

Chronic Absenteeism Plan

Attendance Plan - School Year 2025-2026
 Goal - Reduce Chronic Absenteeism by 5-10% across the district.
 Individual Grade Band plans, based on the domains, will be communicated in this document. Chronic Absenteeism plan will be presented June 2026.

No.	Domain	Preventive Actions	Response to Absence
1	Education	<p>Website revision to ensure information accessibility and clarity</p> <p>Schedule Protocol and Attendance Information dissemination consistently throughout the year - all schools</p> <p>Grade-appropriate meetings PreK-12</p> <p>Grade Level-appropriate lessons in the Fall</p> <p>All Orientations include an Attendance Policy Slide.</p> <p>Family Meeting for all students with 10 or more absences</p>	<p>Staff Attendance Training & Climate: Conduct mandatory administrative presentations for all staff. These sessions must clearly explain the importance of consistent attendance (including tardiness) and train staff on methods to establish a positive and welcoming atmosphere for students upon entry each day.</p> <p>Survey Data Analysis: Schedule dedicated time for the administration and staff to collectively review and analyze attendance survey data (separating the two groups allows for distinct insights and action planning).</p> <p>Consistent Makeup Work Policy: Implement a uniform, district-wide makeup work protocol. This policy must clearly establish a consistent standard for the time allowed, such as granting a one-day grace period for completing missed assignments for every day of excused absence.</p>
2	Communication	<p>Review Family Feedback: Actively note and consider families' descriptions and understanding of the Attendance and Dress Code Policy and Protocols. (This focuses on ensuring policies are clear and well-understood by families.)</p>	<p>Communication & Reporting/ Intervention and Follow Up</p> <ul style="list-style-type: none"> ● Monthly Attendance Graphics: Create and share a clear graphic illustrating monthly attendance rates and goals. ● Genesis System Data Entry: Ensure the attendance form is returned after each absence check to

Chronic Absenteeism Plan

		<p>Chronic Absence Letters: Issue attendance letters to families of chronically absent students monthly from October through May.</p> <p>Appeal Communication (HS Only): Send out Credit Appeal information to all High School families in January.</p> <p>Counselor Outreach: Counselors must communicate with families regarding Appeal information and available Credit Recovery Plans.</p> <p>Credit Loss Warning: Directly communicate the potential for loss of course credit due to poor attendance to families.</p>	<p>guarantee prompt and accurate entry into the Genesis system.</p> <ul style="list-style-type: none"> ● Genesis Letter Automation: Utilize the Genesis system to automatically generate and send tiered absence notices to parents at the 5, 7, 10, 15, and 18-day marks. ● Central Administration Communication: Increase regular communication with Central Administration regarding potential issues related to non-residency and habitual truancy. ● Daily Truancy Calls: Implement daily phone calls to homes for all unverified absences. ● Daily Tardiness/Absence Calls: Make daily phone calls home for both tardies and unverified absences. ● Counselor Intervention: Counselors call home after three unrelated, unexcused absences in a month or after three consecutive absences to offer support. ● Doctor's Note Requirement: Mandate a doctor's note after more than three consecutive absences within a five-day period.
3	<p>Inspiration</p>	<p>Academic Support & Accountability</p> <ul style="list-style-type: none"> ● Credit Recovery Program: Establish a clear, structured Credit Recovery program to allow students to earn course credit lost due to excessive absences or failing grades. ● Attendance Contracts: Implement mandatory Attendance Contracts with students and families who reach specific 	<p>Welcome to School Pass to replace Tardy Slip</p>

Chronic Absenteeism Plan

		<p>absence thresholds, clearly outlining expectations and support steps.</p> <p>School-Level Incentives</p> <ul style="list-style-type: none">● Custom School Incentives: Mandate that each school create, document, and implement a unique Attendance Incentive Program, with the plan kept on file with Central Administration.● Buddy System Implementation: Promote a Buddy System where students or staff actively check in on and support peers who are struggling with attendance.● Homeroom Incentives: Institute Homeroom Incentive programs (e.g., prizes, privileges) to reward classes for achieving high daily and monthly attendance rates.● Monthly Recognition: Utilize monthly announcements (or school-wide communications) to publicly celebrate and recognize students and classes with excellent attendance. <p>Attendance-Based Rewards</p> <ul style="list-style-type: none">● Activity Attendance Reward: Award homework passes to students who attend school-sponsored nighttime activities, linking school presence across all hours.● Semester Attendance Reward: Grant homework passes to all students who	
--	--	--	--

Chronic Absenteeism Plan

		<p>have fewer than four absences in a semester, providing a tangible reward for consistent attendance.</p>	
4	Collaboration	<p>Review the initial protocol with the Admin Team before school opening</p> <p>Create a District Task Force to Review Survey Data</p> <p>Report and discuss monthly Attendance Data at CAM Meetings</p> <p>Prepare strikethrough revisions of Policies 5200 5113 and 5131 for the Education Committee by September 2026</p>	<p>10/22 - objective building plan</p> <p>Five Administrative Team Meetings dedicated to reviewing and editing: Monthly Data Incentive Plans and Outcomes CAP and Code of Conduct</p>

Chronic Absenteeism Plan

Rahway High School

No.	Domain	Preventive Actions	Response to Absence
1	Education	<p>Attendance Communication & Support Strategies</p> <p>Website Updates</p> <ul style="list-style-type: none"> ● Revise the school website to ensure attendance information is clear, accessible, and easy to navigate. <p>Parent & Student Engagement</p> <ul style="list-style-type: none"> ● Parent Academy: Provide sessions focused on attendance expectations and supports. ● Student Conferences: Hold in-person meetings with students to review attendance concerns. ● Parent Conferences: Schedule in-person meetings with parents, administration, students, CST (if applicable), and school counselors. <p>Intervention & Support</p>	<p>Attendance Intervention Plans and Student Tracking by Grade</p> <p>Plan Development</p> <ul style="list-style-type: none"> ● The school counselors and the Administrative team will create attendance intervention plans. <p>Program Enrollment</p> <ul style="list-style-type: none"> ● Students will be enrolled in the Saturday Attendance Program. ● Attendance contact information will be provided. ● A student/parent meeting will be scheduled to review expectations. <p>Student Identification & Enrollment</p> <ul style="list-style-type: none"> ● Students may be enrolled in the Recovery Course for Attendance as part of their intervention plan. ● Demographics and subgroups will identify student groups to analyze attendance trends for example, SE,

Chronic Absenteeism Plan

	<ul style="list-style-type: none"> ● Implement attendance intervention programs and attendance contracts. ● Identify barriers to tardiness and work with students/families to resolve them. <p>Communication</p> <ul style="list-style-type: none"> ● Use XR messages (school-wide messaging system) to send reminders and updates about attendance. ● Share attendance policies at Parent Orientation. ● Review and reinforce attendance policies during student assemblies. 	<p>ML, grade 9, etc.</p> <ul style="list-style-type: none"> ● Targeted tracking will be conducted for students in the red zone (high-risk) and the yellow zone (moderate-risk). <p>Parent Meetings</p> <ul style="list-style-type: none"> ● In-person parent meetings will be scheduled to address attendance concerns and provide support. <p>Monitoring & Documentation</p> <ul style="list-style-type: none"> ● Attendance will be monitored daily and weekly by grade level to track progress. ● Genesis notes will be entered as evidence of follow-up and administrative check-ins with students by grade.
--	---	--

Chronic Absenteeism Plan

2	Communication	<p>Daily Attendance Notifications & Follow-Up</p> <p>Genesis Daily Alerts</p> <ul style="list-style-type: none"> Automated robocalls sent to parents regarding student tardiness and absences. <p>Daily Communication & Referrals</p> <ul style="list-style-type: none"> Emails and phone calls to parents regarding truancy and residency concerns. Daily submission of truancy and residency referrals. <p>Truancy Follow-Up</p> <ul style="list-style-type: none"> After 5 consecutive unexcused absences, truancy letters are sent home. The Student Assistant Coordinator and the Residency Office are contacted to support follow-up. 	<p>Monthly Meetings to review attendance data</p> <p>Attendance Highlight Announcements</p> <p>Attendance Communication & Buy-Back Process</p> <p>Parent & Student Communication</p> <ul style="list-style-type: none"> Daily emails to parents and students regarding attendance “buy-backs.” Parent phone calls and emails using the RHS attendance script. Student and parent emails from administration addressing ongoing attendance concerns. <p>SCIP Analysis</p> <ul style="list-style-type: none"> SCIP team reviews attendance data to identify trends and patterns. Calls and outreach are coordinated to ensure consistent messaging. <p>Buy-Back Attendance Process</p> <ul style="list-style-type: none"> Daily Communication
---	----------------------	--	--

Chronic Absenteeism Plan

			<ul style="list-style-type: none"> ○ Buy-back emails are sent daily to students and parents. ○ Hard-copy buy-back forms are given to students with their attendance details. ● Follow-Up <ul style="list-style-type: none"> ○ Students who do not participate in buy-back or have multiple buy-backs in a week will be flagged. ○ Parents of these students will be notified for a mandatory in-person parent meeting. ● Review & Communication <ul style="list-style-type: none"> ○ Buy-back data and rationale will be reviewed and shared with staff and students during assemblies. ○ An expansion of the buy-back plan will be presented at the November Parent Academy.
3	Inspiration	Tiered Attendance Engagement Strategies Tier 1 – Universal Strategies (All Students)	Attendance Incentives <ul style="list-style-type: none"> ● Additional Student Privileges: <ul style="list-style-type: none"> ○ “Student of the Month” parking spot

Chronic Absenteeism Plan

	<ul style="list-style-type: none"> ● Poster contests to promote attendance awareness. ● Social media campaigns highlighting positive attendance behaviors. ● Guest speakers to motivate and educate students on the importance of attendance. <p>Tier 2 – Targeted Strategies (Students At-Risk) (Details for Tier 2 to be defined; examples could include targeted interventions, small-group workshops, or check-ins with counselors.)</p> <p>Tier 3 – Intensive Strategies (Chronic/High-Risk Students)</p> <ul style="list-style-type: none"> ● Rewards and recognition for improved attendance. ● Mentoring programs to provide individualized support. ● Small group counseling sessions addressing barriers to attendance. ● ACE (Alternative/Accelerated Credit Education) placement for students needing credit recovery or alternative pathways. 	<ul style="list-style-type: none"> ○ Lunch with the Principal <ul style="list-style-type: none"> ● Recognition & Rewards: <ul style="list-style-type: none"> ○ School swag (cups, pens, pencil cases, etc.) ○ Public kudos/announcement for perfect attendance
--	---	---

Chronic Absenteeism Plan

4	Collaboration	<p>Comprehensive Attendance Improvement Plan</p> <p>Chronic Absenteeism – Climate and Crisis Team Agenda</p> <p>Engagement & Attendance Focus</p> <ul style="list-style-type: none"> • Address chronic absenteeism as a standing item on the Climate and Crisis Team agenda. <p>Parent Engagement</p> <ul style="list-style-type: none"> • Increase Parent Academy sessions to a minimum of once per month to: • Support resolution and relationship-building with parents. <ul style="list-style-type: none"> ○ Offer guidance, resources, and individualized support on attendance issues. <p>Coordination & Collaboration</p> <ul style="list-style-type: none"> • Facilitate ongoing collaboration among: <ul style="list-style-type: none"> ○ Teachers ○ School counselors 	<p>Attendance & Data Responsibilities</p> <ul style="list-style-type: none"> • Daily Genesis Student Data: Run student attendance reports (Period 3). • Daily Review: Monitor student attendance by grade, noting tardies and absences. • Data Analysis: Conduct daily and weekly analyses of attendance data to identify patterns for SE, ML, and targeted students. • Referrals: Submit truancy and residency referrals via Google Form as needed. • Follow-Up: Review cases with administration, school counselors, attendance secretaries, and the SCIP Team. • Admin team meetings to review drops, disenrollments, and unverified students
---	----------------------	---	---

Chronic Absenteeism Plan

		<ul style="list-style-type: none">○ Administration○ CST (Child Study Team)○ Truancy and residency offices○ Security staff● Work together to track, monitor, and address chronic absenteeism on a case-by-case basis.	
--	--	--	--

Chronic Absenteeism Plan

Rahway High School - Alternative Center for Education (ACE)

No.	Domain	Preventive Actions	Response to Absence
1	Education	<ul style="list-style-type: none"> ● Website Revision to ensure information accessibility and clarity ● Schedule Protocol and Attendance Information dissemination consistently throughout the year ● Grade-level meetings with Transition and ACE students. Provide and present information on attendance and its impact on credit recovery and progress toward graduation. ● A family meeting will be held for all students with 10 or more cumulative absences, led by the Administration, Guidance Counselors, and CST. The Administration will meet with students who are absent for 18 days. ● Create an “attendance packet” to be distributed to all students and their parents/guardians at registration. 	<ul style="list-style-type: none"> ● Credit Recovery Program ● 1:1 ratio ● Primarily, the Preventive Response to absenteeism is highly individual due to the nature of the program. ● The attendance policy and its significance is impressed upon students on the first day of school and reinforced daily. ● Tutoring and attendance recovery sessions are held every day for ½ hour, Tuesdays and Thursdays for 2 hours, and one Saturday per month for 4 hours. ● Students meet with Ms. Campbell to review absences and schedule hours.

Chronic Absenteeism Plan

2	Communication	<ul style="list-style-type: none"> ● Transition Parent Meeting (held in Spring) ● presentation of attendance policy ● Parents and students will be able to ask questions and understand why attendance is essential. ● ● ACE students will be given an attendance policy. We will ● go over as a group and then again in their individual meetings. Students will understand how their attendance affects progress toward graduation. ● ● 	<p>Call the parent on every absence.</p> <p>Meeting with the student after two absences. This meeting includes the student, Ms.Campbell, Kevin O’Callahan, Sean O’Riordan, and JoAnn Mannix.</p> <p>Family meeting after four absences. All parties involved in the student meeting, plus parents, are invited to attend.</p>
3	Inspiration	<ul style="list-style-type: none"> ● Attendance award program 	<p>Each month, students with perfect attendance will receive a \$10 gift card.</p> <p>The mentoring group with the best overall attendance will win lunch of their choice.</p>
4	Collaboration	<p>Tier 1: Chronic Absenteeism as part of the Climate and Crisis Team Agenda</p> <p>Forging relationships with parents</p>	<p>The relationships between students and teachers improve as a result of our mentorship program. Weekly meetings will focus on attendance goals and goals that the students have established for themselves.</p> <p>Relationships with families are forged by regular contact with parents. These contacts provide support, enabling all stakeholders to work collaboratively towards student success.</p>

Chronic Absenteeism Plan

Rahway 7th & 8th Grade Academy

No.	Domain	Preventive Actions	Response to Absence
1	Education	<ul style="list-style-type: none"> ● Website Optimization: Revise the website's attendance section for maximum accessibility and clarity of all policies and procedures. ● Mandatory Handbook Inclusion: Ensure the complete attendance policy is prominently featured in the Student Handbook by September. ● Year-Round Information Protocol: Establish a clear schedule for routine, consistent dissemination of attendance information (e.g., newsletters, automated calls). ● Impact Handout Development: Create a compelling handout quantifying educational time lost in hours, days, and months based on monthly absences. <p style="text-align: center;">Targeted Parent Engagement</p> <ul style="list-style-type: none"> ● Dedicated Parent Academy: Host a session focused on supporting student well-being (social, emotional, and academic) and emphasizing the critical link to consistent attendance. 	<p>Messenger Attendance Nudges: Implement a system for consistent, concise reminders of the importance of attendance, delivered through parent communication platforms (e.g., school messenger, text alerts). These messages should be positive, brief, and actionable (e.g., "Ready for a great day? Attendance is the first step to success!").</p> <p>Daily Announcement Reinforcement: Utilize daily morning announcements as a dedicated time slot to positively reinforce the importance of being present. Shift the focus from generic reminders to sharing brief, inspiring messages and highlighting the specific learning or school activities students will miss by being absent.</p>

Chronic Absenteeism Plan

2	Communication	<p>Utilize daily morning announcements as a dedicated time slot to positively reinforce the importance of being present.</p> <p>Morning Announcements: Implement daily positive attendance reinforcement messages.</p> <p>Parent Letters: Send tiered, scheduled communications triggered by early absence thresholds.</p> <p>Student Assemblies: Conduct mandatory sessions focusing on the academic and social impact of missing school.</p>	<p>Reminders of attendance importance over Messenger Counselor contacts and check-ins</p> <p>Student reminders during daily morning announcements</p> <p>Development of the Attendance Team</p> <p>Identification of at-risk students using a tiering system of intervention</p> <ul style="list-style-type: none"> ● Parent and student contact guidance ● Formal conference with the counselor ● Administrative conference ● Referral to Attendance Officer
3	Inspiration	<p>Tiered Awards System: Implement recognition for various levels of achievement:</p> <ul style="list-style-type: none"> ● Perfect Attendance: Awards (e.g., certificates, trophies) for zero absences/tardies. ● Most Improved: Recognition for students showing the most significant reduction in absences. ● Quarterly Drawings: Prize drawings for students meeting a high attendance threshold (e.g., 95%). 	

Chronic Absenteeism Plan

		<p>Grade Level Competitions: Organize semester-long contests (e.g., "The Attendance Cup") where the winning grade level earns a reward (e.g., special lunch, extended recess).</p> <p>Homeroom Competitions: Run weekly/monthly contests with immediate, tangible rewards for the highest attendance rate (e.g., pizza party, extra tech time).</p>	
4	Collaboration	<ul style="list-style-type: none"> ● Establish Attendance Team: Form a dedicated, multidisciplinary team to lead the attendance strategy. ● Intervention Roundtable: Hold talks (Counselors, Support, CST, Admin) to review complex cases and develop integrated support plans. ● Stakeholder Data Review: Schedule dedicated sessions to review attendance data with Staff, Families, and Students. 	<p>Development of a Family Resource hub to provide direct links for families in need</p> <p>Student celebrations</p>

Chronic Absenteeism Plan

Rahway - All District Elementary Schools

No.	Domain	Preventive Actions	Response to Absence
1	Education	<p>Website Revision to ensure information accessibility and clarity</p> <ul style="list-style-type: none"> ● absenteeism fliers <ul style="list-style-type: none"> ○ What is chronic absenteeism? ○ Chain of command ○ Data - info graphics <p>Schedule Protocol and Attendance Information dissemination consistently throughout the year</p> <ul style="list-style-type: none"> ● Attendance blurbs in the monthly newsletter include monthly statistics and highlights. 	<p>Title I Attendance Teams formed</p> <p>Implement breakfast after the bell.</p>
2	Communication	<ul style="list-style-type: none"> ● Welcome Back Letter: An annual letter to families outlining attendance policies and their importance. ● Back to School Night: Dedicated time to present the attendance policy and resources. ● Student Assemblies: Mandatory sessions discussing the impact of absences. ● Monthly Newsletter: Dedicated section for attendance data, tips, and celebration. ● Counselor Check-ins: Proactive, scheduled support for students showing early absence signs. 	<ul style="list-style-type: none"> ● September - closely monitor students who have not attended -Ten-day drop report to the Superintendent ● Admin/ Counselor/ Attendance Team - Parent Phone call after two absences in a month ● Teacher/Counselor - after 2 absences ● Title I Attendance Team - 4-9 absences Quarterly Response to chronic absenteeism, Parent Communication, and Incentives ● Administration - 10th absence, in-person parent meeting - rolling meetings, virtual or in person

Chronic Absenteeism Plan

		<ul style="list-style-type: none"> ● ClassDojo/SIS Integration: Utilize these platforms for effective communication and real-time data access. ● Title I Attendance Teams: Establish/formalize teams to lead targeted interventions for at-risk students. 	<ul style="list-style-type: none"> ● Drop after 10 consecutive absences. <p>Inform Truancy Officer - after patterns or zero communication with the family; verify residency.</p> <p>Letters - Quarterly and weekly, 5/10/15 absences (Genesis)</p>
3	Inspiration	<p>Perfect Attendance Award Certificate per marking period and prize (if available)</p> <p>Showcase on the Newline Board during lunch</p> <p>Grade level incentives</p> <p>7 days perfect attendance incentive (P-E-R-F-E-C-T). Hung outside the homerooms</p> <p>Attendance Banner - 95% of the month - recognized at a board meeting</p> <p>Bulletin boards with Attendance data</p>	<p>District EOY Update - Did We Meet Our District Goal? Highlights</p> <p>Trip for perfect attendance students? Brennan Park?</p> <p>Community activities/partnership?</p> <p>Tie academic growth to an incentive</p> <p>Contracts</p>
4	Collaboration	<p>Absenteeism Focus Group - 4 meetings working towards strikethrough copies</p> <p>Monthly Attendance Title I check-in</p> <p>Community Resources</p>	<p>Share at EOY BOE meeting and Ed Committee</p>

Chronic Absenteeism Plan

District Regulation

5600 - STUDENT DISCIPLINE/CODE OF CONDUCT (M)

Introduction

Rahway Public Schools: A Commitment to Safety and Learning

At Rahway Public Schools, we prioritize creating a safe, inclusive, and supportive learning environment for all students. Our Code of Conduct is designed to foster positive behavior and ensure our schools are safe, welcoming spaces conducive to learning.

Key Expectations:

- **Safety and Respect:** As a Rahway Public School Community, fostering an environment of mutual respect is vital to creating a safe and welcoming learning environment. All students, staff, and parents are expected to adhere to our safety guidelines and treat others with respect.
- **Positive Behavior:** We encourage students to exhibit positive behavior on school grounds, buses, and school-sponsored events.
- **Attendance:** Regular attendance is essential for academic success. Staff members will work with students and their families to address attendance issues and potential obstacles, providing support when needed.

Discipline and Interventions:

- **Fair and Consistent Discipline:** Our discipline policies are designed to be fair, consistent, and focused on identifying the root causes of negative behavior and addressing them effectively. Protocols and processes aim to mitigate the negative impact on student learning while fostering lasting, positive change.
- **Interventions:** We prioritize interventions and support services to help students develop positive behaviors and achieve academic success.
- **Exclusion:** In rare cases of serious misconduct that pose a threat to the safety or well-being of others, exclusion may be necessary.

Community Involvement:

- **Shared Responsibility:** Creating a safe and supportive school environment is a shared responsibility of all stakeholders in the school community. We encourage collaboration among students, staff, parents, and the community to foster a positive school culture and strengthen our sense of community.
- **Effective Practices:** Effective schools have established routines and practices that reinforce appropriate behavior and create a positive and safe learning atmosphere.

Working together, we ensure that Rahway Public Schools provides all students with a safe, nurturing, and academically enriching environment.

SECTION I - STUDENT RIGHTS AND CONFIDENTIALITY

Education for All: All children aged 5 to 21 are entitled to a free and comprehensive education that prepares them for a prosperous future.

Equal Access: Regardless of marital status, pregnant students, students with pregnancy-related disabilities, and parents have the right to attend school without discrimination.

Confidentiality: Confidential communications between students and school personnel will be protected, except when there is a clear and immediate threat to the student's or others' health, welfare, or safety. Information may be shared with appropriate authorities, including parents, in such cases.

SECTION II – ADMINISTRATOR RESPONSIBILITIES: SAFETY AND DISCIPLINE

The principal Administration has a crucial role in ensuring a safe and conducive learning environment. Their responsibilities include:

- **Safety Plan:** Developing and implementing a comprehensive school safety plan.
- **Rules and Procedures:** Making school rules and procedures accessible to all students, staff, and parents.
- **Monitoring:** Regularly monitoring classrooms and school grounds to ensure safety and practical instruction.
- **Discipline:** Addressing severe cases of student misconduct and implementing appropriate disciplinary measures.
- **Due Process:** Ensuring students and parents have due process rights before suspensions or expulsions.
- **Support Services:** Providing resources to address academic and behavioral difficulties.
- **Reporting:** Submitting an annual report to the Office of Pupil Services detailing intervention strategies and corrective measures.
- **Communication:** Maintaining open and effective communication with parents.
- **Confidentiality:** The school administration must take action to help ensure student confidentiality. Administration may not share information regarding students with other parents or community members.

Student Property and Searches:

- **School Property:** School property, including lockers and desks, remains the district's property. Students may use this property with the understanding that their privileges may be revoked.
- **Searches:** School officials may search student property, including lockers and desks, with reasonable suspicion of the presence of prohibited items. District policies and applicable laws must be followed when conducting searches.
- **Student Searches:** Student searches may be conducted under specific circumstances and by district policies.

Visitor Policy:

- **Registration:** All visitors must register with the school office and state the purpose of their visit.
- **Approval:** The principal can approve, disapprove, or reschedule visits.
- **Identification:** All visitors are required to identify themselves upon request.
- **Prohibited Conduct:** Individuals who threaten the safety or well-being of students or staff will be barred from school property.

SECTION III: STAFF EXPECTATIONS: APPLYING CODE OF STUDENT CONDUCT AND SUPPORTING STUDENT LEARNING

All school staff members understand and consistently enforce the Code of Student Conduct and school rules. When implementing these rules, staff must respect the rights of students and parents. Progressive discipline should involve students, parents, and support staff.

Staff Responsibilities:

- **Professional Conduct:** Dress professionally and appropriately.
- **Respect:** Treat all students with respect and as individuals.
- **Sensitivity:** Refrain from racially or culturally insensitive remarks and obscene or indecent language.
- **Communication:** Provide parents with positive and constructive feedback.
- **Timely Responses:** Respond to parent communication promptly and appropriately.
- **Positive Learning Environment:** Create and maintain conducive learning environments in classrooms and throughout the school.
- **Protocol/Procedure/Expectations Review:** Regularly review the norms and expectations.
- **Reporting:** Notify parents and administrators of severe or persistent student misbehavior.
- **Positive Attitudes:** Encourage positive attitudes toward learning and respect for school personnel and other students.
- **Resource Awareness:** Familiarize themselves with available resources for students.
- **Extracurricular Involvement:** Promote participation in extracurricular activities.
- **Subject Matter Expertise:** Maintain knowledge of their subject matter and deliver instruction effectively.
- **Confidentiality:** Staff Members must take action to help ensure student confidentiality. Staff Members may not share information regarding students with other parents or community members.

SECTION IV: FAMILY AND CAREGIVER RESPONSIBILITIES

Families and caregivers play a vital role in supporting their children's education and development. Here are some key responsibilities:

- **School Attendance:** Ensure regular and punctual school attendance, unless excused by law.
- **Motivation:** Motivate students to strive for excellence.
- **Student Handbook and Code of Conduct:** Review the student handbook and code of conduct with your children.
- **Proper Preparation:** Send children to school clean, well-groomed, and dressed in accordance with the district's dress code.
- **Communication:** Inform the school of any changes in family circumstances that may impact a student's conduct or performance, including illness, hardship, or changes in legal custody. Initiate conferences with school personnel when questions or concerns arise.
- **Positive Attitudes:** Encourage positive attitudes and respect toward learning, school staff, fellow students, and others' property.
- **Values and Character:** Teach children honesty, respect for the law, and the property of others.
- **Resource Awareness:** Familiarize themselves with available student resources through the school and community partners.

- **Collaboration:** Work cooperatively with school personnel to address student concerns.
- **Extracurricular Involvement:** Encourage participation in extracurricular activities.
- **Parent-Teacher Conferences:** Attend conferences to discuss your child's academic performance or behavior.
- **Spectator Code of Conduct:** At all times, our spectators for athletics, Fine and Performing Arts, and other school functions require decorum and respect. Please see the Spectator Policy linked here: [Policy: 9163 SPECTATOR CODE OF CONDUCT FOR INTERSCHOLASTIC EVENTS](#)

By actively participating in their child's education and working collaboratively with the school, families and caregivers can make a significant contribution to their child's success. If a family faces obstacles to supporting their child, contact school staff for support and resources.

SECTION V: STUDENT RESPONSIBILITIES

In American society, rights are accompanied by responsibilities. As students, you have the responsibility to:

- **Attend School:** Attend school regularly and participate actively in class. Complete missed work when absent.
- **Positive School Environment:** Contribute to a positive and supportive learning environment.
- **Respect for Others:** Treat teachers, students, administrators, and all others involved in the educational process with respect for their rights.
- **Express Yourself:** Express ideas and opinions respectfully.
- **Follow the rules:** Adhere to all school rules and regulations.
- **Appropriate Appearance:** Dress and groom according to the dress code policy.
- **Safe School:** Assist school staff in maintaining a safe school environment.
- **Proper Use of Facilities:** Use public facilities and equipment.
- **Academic Pursuit:** Complete prescribed courses of study successfully.
- **Appropriate Language:** Refrain from using inappropriate or offensive language.
- **Respectful Communication:** Be mindful of others' feelings and opinions and allow them to express their views.
- **Inclusive Language:** Avoid remarks that may offend others based on race, ethnicity, sex, or membership in a protected group.

SECTION VI – DEFINITIONS AND POLICIES

To read the entire school district policy, visit www.rahway.net and access policies under Board Education Policies.

Purpose of the Rahway Board of Education Code of Conduct

The Rahway Board of Education Code of Conduct aims to create a safe, inclusive, and drug-free learning environment where all students can excel academically, become engaged community members, and thrive in a global society. The following definitions, policies, and consequences are included to ensure the code is understood and enforced effectively.

ABSENCE FROM SCHOOL – BOE Policy 5240

Non-attendance in regular classes and assigned locations for less than four (4) hours (excluding lunch) will be considered an absence from school. For shortened days, students must attend for the entire time to be considered present. Absence from school is either excused or unexcused.

ADMINISTRATOR

When used in these procedures, the term "administrator" refers to the principal, assistant principal, administrative practitioner, responsible teacher, or any other person to whom the principal may legally delegate their authority.

AI POLICY - BOE Policy 2365 - ACCEPTABLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The Board recognizes the potential of AI tools to enhance and transform a student's educational and co-curricular experience in the district. However, AI tools are not inherently knowledgeable and are trained from large amounts of data collected from various sources. Outputs generated by an AI tool may be inaccurate, inappropriate, or incomplete. Therefore, to ensure the responsible use of AI and to maintain academic integrity, students shall be required to comply with the district's Acceptable Use of Generative Artificial Intelligence Plan (AI Plan) that will include proper citation and/or documentation methods to support the content provided by an AI tool in a student assignment.

ALLEGATIONS

Statements made against another person.

ASSAULT OF A SCHOOL EMPLOYEE

Intentionally causing or attempting to cause physical injury to any school employee is prohibited.

ATTENDANCE – BOE Policy 5200

Being present for all classes by according to the approved instructional schedule.

BUS CONDUCT

School rules and regulations apply to all students riding school buses to and from school or to and from related activities. Please refer to the detailed Student Transportation guidelines.

CHEATING

Cheating uses inappropriate and unacknowledged materials, information, or study aids in any academic exercise. Using books, notes, specific informational websites, calculators, and engaging in conversations with others is restricted or forbidden in specific academic exercises. Their use in these cases constitutes cheating.

COUNSELING

When used in these procedures, a counselor, Administrator, or Designee who works with a child to provide interventions, guidance, and support to promote future decision-making regarding dress code-appropriate behavior within the school community is referred to as a "designee."

CUTTING CLASS

Unexcused or unexplained absence from school, class(es), or assigned location.

CYBER-BULLYING

Any willful and recurring or repeated harm inflicted through electronic devices.

The Rahway School District explicitly forbids harassment by computer, 'cyber-bullying' on school grounds. Any off-campus cyber-bullying activity that can hurt the safety and well-being of a student while on school grounds will have the same consequences as those occurring on school grounds. Such activities are but not limited to:

- Threatening emails
- Communication of obscene, vulgar, profane, lewd or indecent language
- Threat of illegal or immoral acts
- 'Borrowing' someone's screen name and pretending to be them while posting harassing messages
- Forwarding of private messages, pictures, or videos to others.

DESIGNEE

When used in this document, the term "designee" shall refer to any administrator designated to act on behalf of the Superintendent in student discipline matters.

DISORDERLY CONDUCT- BOE Policy

Any act or behavior that disrupts the orderly conduct of school functions or the learning environment, or threatens the health, safety, and/or welfare of students, staff, or others, is prohibited.

DRESS CODE - BOE Policy 5511

The Board of Education believes that good grooming and appropriate attire enhance the educational environment, promote good conduct in the school, and contribute to a purposeful tone in the learning environment. Therefore, keeping in mind that styles change with the times, all attire must be safe, neat, and clean, and must comply with the school dress code outlined in Regulation 5511.

Students may not wear clothing or engage in grooming practices that:

1. Present a health or safety hazard to the individual student or to others;
2. Materially interfere with school work, create disorder, or disrupt the educational program;
3. Cause excessive wear or damage to school property; or
4. Prevent the student from achieving his or her own educational objectives because of blocked vision or restricted movement.

DUE PROCESS

Students will be treated fairly and given the right to be heard by the established rules and processes for imposing disciplinary consequences.

ELECTRONIC DEVICES - BOE Policy 5516

We realize that technology is essential in this modern age. Students may have mobile devices, including cell phones, smartphones, and personal digital assistants (PDAs), but they must adhere to the school's individual regulations. In cases where school rules are not followed, the code of conduct will be enforced.

FIGHTING

Initiating or responding to physical confrontation is prohibited. Since play fighting has caused many confrontations, it will be addressed in accordance with the district's discipline policy. Legal charges may be filed as a result of such an action.

FIRE ALARMS - BOE Policy 5560

Tampering with the district's fire alarms is illegal and ~~is~~ prohibited.

FOOD FIGHTING

Inappropriate handling of food is prohibited anywhere on school grounds.

FORGERY

An alteration to any type of school material, e.g., passes, notes, grades, etc., is strictly prohibited.

GAMBLING

Wagering of money or something of material value with the primary intent of winning additional money or material goods. Any form of gambling is strictly prohibited.

HARASSMENT, INTIMIDATION AND BULLYING (HIB) - BOE Policy 5152

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For this Policy, the term "parent" is defined as the natural parent(s), adoptive parent(s), legal guardian(s), resource family parent(s), or parent surrogate(s) of a student, as specified in N.J.A.C. 6A:16-1.3. When parents are separated or divorced, "parent" refers to the person or agency that has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided that a court of competent jurisdiction has not terminated parental rights.

B. Definition of Harassment, Intimidation, or Bullying

“Harassment, intimidation, or bullying” means any gesture, any written, verbal, or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and

expression, or a mental, physical, or sensory disability, or by any other distinguishing characteristic;

2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

The Board recognizes that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Recognizing "a real or perceived power imbalance" may help school officials identify harassment, intimidation, or bullying within the context and relative positions of the alleged aggressor and target.

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or remotely activating paging device (N.J.A.C. 6A:16-1.3).

In accordance with the Board of Education's Code of Student Conduct and this Policy, all acts of harassment, intimidation, or bullying that occur off school grounds, such as "cyber-bullying" (e.g., the use of electronic means to harass, intimidate, or bully) are addressed in this Policy.

INTENT

When used in this document, the term "intent" refers to the student's purposeful engagement in the conduct that caused the violation or contributed to the circumstances resulting in a breach of a student conduct rule.

INTERVENTION

An approach or strategy intended to effectively address the behavioral needs of a group of students, targeting students who require intensive and individualized behavioral supports (may include, but are not limited to, mediation, counseling, meetings, etc.).

PLAGIARISM - BOE Policy 5710

The representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and adequately cited in the

text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic, or other medium is paraphrased or summarized in whole or in part in one's own words.

PROFANITY/INAPPROPRIATE LANGUAGE

The use of obscene language, gesturing, racial slurs, profanity, and suggestive comments, either written or verbal, is prohibited anywhere on school grounds.

SELLING OR DISTRIBUTING ALCOHOL OR OTHER DRUGS

Selling or distributing drugs or alcohol on school grounds is strictly prohibited. Any student found responsible for or involved in such an act will be subjected to a short-term suspension and referred to the Superintendent for further disciplinary action. The Parent/guardian and possible police will be contacted. A complaint will be signed, and home instruction will commence on the 5th day of the suspension.

SEXUAL HARASSMENT POLICY - BOE Policy 5751

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity.

The Board of Education explicitly forbids any conduct or expression that may be construed as sexual harassment of a pupil by a district employee or by another pupil.

The sexual harassment of pupils includes all unwelcome sexual advances or suggestions, requests for sexual favors, and verbal or physical contact of a sexual nature whenever such conduct has the purpose or effect of intimidation or tends to create an intimidating, hostile, or offensive educational environment.

The Superintendent shall direct the instruction of all pupils in their right to be free of sexual harassment and innuendos and shall encourage pupils to report any incident of sexual harassment to the school's Affirmative Action Officer, their grade-level administrator, teacher, or school principal or designee.

SMOKING - BOE Policy 5533

Smoking is not permitted in school buildings, on school grounds, or on school buses, and carrying tobacco products is prohibited while attending school functions.

SPECIAL EDUCATION STUDENT

A student deemed eligible for special education and related services under N.J.A.C. 6A:14 or otherwise protected by the due process requirements for that chapter.

STUDENT

When used in this document, the term "student" shall refer to any person enrolled in the district's programs, whether in comprehensive preschool, elementary, middle, or high school.

SUBSTANCE ABUSE - BOE Policy 5530

Students are prohibited from possessing, consuming, or distributing drugs or alcohol in any form while at school, on school grounds, while attending a school-related function on or off campus, and when coming to and going from school.

TRUANCY - BOE Policy 5200

It is prohibited to be on school grounds without signing in or away from school or class without authorization, resulting in unexcused absences.

VANDALISM - BOE Policy 5513

Damaging or defacing school property or any individual's property is strictly prohibited. The student or parent will be required to compensate for damages.

WEAPONS AND DANGEROUS INSTRUMENTS - as defined under NJSA 2C:39-1 and NJSA 2C:39-1f**Prohibited Weapons and Firearms**

Students are strictly prohibited from possessing, handling, or transmitting any weapon or firearm on school property, at school-sponsored activities, or while traveling to or from school events.

The term "weapon" includes, but is not limited to, knives, cutting instruments, tools, explosives, mace, firearms, shotguns, rifles, and any item capable of causing harm.

"Firearm" includes any weapon designed to expel a projectile using an explosive, such as BB and air guns. This also consists of the frame or receiver of any firearm, as well as mufflers or silencers.

This rule does not apply to students using weapons as part of an approved school program.

SECTION VII - DUE PROCESS/SUSPENSION PROCEDURES

The Building Administration and/or designees will investigate and consider all infractions. All reported violations will result in an investigation and due process for each student. Confidentiality will be upheld at all times. In the event there is sufficient evidence that a student's misconduct warrants discipline, the following options may be recommended:

- Counseling
- CST Referral
- Peer Mediation
- Community Service
- Teacher Detention
- Administrative Detention
- In-School Suspension - ISS
- Out of School Suspension - OSS
- Referral of Resources
- Transfer
- Expulsion
- Alternative Education Placement

Regulation- Code of Conduct

This Code of Conduct is a general guideline for student behavior. It outlines expectations and potential consequences for violations. However, it is not an exhaustive list of all possible offenses. Each incident will be evaluated individually, subject to investigation and due process. The administration retains the authority to adjust disciplinary actions as necessary.

Factors Affecting Consequences

When determining the appropriate disciplinary measure, the administration may consider a student's entire disciplinary history within the school system. This comprehensive review helps ensure that penalties are proportional to the severity of the offense.

Suspension Procedures: Parents or guardians will be notified in advance of any suspension. A mandatory parent- or guardian-conference is scheduled after each suspension to discuss the student's behavior, goals, and support needs.

Extended Suspensions: The Board of Education's Judiciary Committee will conduct a hearing for suspensions exceeding ten days.

School Suspension Policy

During a period of suspension, students are not allowed on school grounds or at any school-related events. This includes all school-sponsored activities, such as sports, clubs, and performances.

Additionally, a suspension may affect a student's participation in school clubs, activities, or sports teams, and could lead to further consequences as determined by the rules of those groups.

Code of Conduct Progressive Chart

Rahway High School and The 7th and 8th Grade Academy

During a period of suspension, students are not allowed on school grounds or at any school-related events. This includes all school-sponsored activities, such as sports, clubs, and performances.

A suspension may affect a student's participation in school clubs, activities, or sports teams, and could lead to further consequences as determined by the rules of those groups.

Tier	Student Behavior	First Offense	Second Offense	Third Offense
1	Eating in undesignated areas	Warning	Administration Detention	Administration Detention/ ISS, Parent Conference
1	In halls without a pass	Warning	Administrative Detention	ISS/OSS for continued behavior at the discretion of Building Administration or designee, Parent Conference
1	Ordering food and having it delivered	Warning/Parent Contact	Confiscation/Parent Contact	1-day ISS/OSS/ Parent Contact
1	Unauthorized sale or purchase of candy, food, or drink	Confiscated and Warning/ Parent Contact	Administrative Detention	1 day ISS/OSS
1	Use of obscenities	Warning/ Administrative Detention	1-3 ISS/ OSS; parent/guardian/guardian conference	3-5 ISS/ OSS; parent/guardian/guardian conference
1	Violation of dress code (See board policy 5132 Dress and Grooming)	Warning will be given at the discretion of Building Administration *** with the exception the whole building sweep	Administrative Detention at the discretion of the Building Administration	ISS/OSS, Parent Conference.

1	Inappropriate Cell phone use *** see BOE Policy 5516 - Use of Electronic Communication and Recording Devices	Warning, possible Administrative confiscation: returned at the end of the day, parent notified	Administrative Detention, possible Administrative confiscation: returned at the end of the day, parent notified	1-3 days ISS/OSS/ Administrative Detention, possible Administrative confiscation: returned at the end of the day, parent notified. Subsequent offenses require parent meeting and Behavior Modification Plan
1	Disruptive Bus Behavior	Warning: Review of Bus Expectations	Administrative Detention/Parent Contact/ Possible loss of privileges	1-3 days ISS/OSS, possible loss of privilege, behavior contract
2	Disrespect: refusal to recognize/accept norms, policies, and procedures	ISS/ OSS Administrative Detention at the discretion of Building Administration as a result of Due Process and Investigation	1-3 days OSS at the discretion of Building Administration as a result of Due Process and Investigation, possible CST referral	3-5 days OSS at the discretion of Building Administration as a result of Due Process and Investigation, possible CST referral
2	Forging a signature/altering a pass	Administrative Detention, Cut will be issued	1 day ISS/OSS, Cut will be issued, Parent Conference	1-3 OSS, cut will be issued, Parent Conference
2	Leaving the school building	All cuts will be charged; Administrative Detention ISS/ OSS/ at the discretion of the Building Administration as a result of Due Process and investigation/ possible Drug Test	All cuts will be charged; 1 day ISS/ OSS/ at the discretion of the Building Administration as a result of Due Process and investigation, Drug Test	All cuts will be charged; 1-3 days OSS, at the discretion of the Building Administration as a result of Due Process and investigation/Drug Test/ Parent/ Guardian Conference/ Resource Referral
2	Plagiarism/Academic Dishonesty Referring to Policy 2365 Acceptable	Loss of credit on Assignment/ Administrative discretion - Student Conference or review of electronic resources	Loss of credit on assignment/ Student Conference/ Parent/ Guardian Conference, possible suspension of network privileges/	1-3 days ISS/ OSS - loss of credit on assignment/ possible revocation of Network Privileges,

	Use of Generated Artificial Intelligence, BOE Policy 5701 Plagiarism	policy/ Parent meeting - in both cases, the student will have the option to make up the assignment, possible use of computer privileges under supervision only	Provide Resources regarding AI if due to technology	
2	Gambling	Administrative Detention/ Parent/Guardian Conference	1 day ISS/OSS parent Conference	1-3 days /OSS, Resource Referral
3	Unacceptable Behavior - including but not limited to theft, trespassing, vandalism, improper urination/defecation	1-3 days ISS/OSS/ Administrative Detention at the discretion of Building Administration as a result of Due Process and Investigation	3-5 days OSS at the discretion of Building Administration as a result of Due Process and Investigation, possible CST referral, Parent/ Guardian Conference	5-8 days OSS at the discretion of Building Administration as a result of Due Process and Investigation, possible CST referral, Parent/ Guardian Conference
3	Insubordination: willful and open defiance, failing to recognize school staff's authority, including but not limited to resistance to Safety Officers	1-3 days ISS/OSS at the discretion of Building Administration as a result of Due Process and Investigation/ Parent Conference	3-5 days OSS at the discretion of Building Administration as a result of Due Process and Investigation, possible CST referral, Parent/ Guardian Conference	5-8 days OSS at the discretion of Building Administration as a result of Due Process and Investigation, possible CST referral, Parent/ Guardian Conference, possible legal action
3	Disorderly Person Offense includes: Stealing, destruction of school	Minimum 5 days OSS, removal from regular education program, long-term suspension, or expulsion; resource referral w/ SAC, referral to Crisis Mgt. Team and	Minimum 5-8 days OSS, removal from regular education program, long-term suspension, or expulsion; resource referral w/ SAC, referral	Minimum 8-10 days OSS, removal from regular education program, long-term suspension, or expulsion at the discretion of Building Administration as a result of Due Process and Investigation, resource referral

	property, initiating a false fire alarm, fireworks, arson, trespassing	possible police notification	to Crisis Mgt. Team and possible police notification	with/ SAC, referral to Crisis Mgt. Team and possible police notification
3	Fighting; physical conflict; Inciting a fight	Up to 3-10 days OSS, resource referral with/ SAC, referral to Crisis Mgt. Team and possible police notification	Up to 7 - 10 days OSS, removal from regular education program, resource referral with/ SAC, referral to Crisis Mgt. Team and possible police notification	Up to 10 days OSS removal from regular education program, expulsion at the discretion of Building Administration as a result of Due Process and Investigation, resource referral with/ SAC, referral to Crisis Mgt. Team and possible police notification / in the case of a rec. Long Term Suspension/ Expulsion/ Supt. Judiciary Committee Hearing
3	Harassment/ Intimidation and bullying (includes cyber bullying) *** this requires the HIB protocol	Administrative detention, 1-3 days ISS/OSS; parent/guardian conference required, Possible CST referral, Possible Resource Referral	3-5 days OSS; parent/guardian conference required, Possible CST referral, Resource Referral, possible court complaint	5-8 days OSS; parent/guardian conference required, Possible CST referral, Resource Referral, possible court complaint
3	Leaving school grounds	All cuts will be charged; 1 day ISS/ OSS, parent conference, Possible Police Contact, Possible Drug Test	All cuts will be charged; 1 day ISS/OSS, parent conference, and resource referral possible. Police Contact. Drug Test	All cuts will be charged; 1-3 days OSS, Parent/ guardian Conference/ Resource Referral/ Possible Police Contact/ Drug Test
3	Threat of bodily harm to any board employee or student	3-10 days OSS; Criminal charges may be filed Possible Police Contact Superintendent Hearing	5-10 days OSS; Criminal charges may be filed/ Possible Police Contact Superintendent Hearing	5-10 days OSS; Criminal charges may be filed/ Possible Police Contact Superintendent /Judiciary Hearing

		and/or expulsion.		
3	Possession of a weapon, as defined under NJSA 2C:39-1	10 days OSS; immediate removal from regular education setting, long-term suspension, Possible Police notification, Superintendent Hearing or expulsion proceedings, resource referral, at the discretion of building administration after investigation and due process	10 days OSS; immediate removal from regular education setting, long-term suspension, Police notification, Superintendent Hearing or expulsion proceedings, resource referral, at the discretion of building administration after investigation and due process	10 days OSS; immediate removal from regular education setting, long-term suspension, Police notification, Superintendent Hearing or expulsion proceedings, resource referral, at the discretion of building administration after investigation and due process
3	Possession of a firearm, as defined under NJSA 2C:39-1f	10 days OSS, removal from regular education program, long-term suspension, Superintendent Hearing , or expulsion; resource referral w/ SAC, referral to Crisis Mgt. Team and mandatory police notification	10 days OSS, removal from regular education program, long-term suspension, Superintendent Hearing or expulsion; resource referral w/ SAC, referral to Crisis Mgt. Team and mandatory police notification	10 days OSS, removal from regular education program, long-term suspension, Superintendent Hearing or expulsion; resource referral w/ SAC, referral to Crisis Mgt. Team and mandatory police notification
3	Assault includes, but is not limited to, hitting with an object, spitting	10 days OSS; immediate removal from regular education setting, long-term suspension, possible Police notification, or expulsion proceedings, resource referral, at Superintendent Hearing/Judiciary Hearing	10 days OSS; immediate removal from regular education setting, long-term suspension, Police notification, or expulsion proceedings, resource referral, at Superintendent Hearing	10 days OSS; immediate removal from regular education setting, long-term suspension, Police notification, or expulsion proceedings, resource referral, at Superintendent Hearing/Judiciary Hearing
3	Assault on a school employee - a crime of violence	10 days OSS; immediate removal from regular education setting, long-term suspension, possible Police	10 days OSS; immediate removal from regular education setting, long-term suspension, Police	10 days OSS; immediate removal from regular education setting, long-term suspension, Police notification, or expulsion proceedings, resource referral,

	against another person	notification, or expulsion proceedings, resource referral, Superintendent Hearing/ Judiciary Hearing	notification, or expulsion proceedings, resource referral, at the discretion of building administration after investigation and due process, Superintendent Hearing	at, Superintendent Hearing/ Judiciary Hearing
3	All ten-day Suspensions	All ten-day suspensions require a Superintendent Hearing for re-entry into the school Community.	Less than ten-day suspensions may require a Superintendent Hearing at the discretion of Building and Central Administration.	
Attendance	Class cutting (and/or more than 5 minutes late to class or more than ten minutes out of the classroom without teacher permission)	1- Warning	2nd - Administrative Detention	3rd Saturday School/Administrative Detention, 4th ISS, 5th - ISS, Loss of Credit from Class if the class is cut five times
Attendance	Cutting Administrative detention	2x- one courtesy reschedule per year / Community Service	2x one -courtesy reschedule per year / Community Service	2x one courtesy reschedule per year / Community Service
Attendance	Cutting Saturday School	2x one courtesy of a reschedule/ Community Service	1 day ISS/ OSS / Community Service	1 day OSS
Attendance	Cutting teacher detention	1x courtesy of a reschedule	Central detention/ Community Service	Saturday School/ Community Service
Attendance	Late to School homeroom	5 lates - Conference/ Central Detention	10 lates – Saturday Detention	15 lates –Central Detention 20th late- Saturday Detention *cycle repeats every 5 tardies

Attendance	Tardy to class (defined as under 5 minutes late and unexcused)	5 lates - Conference/ Administrative Detention	10 lates – Saturday Detention	15 lates –Central Detention 20th late- Saturday Detention *cycle repeats every five tardies
Attendance	Tardy to school - arrival at school after 8:22 am, Rahway Academy; 8:01 RHS Letters for tardies/ Genesis generated call and text	On the 5th tardy: warning letter, parent notified	On the 10th tardy: warning letter, parent notified	On 15th tardy: parent conference

Rahway Elementary School's Code of Conduct

	BEHAVIOR	1ST OFFENSE	2ND OFFENSE	SUBSEQUENT OFFENSE
	Cell Phone Use	All Students Confiscated: returned at the end of the day, parent notified	All students: Confiscated: parent must pick up	Restorative Justice Practice Lunch/ Recess Detention Parent Notification 3-6: ISS/OSS
	Insubordination Willful and Open Defiance	All Students Warning Restorative Justice Practice Lunch/ Recess Detention Parent Notification	K-2 Restorative Justice Practice Lunch/ Recess Detention Parent Notification 3-6: possible 1-3 days ISS/OSS	K-2 Lunch/ Recess Detention Parent Notification CST Referral 3-6- administrative discretion, 2-4 days ISS/OSS loss of the next school-wide event/ end of year/ Field Trip privilege
	Inappropriate Behavior/Language	All Students K-6 Warning Restorative Justice Practice Lunch/ Recess Detention	All students K-6 Warning Restorative Justice Practice Lunch/ Recess	K-2 Parent Conference, CST Referral, Resource Referral, Administrative Discretion 3-6: 1-3 days ISS/OSS, Parent Conference, Administrative

		Parent Notification	Detention Parent Notification	Discretion
	Horseplay/Hitting	K-2: Warning, parent notified, Restorative Consequence. 3-6: Parent Notified, Restorative Consequence, Administrative Discretion to send home for the day	K-2: parent notified, Restorative Consequence, Counselor Meeting. 3-6: Parent Notified, 1-3 ISS/OSS, Administrative Discretion to send home for the day, Counselor Meeting	K-2: Mandatory Parent Conference, CST Referral, Administrative discretion 3-6: Parent Notified, 2-5 Days OSS, Administrative discretion, loss of the next school-wide event/ end of year/ Field Trip privilege. Subsequent offenses may result in increasing ISS/OSS assignments, Referral for Resources, CST
	The threat of Bodily Harm to Staff or Student	K-2 Conference w/student & parents, Restorative Justice Practice 3-6: Administrative discretion, ISS/OSS Possible police notification,	K-2: Referral to CST, Resources Referral, Mandatory Parent conference, 3-6: Referral to CST, Resources Referral, Mandatory Parent Meeting, 2-4 OSS, Administrative discretion, loss of the next school-wide event/ end of year/ Field Trip privilege	K-2: Referral to CST, Resources Referral, Mandatory Parent conference, 3-6: Referral to CST, Resources Referral, Mandatory Parent Meeting, 3-5 OSS, Administrative discretion, loss of the next school-wide event/ end of year/ Field Trip privilege
	Fighting	K-2- parent conference, restorative practice, parent conference required 3-6 - parent conference, 1-3 Day ISS/OSS, parent conference required Administrative discretion, loss of the next school-wide event/ end of year/ Field Trip	K-2- parent conference, restorative practice, parent conference required 3-6 - parent conference, 2-4 Day OSS, parent conference required Administrative discretion, loss of the next school-wide event/ end of year/ Field Trip privilege - privilege can be earned	K-2- parent conference, restorative practice, parent conference required 3-6 - parent conference, 3-5 Day OSS, parent conference required Administrative discretion, loss of the next school-wide event/ end of year/ Field Trip privilege - privilege can be earned

		privilege - privilege can be earned		
	Intentional Spitting	K-2- parent conference, restorative practice, parent conference required 3-6- parent conference, 1-3 Day ISS/OSS, parent conference required - privilege can be earned	K-2- parent conference, restorative practice, parent conference required 3-6- parent conference, 3-5 Day ISS/OSS, parent conference required - privilege can be earned	K-2 Administrative discretion, loss of the next school-wide event/, year/ Field Trip privilege 3-6 - parent conference, 5-7 ISS/OSS, referral to CST, end-of-year privileges cannot be earned
	Plagiarism	Parent Conference, opportunity to redo assignment	Parent conference, Zero on assignment	Administrative discretion
Attendance	Tardy - arrival at school after 8:40 am	On the 5th tardy: warning letter, parent notified	On the 10th tardy: warning letter, parent notified	On 15th tardy: parent conference

Controlled Substances

School agents must report to DCPD as needed, based on the circumstances and response. Communication with SAC Referral and Counseling is required in all cases.

Controlled Substance	If consequence requires a Drug Test...	Refusal acts as a positive result, see progressive discipline	2nd Refusal	
Controlled Substance	Smoking, Drinking, and/or Vaping - Marijuana use is under Tier III	possible ISS, Meeting with SAC, resource referral, Possible Drug screening, Parent contact, Possible Police Notification	3 days ISS/OSS; parent/guardian conference/ SAC referral/ Drug Screening	5 days OSS; parent/guardian/guardian conference/ SAC referral/ possible drug test

Controlled Substance	Possession of controlled substances (see below for THC Vape)	3-5 days OSS; Resource referral w/ SAC, removal from regular education program, possible long-term suspension, or expulsion proceedings; referral to Crisis Mgt. Team and possible police notification	5-10 days OSS; Resource Referral w/ SAC, removal from regular education program, long-term suspension, or expulsion proceedings; referral to Crisis Mgt. Team and possible police notification	10 days OSS; Resource Referral w/ SAC, removal from regular education program, long-term suspension, or expulsion proceedings; referral to Crisis Mgt. Team, possible police notification, Superintendent Hearing
Controlled Substance	Possession of a Nicotine Vape	Confiscation, Parent Contact, SAC notification, Saturday School, possible Referral to Resources	Confiscation, Parent Contact, Parent Conference, 1 day OSS, possible drug screen	Confiscation, Parent Conference, 1-3 OSS, Drug Screening
Controlled Substance	Possession of a THC or unidentified Vape	3 Days ISS/ OSS, Meeting with SAC, resource referral, Possible Drug screening, Parent contact	3 days ISS/OSS; parent/guardian conference/ SAC referral/ Drug Screening	5 days OSS; parent/guardian/guardian conference/ SAC referral/ possible drug test
Controlled Substance	Under the influence of controlled substances/ Positive Drug Test / Suspicion of under the influence of Controlled substances, ie. drugs/possession of controlled substances	Minimum 5 days OSS, removal from regular education program, long-term suspension, or expulsion; resource referral w/ SAC, referral to Crisis Mgt. Team and possible police notification	Minimum 5-10 days OSS, removal from regular education program, long-term suspension, or expulsion; resource referral w/ SAC, referral to Crisis Mgt. Team and possible police notification, Superintendent Hearing	8-10 days OSS, removal from regular education program, long-term suspension, or expulsion; resource referral w/ SAC, referral to Crisis Mgt. Team and possible police notification, Superintendent Hearing
Controlled Substances	If a student has a combination of Offenses, ie, Possession and then a Positive Test	Consequences follow a larger limit, but not summative, for example, possession plus a positive drug test, five suspensions.		

