<sup>th</sup> Tardy: 1 After-School Detention</p> <p>8<sup>th</sup> Tardy: 2 After-School Detentions</p> <p>10<sup>th</sup> Tardy and Beyond: Administrative discretion; Loss of privileges</p>
Forgery or Falsifying documents, notes, excuses, passes and/or permission slips	<p>1<sup>st</sup> Offense: 15 points to ISD;</p> <p>2<sup>nd</sup> Offense: 1 Day ISD;</p> <p>3<sup>rd</sup> Offense: ISD to OSS</p> <p>Parent Notification; Parent Conference</p>
Physical Altercation/Push-Shove	<p>1<sup>st</sup> Offense: 5 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: ISD to OSS</p> <p>Parent Notification; Parent Conference</p>

Fighting	<p>1<sup>st</sup> Offense: Minimum 3 days OSS</p> <p>2<sup>nd</sup> Offense: Administrative Discretion</p> <p>3<sup>rd</sup> Offense: Administrative Discretion</p>
Inappropriate Attire/Dress Code	<p>1<sup>st</sup> Offense: Warning</p> <p>2<sup>nd</sup> Offense: 10 points to ISD;</p> <p>3<sup>rd</sup> Offense: 15 points to ISD;</p> <p>Change of Clothes required for each infraction</p>
Inappropriate Language and/or Gestures	<p>1<sup>st</sup> Offense: 5 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: 1 day ISD; to OSS</p> <p>Parent Notification</p>
Cheating/Plagiarism	Refer to Board of Education Policy & Regulation # 5701
Insubordination	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Minimum 1 Day ISD;</p> <p>Parent Notification; Counseling may be required, Police may be notified</p>

Leaving School Grounds/Tuancy	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Minimum 1 day ISD;</p> <p>Parent Notification; Police may be notified;</p> <p>Loss of privileges as determined by administration; Please refer to Board of Education Policy &amp; Regulation #5200 - Attendance</p>
Parking Violation	<p>1<sup>st</sup> Offense: 15 points</p> <p>2<sup>nd</sup> Offense: 15 points to ISD;</p> <p>3<sup>rd</sup> Offense: 1 day In-School Detention</p> <p>Loss of Privileges; Administrative Discretion</p>
Possession/Use/Distribution of alcohol or drugs	<p>4 school days OSS and 1 day ISD;</p> <p>Compliance with Board of Education Drug and Alcohol Policy and Regulation #5530.</p>
Possession/Use/Distribution of tobacco products, smoking and/or E-Cigarettes	<p>1<sup>st</sup> Offense: ISD; to OSS</p> <p>2<sup>nd</sup> Offense: ISD; to OSS</p> <p>3<sup>rd</sup> Offense: Administrative Discretion</p> <p>Smoking and Tobacco offenses are cumulative from the beginning of 7<sup>th</sup> Grade through the end of the Senior year. Police may be notified and charges may be filed. Counseling may be required. Compliance with Board of Education Policy and Regulation #5533 Pupil Smoking.</p>

Weapons	<p>Minimum 10 school days OSS – Long-term Suspension and Board of Education hearing;</p> <p>Compliance with Board of Education Policy and Regulation #8467. Police notification and charges may be filed.</p>
Assault	<p>10 school days OSS – Long-term Suspension and Board of Education hearing;</p> <p>Counseling and Psychiatric Evaluation may be required.</p> <p>Police may be notified.</p>
Theft	<p>1<sup>st</sup> Offense: ISD; to OSS</p> <p>2<sup>nd</sup> Offense: ISD; to OSS</p> <p>3<sup>rd</sup> Offense: Administrative discretion</p> <p>Restitution for damages/loss of property, Parent Notification; Police Notification</p>
Vandalism	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Administrative discretion</p> <p>Restitution for damages/loss of property, Parent Notification; Police Notification per Policy &amp; Regulations 7610</p>

Verbal Threat directed toward an employee	<p>1<sup>st</sup> Offense: OSS to Long-term Suspension and Board of Education hearing</p> <p>2<sup>nd</sup> Offense: OSS to Long-term Suspension and Board of Education hearing</p> <p>3<sup>rd</sup> Offense: Long-term Suspension and Board of Education hearing</p> <p>Parent Notification; Police may be notified;</p> <p>Counseling and Psychiatric Evaluation may be required.</p>
Jeopardizing the safety of others and order of the school	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Administrative discretion</p> <p>Parent Notification; Police may be notified and charges may be filed.</p>
Any unlisted offense to be decided by an administrator	<p>1<sup>st</sup> Offense: 5 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: ISD; to OSS</p> <p>Parent Notification; Police may be notified.</p>
Harassment Intimidation Bullying	Refer to Board of Education Policy & Regulation #5512
Dating Violence	Please refer to Board of Education Policy & Regulation #5519

**Please Note: Consequences will be managed in a progressive manner, at the discretion of the administration, and may vary with the seriousness of the infraction and the behavior pattern of the individual student.**

2. Infractions that carry a point value are cumulative and range from 5 – 15 points. Additional consequences have been established at the following thresholds:

At 10 Points	1 Lunch Detention
At 15 Points	1 Day After-School Detention
At 30 points	2 Days After-School Detention
At 45 Points	1 Day In-School Suspension
At 60 Points	2 Days In-School Suspension

Additional points beyond 60 will result in administrative review after each offense. Accumulation of 60 points is evidence that a student is not meeting behavioral expectations and that additional intervention is necessary. Students who accrue 60 points or more may be placed on social restriction and may not be permitted to attend certain events that include, but are not limited to, field trips, school-sponsored dances (including prom, with approval of superintendent), after-school activities, and sporting events until their point balance is reduced to below 60 points. Social restriction may also apply to students who have accumulated a high volume of behavior referrals linked to immediately assigned consequences (without points). Additionally, the student may be suspended and not be allowed to return to school until a mandatory parent conference is held to determine appropriate actions and a positive, pro-active plan is created.

3. Five (5) accumulated points will be removed for any student who does not register a discipline infraction during 20 consecutive school days at the high school level and 10 consecutive school days at the middle school level.

4. Appeals Process:

Should there be a concern regarding disciplinary consequences, the appeals process outlined below should be strictly adhered to:

- a. concerns are to be directed to the building Principal, in writing, within three (3) days following the assignment of consequences.
- b. additional appeals are to be directed to the Superintendent, in writing, within three (3) school days of receiving the Principal's ruling on the first level of appeal.
- c. additional appeals to the decision rendered by the superintendent should be directed to the Board of Education, in writing, within ten (10) school days to be heard at the next regularly scheduled Board of Education meeting.
- d. The disposition of consequences must be fulfilled by the student regardless of an appeal.
- e. The purpose of an appeal is to expunge the record, not to delay or avoid the consequences.

#### I. Student Conduct Away from School Grounds

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.
  - a. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2.
  - b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.
  - c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to

N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 7.3, or 7.4.

2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

#### J. School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school in which the student is enrolled by submission of a completed written report that includes the name of the student, the school, and the student's conduct.
2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.
3. The parent will be notified of the student's reported conduct.
4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.
5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

#### K. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C. 6A:14, and

accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

#### L. Records

1. Instances of student discipline will be recorded in the student's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy and Regulation 8330.
2. When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), and N.J.A.C. 6A:32-7.5.
  - a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.
  - b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.
3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.

4. The Board shall not use a student's past offenses on record to discriminate against the student.
5. All student disciplinary records pursuant to N.J.A.C. 6A:16-7 shall conform with the requirements set forth in N.J.A.C. 6A:16-7.8(d).

#### M. Incident Report

The Administrator who investigates the alleged disciplinary infraction will prepare a written report describing the matter which should generally include the following components, depending upon the severity of the infraction: date of incident, description of incident, witnesses, due process provided, date(s) of parental contact, disposition of the matter, consequences/remedial measures. This report shall be included in Genesis.

#### N. Annual Review

The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent's designee will:

1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.
2. Convene a Student Discipline/Code of Conduct Committee comprised of district and building administrators, guidance counselors, child study team members and other faculty members deemed necessary to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.
3. The Superintendent's designee shall submit the Committee's recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.

4. The Superintendent will review the Committee's report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.
5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.

#### O. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

Adopted: November 11, 2014

Revised: August 16, 2016

Revised: September 5, 2017

Revised: September 25, 2018

Revised: June 25, 2019

5600 STUDENT DISCIPLINE/CODE OF CONDUCT (M)

**M**

**A. Purpose**

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of students;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.8, as appropriate.

**B. Expectations for Academic Achievement, Behavior, and Attendance**

All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 13.1.

**C. Behaviors That May Result in Suspension or Expulsion**

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school



## STUDENT DISCIPLINE/CODE OF CONDUCT (M)

property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person, having authority over the student;
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
4. Physical assault upon another student;
5. Taking, or attempting to take, personal property or money from another student, or from the student's presence, by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;
8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;
9. Incitement which is intended to and does result in truancy by other students;



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10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
11. Harassment, intimidation, or bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.

### D. Students' Rights

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

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports students' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.1 through 7.8; and
7. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational



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Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records, as well as other existing Federal and State laws and rules pertaining to student protections.

### E. Comprehensive Behavioral Supports

Below are behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports may include, but are not limited to, the following:

#### 1. Supportive Interventions and Referral Services

A student may be referred to the school's Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A:16-8.1 and 8.2 and Policy and Regulation 2417.

#### 2. Remediation of Problem Behavior

The following actions may be taken to remediate problem behavior. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories of problem behaviors and performance.

##### a. Restitution and Restoration



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- (1) A student may be required to make restitution for any loss resulting from the student's conduct; or
  - (2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former condition any damaged or defaced property resulting from the student's conduct.
- b. Counseling
  - (1) A student may be required to consult with school guidance counselors or Child Study Team members.
  - (2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.
  - (3) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.
- c. Parent Conferences
  - (1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.
- d. Alternate Educational Program
  - (1) Students may be assigned to an alternate educational program as recommended by the



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student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member.

e. Conflict Resolution

- (1) This is an optional program which may be utilized to resolve disputes between students. Students are encouraged to request that a situation be mediated before it escalates to the point where disciplinary action becomes necessary. Requests may be made through the Assistant Principal.

3. Students with Disabilities

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

F. School Responses to Violations of Behavioral Expectations

1. In accordance with the provisions of N.J.A.C. 6A:16-7.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behavior that shall:
  - a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
  - b. Be consistent with other responses, pursuant to N.J.A.C. 6A:16-5.5;
  - c. Provide for equitable application of the Code of Student Conduct without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-



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partnership, or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-1 et seq. and

- d. Be consistent with provisions of N.J.S.A. 18A:6-1, Corporal Punishment of Students.

### G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

#### 1. Admonishment/Reprimand

- a. A school staff member in authority may admonish or reprimand a student's unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

#### 2. Temporary Removal from Classroom

- a. The classroom teacher may direct the student report to the office of the administrator in charge of student discipline.
- b. The teacher will complete a form that indicates the student's name and the conduct that has caused the student's removal from the teacher's room.
- c. The administrator in charge of discipline will interview the student and determine which, if any, additional consequences shall be imposed.

#### 3. Meeting with School Administration and Parent

- a. The student's parent may be required to attend a meeting with the Principal or designee and the student to discuss the student's conduct and to ensure the parent and the student understand school rules and expectations.

#### 4. Deprivation of Privileges



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- a. Students may be deprived privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment. These privileges may include, but are not limited to:
  - (1) Moving freely about the school building;
  - (2) Participation in co-curricular or inter/intrascholastic activities;
  - (3) Attendance at a school-related social or sports activity;
  - (4) Participation in a graduation ceremony;
  - (5) Transportation to and from school on a school bus; or
  - (6) Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy and Regulation 5600 and N.J.A.C. 6A:16-7.1 et seq.

### 5. Detention

a. A student may be required to report before or after the school day to detention. This detention may be assigned by the teacher or the Principal or designee.

- b. Transportation to detention before school or from detention after school will be the responsibility of the parent.
- c. A student may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

### 6. Grade Adjustment



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- a. A student who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence may suffer a reduced grade by virtue of the disqualified work. In no other instance may a student's grade be lowered as a direct penalty for misconduct.
- 7. In-school Suspension
  - a. If the school operates an in-school suspension program, a student may be removed from his/her regular classes and required to report to the in-school suspension program.
  - b. In-school suspension will not be imposed without the due process procedures set forth in Policy and Regulation 5610.
- 8. Suspension from School
  - a. A student may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2 and 6A:16-7.3, and Policy 5610.
  - b. Suspension from school will not be imposed without the due process procedures set forth in Policy and Regulation 5610.
- 9. Expulsion
  - a. The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4, and Policy 5620.
  - b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.

### H. Chart of Discipline



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- Below is a chart of Student Discipline listing school responses to violations of behavioral expectations. Consequences associated with listed violations will be managed in a progressive manner, at the discretion of the administration, and may vary with the seriousness of the infraction and the behavior pattern of the individual student. Consequences range from admonishment to long-term suspension with a hearing before the Board of Education. These behavioral expectations and school responses include, but are not limited to:

LD - Lunch Detention; ASD- After-School Detention; ISS – In-School Suspension; OSS – Out-of-School Suspension

Infraction	Consequences
After-School Detention Cuts	<p>1<sup>st</sup> Offense: 5 points; Detention must be served;</p> <p>2<sup>nd</sup> Offense: 10 points to In-School Suspension (ISS); Detention must be served</p> <p>3<sup>rd</sup> Offense: 15 points to ISS; Detention must be served</p> <p>Administrative discretion for Senior release students</p>
Cell Phone/Electronic Device Violation	<p>1<sup>st</sup> Offense: Lunch Detention</p> <p>2<sup>nd</sup> Offense: 2 Lunch Detentions</p> <p>3<sup>rd</sup> Offense; 3 Lunch Detentions</p> <p>Conference with Parent and Student</p>
Class Cuts	<p>1<sup>st</sup> Offense: 1-After School Detention</p> <p>2<sup>nd</sup> Offense: 2 - After-School Detentions</p> <p>3<sup>rd</sup> Offense: 3-After School Detentions</p>



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	Conference with Parent and Student; Make up all work
Disruptive/Inappropriate Behavior	1 <sup>st</sup> Offense: 5 points to Out-of School Suspension (OSS)  2 <sup>nd</sup> Offense: 10 points to OSS  3 <sup>rd</sup> Offense: 15 points to OSS
Cutting Lunch Detention	1 <sup>st</sup> Offense: 5 points; Detention must be served;  2 <sup>nd</sup> Offense: 10 points to ISS; Detention must be served  3 <sup>rd</sup> Offense: 15 points to ISS; Detention must be served  Administrative discretion for Senior release students
Excessive, Unexcused Tardiness to School/Homeroom	4 <sup>th</sup> Tardy: Warning  6 <sup>th</sup> Tardy: 1 After-School Detention  8 <sup>th</sup> Tardy: 2 After-School Detentions  10 <sup>th</sup> Tardy and Beyond: Administrative discretion; Loss of privileges; Administrative Discretion
Forgery or Falsifying documents, notes, excuses, passes and/or permission slips	1 <sup>st</sup> Offense: 15 points to ISS  2 <sup>nd</sup> Offense: 1 Day ISS  3 <sup>rd</sup> Offense: ISS to OSS  Parent Notification; Parent Conference
Physical Altercation/Push-Shove	1 <sup>st</sup> Offense: 5 points to OSS



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	<p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: ISS to OSS</p> <p>Parent Notification; Parent Conference</p>
Fighting	<p>1<sup>st</sup> Offense: Minimum 3 days OSS</p> <p>2<sup>nd</sup> Offense: Administrative Discretion</p> <p>3<sup>rd</sup> Offense: Administrative Discretion</p>
Inappropriate attire/Dress Code	<p>1<sup>st</sup> Offense: Warning</p> <p>2<sup>nd</sup> Offense: 10 points to ISS</p> <p>3<sup>rd</sup> Offense: 15 points to ISS</p> <p>Change of Clothes required for each infraction</p>
Inappropriate Language and/or Gestures	<p>1<sup>st</sup> Offense: 5 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: 1 day ISS to OSS</p> <p>Parent Notification</p>
Cheating/Plagiarism	<p>Parent notification; student may receive a "0" for the assignment.</p>
Insubordination	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Minimum 1 Day ISS</p> <p>Parent Notification; Counseling may be required, Police may be notified</p>
Leaving School Grounds/Truancy	<p>1<sup>st</sup> Offense: 15 points to OSS</p>



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	<p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Minimum 1 day ISS</p> <p>Parent Notification; Police may be notified;</p> <p>Loss of privileges as determined by administration; Please refer to Board of Education Policy &amp; Regulation #5200 - Attendance</p>
Parking Violation	<p>1<sup>st</sup> Offense: 15 points</p> <p>2<sup>nd</sup> Offense: 15 points to ISS</p> <p>3<sup>rd</sup> Offense: 1 day In-School Suspension</p> <p>Loss of Privileges; Administrative Discretion</p>
Possession/Use/Distribution of alcohol or drugs	<p>10 calendar days OSS;</p> <p>Compliance with Board of Education Drug and Alcohol Policy and Regulation #5530.</p>
Possession/Use/Distribution of tobacco products, smoking and/or E-Cigarettes	<p>1<sup>st</sup> Offense: ISS to OSS</p> <p>2<sup>nd</sup> Offense: ISS to OSS</p> <p>3<sup>rd</sup> Offense: Administrative Discretion</p> <p>Smoking and Tobacco offenses are cumulative from the beginning of 7<sup>th</sup> Grade through the end of the Senior year. Police may be notified and charges may be</p>



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	<p>filed. Counseling may be required. Compliance with Board of Education Policy and Regulation #5533 Pupil Smoking.</p>
Weapons	<p>Minimum 10 school days OSS – Long-term Suspension and Board of Education hearing;</p> <p>Compliance with Board of Education Policy and Regulation #8467. Police notification and charges may be filed.</p>
Assault	<p>10 school days OSS – Long-term Suspension and Board of Education hearing;</p> <p>Counseling and Psychiatric Evaluation may be required.</p>
Theft	<p>1<sup>st</sup> Offense: ISS to OSS</p> <p>2<sup>nd</sup> Offense: ISS to OSS</p> <p>3<sup>rd</sup> Offense: Administrative discretion</p> <p>Restitution for damages/loss of property, Parent Notification; Police Notification</p>
Vandalism	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Administrative discretion</p> <p>Restitution for damages/loss of property, Parent Notification; Police Notification per Policy &amp; Regulations 7610</p>
Verbal Assault directed toward an employee	<p>1<sup>st</sup> Offense: OSS to Long-term Suspension and Board of Education hearing</p>



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	<p>2<sup>nd</sup> Offense: OSS to Long-term Suspension and Board of Education hearing</p> <p>3<sup>rd</sup> Offense: Long-term Suspension and Board of Education hearing</p> <p>Parent Notification; Police may be notified;</p> <p>Counseling and Psychiatric Evaluation may be required.</p>
Jeopardizing the safety of others and order of the school	<p>1<sup>st</sup> Offense: 15 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to OSS</p> <p>3<sup>rd</sup> Offense: Administrative discretion</p> <p>Parent Notification; Police may be notified and charges may be filed.</p>
Any unlisted offense to be decided by an administrator	<p>1<sup>st</sup> Offense: 5 points to OSS</p> <p>2<sup>nd</sup> Offense: 15 points to ISS</p> <p>3<sup>rd</sup> Offense: ISS to OSS</p> <p>Parent Notification; Police may be notified.</p>
Harassment Intimidation Bullying	Refer to Board of Education Policy & Regulation #5512
Dating Violence	Please refer to Board of Education Policy & Regulation #5519

***Please Note: Consequences will be managed in a progressive manner, at the discretion of the administration, and may vary with the seriousness of the infraction and the behavior pattern of the individual student.***



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2. Infractions that carry a point value are cumulative and range from 5 – 15 points. Additional consequences have been established at the following thresholds:

At 10 Points	1 Lunch Detention
At 15 Points	1 Day After-School Detention
At 30 points	2 Days After-School Detention
At 45 Points	1 Day In-School Suspension
At 60 Points	2 Days In-School Suspension

Additional points beyond 60 will result in administrative review after each offense. Accumulation of 60 points is evidence that a student is not meeting behavioral expectations and that additional intervention is necessary. Students who accrue 60 points or more may be placed on social restriction and may not be permitted to attend certain events that include, but are not limited to, field trips, school-sponsored dances (including prom, with approval of superintendent), after-school activities, and sporting events until their point balance is reduced to below 60 points. Additionally, the student may be suspended and not be allowed to return to school until a mandatory parent conference is held to determine appropriate actions and a positive, pro-active plan is created.

3. Five (5) accumulated points will be removed for any student who does not register a discipline infraction during 20 consecutive school days.

4. Appeals Process:

Should there be a concern regarding disciplinary consequences, the appeals process outlined below should be strictly adhered to:

- concerns are to be directed to the building Principal, in writing, within three (3) days following the assignment of consequences.
- additional appeals are to be directed to the Superintendent, in writing, within three (3) school



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days of receiving the Principal's ruling on the first level of appeal.

- c. additional appeals to the decision rendered by the superintendent should be directed to the Board of Education, in writing, within ten (10) school days to be heard at the next regularly scheduled Board of Education meeting.

1. The disposition of consequences must be fulfilled by the student regardless of an appeal.
2. The purpose of an appeal is to expunge the record, not to delay or avoid the consequences.

### I. Student Conduct Away from School Grounds

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.
  - a. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2.
  - b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.
  - c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 7.3, or 7.4.



2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

## J. School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school in which the student is enrolled by submission of a completed written report that includes the name of the student, the school, and the student's conduct.
2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.
3. The parent will be notified of the student's reported conduct.
4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.
5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

## K. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C. 6A:14, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.



L. Records

1. Instances of student discipline will be recorded in the student's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy and Regulation 8330.
2. When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), and N.J.A.C. 6A:32-7.5.
  - a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.
  - b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.
3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.
4. The Board shall not use a student's past offenses on record to discriminate against the student.



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5. All student disciplinary records pursuant to N.J.A.C. 6A:16-7 shall conform with the requirements set forth in N.J.A.C. 6A:16-7.8(d).

### M. Annual Review

The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent's designee will:

1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.
2. Convene a Student Discipline/Code of Conduct Committee comprised of parents, students, and community members that represent the composition of the district's schools and community to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.
3. The Superintendent's designee shall submit the Committee's recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.
4. The Superintendent will review the Committee's report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.
5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.

### N. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to



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all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

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