Somerset Intermediate School Scholar Handbook

Core Values

- CARING
- APPRECIATION
- RESPECT
- DETERMINATION



Somerset School Mission Statement

The mission of Somerset School is to prepare young, emerging adolescent scholars with the understanding and skills necessary to cope with their own changes from childhood to adolescence, and with academic skills and knowledge essential for the transition into the middle level, continued school success, as well as lifelong learning.

Somerset School Vision Statement

We strive to embrace a scholar-centered approach that values and inspires learners, fostering accountability, growth, and a strong sense of belonging in a welcoming, respectful, inclusive, and joyful environment.

North Plainfield District Mission Statement

North Plainfield School District is dedicated to prioritizing scholar learning through the academic experience, extracurriculars, and community engagement. We are a diverse scholar community, guided by our core values.

North Plainfield District Vision Statement

We commit to setting high expectations for scholars to meet grade level standards in a safe and supportive learning environment, aspiring for all scholars to be enrolled, employed or enlisted upon graduation.

Important Phone Numbers

North Plainfield School District Offices

Superintendent: Michelle Aquino……908-769-6060
Assistant Superintendent: Filipe Luis……908-769-6059
Business Administrator: Pamela Graziano……908-769-6050
Department of Special Services……908-769-6090
Maschio's Food Service……908-769-6000 x 3108

Somerset Intermediate School

Main Office……908-769-6080
Attendance Line……x 1101
Principal……x 1100
Administrative Assistant……x 1100
Assistant Principal……x 1119
School Counselors/ HIB Specialists……x 1117 & 1118
School Nurse……x 1106

School Schedule (Arrival at door 8 begins at 8:00 a.m.)

Full Day……8:15 a.m. – 2:55 p.m.
Two Hour Delayed Opening……10:15 a.m. – 2:55 p.m.
Four Hour Session (Early Dismissal)……8:15 a.m. – 12:15 p.m.

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INTRODUCTION

The Somerset School Code of Conduct aims to provide clear expectations for scholar behavior that reflect the qualities of a Somerset Scholar. The purpose of establishing behavioral expectations is to create a welcoming school environment at Somerset where scholars feel a sense of belonging and can learn effectively. The Code of Conduct also aims to communicate the consequences for not behaving in a way that meets the expectations of a Somerset Scholar. This handbook has been aligned and closely matched with district policies and state regulations. A policy is a set of rules or expectations that people follow, and a regulation explains how the rules or expectations are followed. Policy and regulation 5600 are key in developing the handbook. While scholars are in school away from their parents, district staff members act *In Loco Parentis*. This means that the staff members act in place of the child's parent while in the care of a district school. Therefore, staff members can uphold behavioral expectations and follow through with consequences when those expectations have not been met. It is also important to recognize that in developing a Code of Conduct handbook, all scholars should be treated fairly regarding expectations and consequences that align with the Guidance on Discrimination in School Discipline.

Expectations

Somerset scholars should conduct themselves in a manner that aligns with the district's core values - Caring, Appreciation, Determination, and Respect (C.A.R.D). These values are outlined in the expectations for behavior, physical safety, attendance, academic integrity, and the use of electronics. There are many opportunities throughout the day for scholars to demonstrate the expected behavior. With each opportunity comes the potential for growth, maturity, and overall character development.

Harassment, Intimidation, and Bullying (H.I.B.) will not be tolerated. If a scholar is experiencing or suspects that others are experiencing H.I.B., please report it to an adult. Please see district policy 5512 and the Guidance for Parents on the Anti Bullying Bill of Rights.

Consequences

It is the practice of the faculty and staff at Somerset School to use a positive and restorative approach with scholars. However, when they do not meet the expectations, it leads to disciplinary actions as a consequence. We strive to make discipline a private learning experience and an

opportunity for growth. All scholars are asked in conversation with adults to reflect on their behaviors that result in consequences. Consequences are the results of choices that help scholars learn responsibility, while punishment is about imposing penalties, often without promoting growth or understanding. We are committed to ensuring that scholars receive consequences for their actions, not punishments, to hold them accountable while still caring for their mental and emotional well-being. If scholars don't adhere to the behavioral expectation(s), they may receive one or more of the following consequences:

1. Warning
2. Teacher Choice Consequence
3. C.A.R.D. reflection
4. Detention(s)
    a. Lunch/ Recess
    b. Administrative Detention(s) - Assigned by the Principal or Assistant Principal (before or after school)
5. Conferences - Conferences with administrators, counselors, or parent conferences
6. Loss of privileges - Cannot participate in special events.
7. Community Service - Parents, along with administration and staff, will determine the activity
8. Suspension - In-school or out-of-school (May include loss of privilege(s))
9. Restorative Conferences - A conference with the parties involved seeking to repair a harm that an action or situation has caused. "A restorative conference is a formal response to wrongdoing where all those involved and affected by an incident come together with a trained facilitator to explore what happened, who was affected, and what needs to be done to make things right." - International Institute of Restorative Practices (IIRP)
10. Peer Mediation - A process by which scholars who are having a conflict can come together to resolve the conflict.
11. Positive Behavior Support Plan

Some other things that should be known about consequences are:

- Administrators can use discretion when giving scholars consequences.
- Adults will have private conversations with scholars in all instances.
- Parents will be contacted in all instances. The reporting staff member who observed the behavior will initially call the parent/guardian to inform them that the situation has occurred.
- Consequences on the rubric can include some or all of the items on the list.
- If scholars behave inappropriately in the cafeteria, they may receive one or more of the following consequences:
    - warning
    - a change in seating
    - eating at a separate table or location
    - lunch and/or detention
- Repeated inability to follow the bus expectations will result in the suspension and potential revocation of transportation privileges.
- MINOR OCCURRENCES
    - The teacher will keep documentation of the incident, date, time, and location
    - Once a minor occurrence has reached the level of an administrative referral, the teacher shall submit the referral and include a write-up of the documentation of the previous occurrences.
- MAJOR OCCURRENCES
    - Reported as an administrative referral in Genesis. When submitting the referral, the teacher must include a write-up of the documentation of the previous occurrences, if applicable.
- Any scholar who is being suspended is entitled to due process according to N.J. state laws. Due process is the legal requirement that the state must respect all of the legal rights that are owed to a person.

Attendance

- The North Plainfield School District is dedicated to academic achievement and success for all scholars. Our goal is to make sure that all scholars regularly attend school. We realize some absences are unavoidable due to health problems or other circumstances. But we also know that when scholars miss a significant amount of school, regardless of the reason, it can cause them to fall behind academically. If a scholar is chronically absent by missing 10% or more of the number of days enrolled for an entire school year, it can have an impact on their success.
- When a scholar is absent, it is the responsibility of the parent/guardian to call the attendance line to report the child's absence by 8:00 am. Please leave the scholar's name, homeroom or teacher, and reason for absence.
- Scholars are expected to be *in class* by 8:15 a.m. All scholars who arrive at 8:15 or later must stop in the atrium to be checked in and marked late.

1- BEHAVIOR EXPECTATIONS

General

- Respect each other and all adults.
- Listen to and follow the directions of adults.
- Keep your voice at an appropriate volume while inside and be respectful towards others during instructional and non-instructional time (e.g., walking through the hallways, leaving and exiting rooms, after school, before school).
- Refrain from name-calling and any other improper language. This includes ethnic, racial, religious, and other types of slurs or offensive language.
- Refrain from engaging in any Harassment, Intimidation, and Bullying (H.I.B.).
- Care for school property and the property of others.
- Refrain from selling, trading, or exchanging personal property, products, or services.
- Stealing is not permitted.
- Chewing gum, eating candy, or any other type of food is only permitted with the approval of a teacher or an administrator for a specific reason. However, it is not allowed during physical activity.
- Items that are used in a manner to disrupt learning and are not used for instructional purposes, such as the use of nuisance items, are not allowed (ex., fidget spinners, rubber bands, bracelets, balls, toys, etc., or any item that disrupts learning).

Arrival & Dismissal

- Please follow the general expectations
- Please keep the doorway clear so that people can pass.

Bus

- Obey and respect the bus's expectations and the bus driver.
- Respect your fellow passengers on the bus.
- Use respectful language while speaking in a soft, conversational tone of voice.
- Take care of the bus (seats, seatbelts, windows, walls, etc.) and keep it clean.
- After the bus scholars are dropped off at school, they must report directly to the community room and must remain there until released by staff members to proceed to class.

Community Room/ Lunch/ Recess

- Respect everyone while they are enjoying their meals and each other's company.
- Follow the directions of the cafeteria/ recess staff.
- Phones must be powered off and stored away.
- Please follow the general expectations.

Bathroom

- Use the bathroom quietly and respect each other's privacy.
- Use the conversational tone that you would use inside.
- Keep the toilets, walls, sinks, floors, ceilings, etc., clean.
- Please do not climb on the toilets, sinks, walls, or anything else in the bathroom.
- Bathrooms must be used for intended purposes only. There should be no horseplay or fooling around in the bathroom.
- While transitioning between periods, scholars should go to their classroom first before going to the bathroom.

Water Fountains

- During class, you must have permission from a staff member to use the water fountain.
- Getting water must not cause a late arrival to class.
- Please keep the water fountain and the surrounding area clean. Water should only be in the fountain and your water bottle.
- There should be no fooling around by the water fountain.

Dress Code (Policy 5511 – Dress Code and Grooming): *Scholars should be dressed appropriately for school.*

- Clothing, shoes, or accessories that disrupt or cause a safety hazard are not permitted, including items with inappropriate, profane, and/or suggestive or offensive language/pictures.
- To maintain a safe, secure, and respectful learning environment, students are not permitted to wear hats, caps, hoods, or other head coverings inside school buildings during the school day. All headwear, including hooded sweatshirt hoods worn over the head, must be removed upon entry and remain off while indoors. Exceptions will be made only for:
    - Religious or cultural observance
    - Documented medical necessity
    - School-sanctioned activities or spirit days approved by administration

  Students who do not comply will be directed to remove the item. Repeated or willful refusal may result in progressive disciplinary action consistent with the code of conduct.
- Footwear should not pose a safety concern (flip flops, slippers, strapless sandals, wheelies, shoes without ankle support, etc.)
- All shorts, pants, slacks, and skirts must be worn at the waist.
- Any clothing that is too revealing or exposes undergarments will be deemed inappropriate (tank tops, t-straps, halter tops, camis, crop tops, shirts, bicycle shorts, overly short shorts, skirts, dresses, undershirts, etc.).
- **Additionally, any clothing, including headgear that violates another area of the scholar Handbook, such as wearing connected AirPods, headphones, etc., should not be worn.**

1-BEHAVIOR CONSEQUENCES/ RESPONSES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
A. Defiance: Refusal to follow school and/or classroom expectations and/ or procedures	**MINOR – Teacher Level** – A minor defiance violation occurs when a scholar refuses to follow an expectation, direction, or classroom procedure in a way that is non-threatening and low-level. The behavior is often momentary, passive (e.g., ignoring), or due to frustration. The scholar may comply after redirection, and the situation does not significantly disrupt the class or school environment. Examples may include: ● Delayed response to instructions (e.g., taking too long to sit down or get started on work). ● Rolling eyes or sighing when corrected. ● Saying things like "Why do I have to?" or "This is boring" without escalating. ● Mild talking back, but stops after redirection. ● Ignoring a request once or twice. ● Physical act of minor frustration ● Using a pass for the incorrect bathroom location.			
	1. C.A.R.D. Reflection	**1. Teacher consequence** 2. C.A.R.D. reflection		**Administrative referral**
	MAJOR – Administrative Level – A major defiance violation happens when a scholar repeatedly or openly refuses to follow expectations or directions in a way that disrupts the learning environment, shows deliberate noncompliance, or includes disrespectful or oppositional behavior. Examples may include: ● Refusing to follow staff directions after being asked multiple times ● Continuing to not follow school expectations after repeated reminders (e.g., phone use, dress code) ● Purposely disrupting learning (e.g., yelling, throwing objects, refusing to stop when asked) ● Being openly defiant during school events or assemblies ● Encouraging others not to follow school expectations or ignore directions ● Not cleaning up after yourself during lunch and recess ● Refusal to be prepared			
	1. Lunch and/or Recess Detention 2. C.A.R.D. reflection 3. Restorative Conference or mediation, if possible	**1. Administrative Detention** **2. Referral to the school counselor** 3. C.A.R.D. reflection 4. Restorative Conference or mediation, if possible	**1.** Administrative Detention**(s) or Suspension** 2. C.A.R.D. Reflection 3. Restorative Conference or mediation, if possible	1. Suspension **2. Parent conference** 3. C.A.R.D. Reflection 4. Restorative Conference or mediation, if possible
B. Inappropriate Behavior	**MINOR – Teacher Level** – Minor inappropriate behavior includes actions that are mildly disruptive, disrespectful, or against classroom/school expectations but are not harmful, threatening, or repeated. These behaviors are often impulsive, can usually be corrected with a warning or redirection, and do not cause significant disruption to others. Talking out of turn or calling out answers without raising a hand. Being off-task (ex., daydreaming, doodling, etc.). ● Low-level disruptions (ex., tapping a pencil, making small noises, or talking to a peer during instruction). ● Non-violent physical disruptions (ex., tapping feet, rocking in the chair, fidgeting).			
	1. C.A.R.D. Reflection	**1. Teacher consequence** 2. C.A.R.D. reflection		**Administrative referral**
	MAJOR – Administrative Level (Ex: Any behavior that jeopardizes the safety of scholars or staff) – Major inappropriate behavior includes actions that are intentional, deliberate, repeated, or significantly disruptive or disrespectful. These behaviors may impact the safety, learning, or well-being of others and are more serious. Major behaviors may also include actions that continue after prior redirection or consequences. Examples may include any other severe and extreme behaviors that do not fall into other categories in the handbook. ● Jeopardizing the safety of others and oneself (ex., spitting) ● Viewing inappropriate content on devices ● Repeated inappropriate behavior ● Throwing objects			

1-BEHAVIOR CONSEQUENCES/ RESPONSES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
	• Creating unnecessary alarm (pulling alarms, saying that a person has a weapon)			
	1. Lunch and/or Recess Detention 2. C.A.R.D. reflection	**1. Administrative Detention** 2. C.A.R.D. reflection	**1. Administrative Detention(s) or Suspension** 2. C.A.R.D. Reflection	**1. Suspension** **2. Parent conference**
C. Profanity, inappropriate gestures, or language towards the staff or scholars.	**MINOR – Teacher Level** – These are low-level incidents of inappropriate language or gestures that don't escalate to threats, harassment, or confrontational behavior. They are typically unintended or isolated occurrences. They may cause mild disruption or offense, but no fear or emotional harm. Examples may include: • Use of derogatory and/or insulting words • Using mild profanity out of frustration (e.g., "this sucks," "dang it") or profanity not directed toward anyone. • Exaggerated eye-rolling or making a sarcastic facial expression when given instructions. • Mildly inappropriate jokes or comments that aren't aimed at anyone specifically (e.g., "stupid homework"). • Roast battles using minor offensive language • Saying "Shut up" or "Leave me alone" in a non-threatening tone towards an authority figure. • Non-offensive hand gestures like shrugging or putting hands on the hips in frustration towards an authority figure.			
	1. Apology	**1. C.A.R.D. reflection**	**1. Teacher consequence**	**Administrative referral**
	MAJOR – Administrative Level – These are serious incidents of offensive or confrontational language/gestures that are intended to insult, threaten, or demean others. These incidents are often targeted and escalate conflict. There is ill intent; it causes a substantial disruption, emotional distress, is directed in an argumentative manner, and/ or is deliberate. Examples may include: • Use of derogatory and/or insulting words • Using strong profanity or curse words directly aimed at a teacher or scholar • Roast battles using major offensive language • Inappropriate sexual comments (e.g., "You look hot" or "Nice legs" directed at a peer). • Flipping someone off (giving the middle finger) to a staff member or scholar. • Making obscene gestures (e.g., obscene hand signs or mock threatening gestures).			
	1. Lunch/Recess detention(s) -or- Administrative Detention 2. Restorative Conference or mediation, if possible 3. C.A.R.D. reflection	**1. Suspension** **2. Community service** **3. Parent conference** **4.** Restorative Conference or mediation, if possible 5. C.A.R.D. reflection	**1.** Suspension**(s)** **2. Referral to the school counselor** **3.** Restorative Conference or mediation, if possible **4.** C.A.R.D. reflection	**To be determined by the administration**
D. Racial, Ethnic, and or Religious Slur(s) – Bias related. Use of insensitive language, behavior, or symbolism Pol. / Reg. 8465 – Hate Crimes and Bias Related Acts	1. Lunch/Recess detention(s) -or- Administrative Detention 2. Apology letter 3. C.A.R.D. reflection 4. Restorative Conference or mediation, if possible 5. Police contacted	**1. Suspension** **2. Community service** **3. Parent conference** 4. Apology letter 5. C.A.R.D. reflection 6. Restorative Conference or mediation, if possible 7. Police contacted	1. Suspension**(s)** **2. Referral to the school counselor** 3. C.A.R.D. reflection 4. Restorative Conference or mediation, if possible 5. Apology letter 6. Police contacted	**To be determined by the administration**

1-BEHAVIOR CONSEQUENCES/ RESPONSES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
E. Dress code Violations Pol.5511 – Dress and Grooming	**MINOR – Teacher Level –** Dress is slightly out of compliance, but does not cause a disruption or disruption to learning, isolated or unintentional incident. • Clothing that exposes private body parts (shorts, skirts, crop top shirts) • Wearing hoodies in a way that a scholar cannot be identified or is causing a safety concern			
	1. Send to the nurse if necessary	1. Send to the nurse if necessary	**To be determined by the administration**	
	MAJOR – Administrative Level – Dress that is clearly inappropriate, offensive, or disruptive to the school environment, unsafe, repeated violations, refusal to comply with dress code after given directions, explicit, profane, or discriminatory messages. • Exposing your bare skin or body parts in an inappropriate manner • Wearing clothing that reflects profanity, hate, discrimination, and/ or threat of major violence • Wearing clothing that can physically harm others (belt with spikes, jewelry used to intentionally cause physical harm)			
	1. Warning 2. Administrative detention 3. Contact the main office to call home 4. Send to the school nurse 5. Made to change 6. Behavior reflection	1. Call home from the main office and send to the school nurse 2. Must change attire 3. Administrative Detention 4. Behavior reflection **5. Parent conference**	1. Call home from the main office and send to the school nurse 2. Must change attire **3. Referral to the counselor** **4. Suspension**	**To be determined by the administration**
F. Excessive administrative referrals (Five or more in a marking period or trimester)	1. C.A.R.D. reflection 2. Conference with the school counselor 3. Referral to the Intervention and Referral Services team			
G. Stealing or knowingly giving and/ or receiving stolen property	**MINOR – Teacher Level –** A minor stealing or receiving stolen property violation occurs when a scholar takes something that doesn't belong to them or accepts stolen property, but the item is of low value or the incident appears to be a mistake. Examples may include: • Taking a classmate's pencil, eraser, small school supplies, beverages, and food • Borrowing something (e.g., a book, pencil, art book) without asking and not returning it • Taking an extra item (e.g., milk or snack) from the cafeteria without paying • Pocketing a lost item without turning it in (e.g., lip balm or keychain)			
	1. C.A.R.D. reflection 2. Item returned and/or replaced	1. C.A.R.D. reflection 2. Item returned and/or replaced **3. Teacher consequence**		
	MAJOR – Administrative Level – A major stealing or receiving stolen property violation happens when a scholar steals or knowingly accepts stolen items of significant value, or when the action is intentional, repeated, or harmful. The scholar may try to hide or keep the item, refuse to return it, or repeatedly engage in this behavior despite warnings. These incidents often disrupt the learning environment and can result in serious consequences. Examples may include: • Stealing money from a classmate's backpack or locker • Taking personal electronics (e.g., phone, headphones, tablet) • Repeatedly stealing from classmates or teachers • Stealing personal items (ex, jewelry, wallet, house keys, backpacks, medical items, clothing – sweaters, items from the lost and found) • Stealing school property (e.g., Chromebook, lab equipment) • Selling or hiding stolen items • Breaking into a locker or a classroom to steal			

1-BEHAVIOR CONSEQUENCES/ RESPONSES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
	1. C.A.R.D. reflection 2. Detention(s) or Suspension 3. Item returned and/or replaced 4. Parent conference 5. Restorative Conference or mediation, if possible 6. Community service 7. Police notification	**To be determined by the administration**		
H. Vandalism Purposefully, knowingly, or recklessly destroying or defacing property (Depending on the nature of the violation, police involvement may be necessary.) Pol./Reg. 7610 - Vandalism Pol./Reg. 5513 - Care of School Property	**MINOR – Teacher Level –** Minor vandalism refers to small, intentional acts of damage to school property that are superficial, easily repaired, and do not disrupt learning or school operations. Examples may include: • Writing or drawing in or on school textbooks, library books, electronic devices, desks, walls, lockers, or whiteboards with a pencil or erasable marker • Peeling paint or stickers from surfaces • Scratching lockers • Tearing posters • Leaving minor messes in restrooms, classrooms, or hallways (e.g., paper towels on the floor) • Accidentally breaking a school item due to carelessness • Minor damage to school supplies, like bending rulers or tearing posters			
	1. C.A.R.D. reflection 2. Item replaced or damage restitution made	1. C.A.R.D. reflection 2. Item replaced or damage restitution made **3. Teacher consequence**	**Administrative referral** **(Consequences can include community service)**	
	MAJOR – Administrative Level – Major vandalism involves serious or costly damage to school property that may disrupt classes, pose safety risks, or require professional repair. Examples may include: • Tagging or writing graffiti on walls, furniture, doors, windows, or buildings • Carving into desks, lockers, or walls • Damaging plumbing or electrical systems • Damaging school technology (e.g., breaking a Chromebook, removing keyboard keys) • Deliberately smashing windows, doors, or fixtures • Defacing school signs, bulletin boards, or displays • Spray painting school property or using permanent markers inappropriately • Damaging or destroying another scholar's personal belongings • Repeated acts of minor vandalism after prior warnings			
	1. C.A.R.D. reflection 2. Detention/ Suspension 3. Item replaced or damage restitution made 4. Restorative Conference or mediation, if possible 5. Community service 6. Parent conference	**To be determined by the administration**		

2- PHYSICAL SAFETY EXPECTATIONS

General

- Keep your hands, feet, and objects to yourself.
- Inappropriate physical contact will not be tolerated. This includes inappropriate touch (welcomed or unwelcomed) that includes hitting, pushing, slapping, pinching, plucking, kissing, or touching on private body parts. There should be no fighting or horseplay.
- Hand greetings are permitted as long as they do not pose a safety hazard, are not intentionally offensive to others, do not represent gang affiliation, and do not intentionally make the other person uncomfortable.
- Toy weapons, utility tools, or any object that could be construed as a weapon are not permitted in school.
- The throwing of objects is prohibited unless required for school functions or academic purposes. The activity must follow the instructions given by the adults and should not be intentionally harmful.
- Do not play with or near snow, ice, or puddles, within 10 feet of the building, near traffic chains, cones, on the railings, or near the line-up area.
- Scholars are not allowed to use the elevator without an adult escort.

Arrival & Dismissal

- For safety reasons, scholars should not walk through or be dropped off in the parking lot.
- Skateboards, skates, rollerblades, or cycles (including any type of scooter) must be walked onto the school grounds.
- Electric scooters are not permitted (Policy 5514).

Bus

- Enter and exit the bus in a quiet and orderly fashion.
- Remain seated with your seat belt securely fastened.
- Physical contact with other scholars or the throwing of objects is not permitted on the bus.
- After the bus scholars are dropped off at school, they must report directly to the community room and must remain there until released by staff members to proceed to class.

Community Room/ Lunch/ Recess

- Clean up after yourself.
- Keep your hands and feet to yourself.
- Remain in your seat at all times except when entering, exiting, getting lunch, a snack, water, using the bathroom, and visiting the book nook.
- No more than eight scholars should sit on each side of the table.

Bathroom Expectations

- The floors must stay dry.
- The bathroom should be left clean.
- Do not climb on the toilets, sinks, walls, or anything else in the bathroom.

2-PHYSICAL /SAFETY VIOLATION CONSEQUENCES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

<table>
<tr><th></th><th>1st Consequence</th><th>2nd Consequence</th><th>3rd Consequence</th><th>4th Consequence</th></tr>
<tr><td rowspan="4">A. Inappropriate physical contact with a scholar or staff member</td><td colspan="4">MINOR – Teacher Level – A minor violation involves physical contact that is inappropriate but not confrontational, harmful, or intended to cause injury. These behaviors may be playful, impulsive, or due to poor judgment and typically do not result in harm or serious disruption. Scholars are usually responsive to redirection. Examples may include:
• Poking, tapping, or light shoving during a game or conversation
• Horseplay (e.g., rough hugging)
• Touching someone to get attention when asked not to
• Unwanted but non-confrontational physical contact (e.g., grabbing a hat)</td></tr>
<tr><td>1. C.A.R.D. reflection</td><td>1. C.A.R.D. reflection
2. Teacher consequence</td><td colspan="2">Administrative referral</td></tr>
<tr><td colspan="4">MAJOR – Administrative Level – A major violation involves physical contact that is aggressive, forceful, or disrespectful toward a scholar or staff member. These actions may be intended to cause harm,
intimidate, or violate personal space, and often result in injury, fear, or serious disruption. The behavior may also reflect a repeated pattern or refusal to respect boundaries after redirection. Examples may
include:
• hitting, kicking, slapping, spitting, throwing objects or intentionally pushing with anger and/or force toward staff or scholars
• repeated unwanted touching or contact after being told to stop
• any contact that causes physical harm or emotional distress</td></tr>
<tr><td colspan="2">1. Administrative Detention(s) or Suspension
2. Police will be contacted if necessary
3. C.A.R.D. reflection</td><td>1. Suspension
2. Parent conference
3. Police will be contacted if necessary
4. C.A.R.D. reflection</td><td>To be determined by the administration</td></tr>
<tr><td>B. Sexual Harassment

Pol./ Reg. 5751 – Sexual Harassment</td><td colspan="4">Sexual Harassment: Conduct based on sex that is so unwelcome and considered severe, pervasive, and offensive that it denies a scholar equal access to education and activities. It can take place in person or electronically. Examples may include:
• touching the private body parts of another person
• spreading sexual rumors about a classmate
• calling scholars sexually inappropriate names</td></tr>
<tr><td>1. Administrative Detention(s) or Suspension(s)
2. C.A.R.D. Reflection
3. Referral to the school counselor
4. Police contacted if necessary</td><td>1. C.A.R.D. Reflection
2. Suspension(s)
3. Parent conference
4. Referral to the school counselor
5. Police contacted if necessary</td><td colspan="2">To be determined by the administration</td></tr>
<tr><td>C. Intentionally causing false alarms/ Emergencies</td><td>1. C.A.R.D. Reflection
2. Suspension
3. Parent conference
4. Exclusion hearing
5. Police contacted</td><td colspan="3">To be determined by the administration</td></tr>
<tr><td>D. Fighting
Fighting or instigating a fight</td><td colspan="2">1. C.A.R.D. Reflection
2. Detention(s) and/or Suspension(s)
3. Mediation/ Restorative conference
4. Conference with admin and parents</td><td colspan="2">To be determined by the administration</td></tr>
</table>

2-PHYSICAL /SAFETY VIOLATION CONSEQUENCES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

<table>
<tr><th></th><th>1st Consequence</th><th>2nd Consequence</th><th>3rd Consequence</th><th>4th Consequence</th></tr>
<tr><td>E. Drugs
Possession of drugs, drug paraphernalia, alcohol, cigarettes, electronic cigarettes, vaping device(s)
Pol./ Reg. 5330 – Substance Abuse</td><td>1. Suspension(s)
2. Parent conference
3. Referral to the school counselor
4. Referral to Substance Abuse Counselor (SAC)
5. Police contacted
6. Loss of school privileges</td><td colspan="3">To be determined by the administration</td></tr>
<tr><td>F. Weapons
Possession of a weapon or item perceived as a weapon, explosive, and/or destructive device
Pol./ Reg. 8467 – Weapons</td><td>1. Suspension(s)
2. Parent conference
3. Police contacted
4. Possible expulsion hearing
5. Loss of school privileges</td><td colspan="3">To be determined by the administration</td></tr>
<tr><td>G. Threats of bodily harm to self</td><td>1. Referral to the Department of Pupil Services by the administration</td><td colspan="3">To be determined by the administration</td></tr>
<tr><td rowspan="4">H. Threats of violence towards scholars or staff (verbal, written, or gestures)</td><td colspan="4">MINOR – Teacher Level – These threats are generally less likely to result in severe harm but can still cause anxiety, fear, or disruption in the school environment. They often involve more of a verbal altercation or threats made in the heat of the moment. Examples may include:
• Argumentative or angry remarks
• Threats of violence in a "joking" manner
• Threats to property in a "joking" manner
• Inappropriate but non-serious violent comments</td></tr>
<tr><td>1. C.A.R.D. reflection</td><td>1. C.A.R.D. reflection
2. Teacher consequence</td><td>1. C.A.R.D. reflection
2. Conference with the school counselor</td><td>To be determined by the administration</td></tr>
<tr><td colspan="4">MAJOR – Administrative Level – These threats carry a higher risk of serious harm to scholars, staff, or the broader school community. They may involve direct threats, the use of weapons, or actions that instill fear of immediate harm. Examples may include:
• Physical threats with the intention of harm
• Weapon-related threats
• Bomb threats, direct threats of mass violence, and/or mass casualty threats
• Threats involving group violence or mob behavior
• Stalking or intimidation</td></tr>
<tr><td>1. Suspension(s)
2. Referral to the counselor
3. Parent conference
4. Police contacted if necessary</td><td colspan="3">To be determined by the administration</td></tr>
</table>

3- ATTENDANCE EXPECTATIONS

General

- Scholars must acquire a pass from a staff member when traveling the hallways.
- Scholars are expected to report to detention and In-School Suspension when it has been assigned.
- Scholars are expected to have passes when navigating the building.

Arrival & Dismissal

- Scholars are not permitted to leave the building before the dismissal bell unless they have been checked out early by a parent or guardian.

Community Room/ Lunch/ Recess

- Scholars will not be permitted to leave or enter lunch or recess without a staff member's permission and/or pass.

3-ATTENDANCE / FAILURE TO SERVE DETENTION CONSEQUENCES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
A. Cutting Class **Pol./ Reg. 5200 – Attendance**	1. Warning 2. Conference with the school counselor	**1. Detention** 2. Conference with the school counselor **3. Loss of school privileges**	1. Detention(s) **2. Parent conference**	**To be determined by the administration**
B. Late/ Tardy to scheduled classes (and school in certain circumstances)	3rd late/tardy per marking period/ trimester 1. Teacher consequence 2. Conference with the counselor	4th late/tardy per marking period/ trimester **1. Administrative Detention** **2. C.A.R.D. Reflection**	5 tardies in a calendar month **1. Administrative Consequence** 2. C.A.R.D. Reflection **3. Loss of school privilege(s)**	6 tardies will result in a parent conference
C. Refusal or failure to serve Detention	1. The scholar is given another opportunity to serve detention	**1. Detention** **2. C.A.R.D. Reflection**	1. Detention(s) **2. Loss of school privileges** 3. C.A.R.D. reflection	**To be determined by the administration**

4- ACADEMIC INTEGRITY EXPECTATIONS

Scholars are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

1. Cheating on examinations

2. Plagiarism: Plagiarism is presenting work from another source without full acknowledgement that it is not one's own work. This includes plagiarized:

- term papers, themes, essays, reports, images, take-home examinations, and other academic work required of a scholar in their educational program.

3. Falsifying information, research, or other findings with the intention of deceiving. This can include:

- citing information not taken from the source indicated
- listing sources in the bibliography that are not used in the project
- making up information or source information in experiments, research projects, or other academic exercises
- taking a test for another person
- allowing another person to take a test for you.
- providing false information in an academic assignment (ex, giving a false excuse for missing a deadline
- falsely claiming to have submitted an assignment
- Cheating on exams or obtaining copies of exams
- Preventing others from completing their assignments, which can include:
    - removing pages from a book
    - willfully disrupting the experiments or work of other scholars.
    - misrepresenting the contribution of others in a group to give more credit to one particular scholar, for your benefit
    - compromising and/or damaging the school district's technology
- Using generative artificial intelligence (AI) in violation of the district's AI Plan (ex, Chat GPT, Google AI, etc.)
- Selling a term paper, essay, report, or other written, recorded, pictorial, artistic, or other assignment knowing that the assignment is intended to be submitted under a scholar's name for graduation.
- Forging a document

4-ACADEMIC INTEGRITY CONSEQUENCES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

<table>
<tr><th></th><th>1st Consequence</th><th>2nd Consequence</th><th>3rd Consequence</th><th>4th Consequence</th></tr>
<tr><td rowspan="4">A. Plagiarism

Pol.
5701 – Academic Integrity</td><td colspan="4">MINOR – Teacher Level – Minor plagiarism refers to unintentional or limited copying of someone else's work without proper citation. It often results from a lack of understanding about citation rules or academic integrity, rather than deliberate cheating. Examples include:
• Forgetting to cite a source in a paragraph
• Copying a few sentences from a website without quotation marks
• Reusing your previous assignment without teacher approval (self-plagiarism)</td></tr>
<tr><td>1. Teacher warning
2. Redo the assignments (without loss of points)</td><td>1. C.A.R.D. reflection
2. Loss of points
3. Redo the assignment</td><td>1. C.A.R.D. Reflection
2. Loss of points
3. Redo the assignment
4. Teacher consequence</td><td>Administrative referral</td></tr>
<tr><td colspan="4">MAJOR – Administrative Level – Major plagiarism involves deliberate and significant copying of another person's work, claiming it as one's own, and often with the intent to deceive. This is a serious academic offense. Examples include:
• submitting an entire paper copied from the internet or AI tools without credit
• turning in someone else's work as your own
• hiring or finding someone to complete your assignment
• finding someone else to do your work for you</td></tr>
<tr><td>1. Made to redo the assignment for partial credit
2. C.A.R.D. Reflection</td><td>1. No credit for the assignment
2. Administrative Detention
3. C.A.R.D. reflection
4. Parent conference</td><td>1. No credit for the assignment
2. Suspension
3. Parent conference
4. Loss of school privileges</td><td>To be determined by the administration</td></tr>
<tr><td rowspan="4">B. Cheating

Pol.
5701 – Academic Integrity</td><td colspan="4">MINOR – Teacher Level – Minor cheating refers to small or first-time dishonest actions that typically have a limited impact on grades or assessments. It often involves poor judgment rather than a deliberate attempt to deceive on a large scale. Examples include:
• Glancing at a classmate's test briefly
• Whispering a single answer during a quiz
• Bringing in a small unauthorized note
• Copying a few homework answers from a friend</td></tr>
<tr><td>1. Redo the assignment (without loss of points)
2. C.A.R.D. Reflection</td><td>1. Redo the assignment (with potential loss of points)
2. C.A.R.D. reflection
3. Teacher consequence</td><td colspan="2">Administrative referral</td></tr>
<tr><td colspan="4">MAJOR – Administrative Level – Major cheating is a serious violation that involves intentional and significant dishonesty, often intending to gain an unfair academic advantage. Examples include:
• Using a device or a cheat sheet during a major test
• Taking a test for someone else, or letting them take it for you
• Stealing or distributing test questions
• Copying or submitting someone else's entire work as your own</td></tr>
<tr><td colspan="2">1. Redo the assignment
2. No credit for the assignment
3. Detention(s)
4. C.A.R.D. Reflection</td><td>1. Redo the assignment
2. No credit for the assignment
3. C.A.R.D. reflection
4. Suspension
5. Parent conference
6. Loss of school privileges</td><td>To be determined by the administration</td></tr>
</table>

4-ACADEMIC INTEGRITY CONSEQUENCES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

<table>
<tr><th></th><th>1st Consequence</th><th>2nd Consequence</th><th>3rd Consequence</th><th>4th Consequence</th></tr>
<tr><td rowspan="4">C. Forgery

Pol. 5701 – Academic Integrity</td><td colspan="4">MINOR – Teacher Level – Minor forgery refers to smaller, less serious acts of dishonesty. These actions usually involve lower-level deception but still violate the school's code of conduct. Examples include:
● Changing the date or details on a homework or test
● Writing a fake note for missing assignments</td></tr>
<tr><td>1. Warning
2. C.A.R.D. reflection</td><td>1. Teacher consequence
2. C.A.R.D. reflection</td><td colspan="2">Administrative referral</td></tr>
<tr><td colspan="4">MAJOR – Administrative Level – Major forgery is a more serious act of dishonesty involving deliberate and significant efforts to deceive, often with a larger impact on grades, attendance, or the scholar's standing
within the school. This can include forging documents to cover up more significant misconduct or gain unfair academic advantages. Examples include:
● Unintentionally forging a parent's signature on a permission slip or absence note
● Forging a teacher's or principal's signature
● Creating fake letters or documents to excuse poor performance or absences
● Altering official school records or reports with the intent to deceive school officials or parents</td></tr>
<tr><td>1. Detention(s)
2. C.A.R.D. Reflection</td><td>1. Suspension
2. C.A.R.D. Reflection</td><td>1. Suspension(s)
2. Parent conference
3. Loss of school privileges</td><td>To be determined by the administration</td></tr>
</table>

5 - ELECTRONICS EXPECTATIONS

Personal Devices - Pol./ Reg. 5516 - Use of Internet Enabled Devices; Pol./ Reg. 2361- Acceptable Use of Computer Networks/ Computers and Resources; Pol. 2360 - Use of Technology

- Scholars are encouraged not to bring electronic communication devices to school. If a scholar chooses to bring an electronic communication device(s) to school, before entering the school, the device(s) must be turned off by the scholar and passcode protected to prevent any unauthorized use of the device.
    - Examples include cameras; cellular and wireless telephones; laptop computers; watches; electronic readers; two-way radios; any audio or video broadcasting devices; earbuds; tablets; headphones; and any other device that allows a person to audio and/or video record and/or transmit, in either a real time or a delayed basis, video or still images, text, memes, audio recordings; or other information
- Each student who brings an internet-enabled device to school is expected to turn off their internet-enabled device and store it in their backpack, locker, or other bag throughout the entire school day.
- Students in Kindergarten through grade 12 are prohibited from using non-internet-enabled devices.
- Students are permitted to use their internet-enabled device:
    - on a school bus on their way to school or on their way home from school at the end of the school day.
    - on school grounds before the start of the regular school day and on school grounds after the regular school day.
    - during school-sponsored events off school grounds during the school day while under the direct supervision of a school staff member or employee of the Board (e.g. field trip) only with the approval of the Principal or designee.
    - during school-sponsored events taking place outside of the school day when students are under the direct supervision of a school staff member or employee of the Board (e.g., afterschool club meeting, sport team practice/game, etc.) only with the approval of the Principal or designee and according to the rules set by said staff member or employee of the Board.
- Under no circumstances is a scholar permitted to use an electronic communication device to communicate or take videos or photographs in a restroom, locker room, or any other area where any person is removing or changing clothes, and/or in any other area or location where a person expects to have privacy.
- If a scholar needs to contact their parent(s) during a time the scholar is not permitted to use an electronic device, the scholar must request permission from a teaching staff member to go to the main office to use the school phone. If a parent(s) needs to be in contact with their scholar for an emergency, the parent(s) must contact the main office.
- A scholar may use an electronic communication device to monitor or address a health condition with prior permission from the Principal, in consultation with the school nurse, to be documented in the scholar's Individual Health Plan.
- Scholars in Kindergarten through grade 12 shall be permitted to use their internet-enabled device on a school bus on their way to school or on their way home from school at the end of the school day.
- Students in Kindergarten through grade 12 shall be permitted to use their internet-enabled device during school-sponsored events
- off school grounds during the school day while under the direct supervision of a school staff member or employee of the Board
- (e.g. field trip) only with the approval of the Principal or designee.
- Students in Kindergarten through grade 12 shall be permitted to use their internet-enabled device during school-sponsored events taking place outside of the school day when students are under the direct supervision of a school staff member or employee of the Board (e.g., afterschool club meeting, sport team practice/game, etc.) only with the approval of the Principal or designee and
- according to the rules set by said staff member or employee of the Board.

School Issued Devices

- Access to computer networks and computers is given to scholars who agree to act in a considerate, appropriate, and responsible manner.
- Users will comply with district standards and honor the agreements they have signed and the permission they have been granted.
- All audio and/or video materials must follow the copyright laws of the United States.
- Scholars are responsible for acceptable and appropriate behavior and conduct on school district computers/ computer networks.
- School issued devices are only used for research, completing school assignments, and communicating with others for instructional purposes.

5-ELECTRONICS CONSEQUENCES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
A. Unauthorized use of a cell phone or other personal electronic devices Pol./ Reg. 5516 – Use of Electronic Communication Devices	**Administrative Level –** All instances of cell phone use will rise to the administrative level Examples include: • Checking messages or social media • Using a cell phone to play games or listen to music • Texting or browsing the internet in class • Using a device to access, share, or download inappropriate content (e.g., explicit material, violence, or harmful websites) • Using a phone to cheat on a test or assignment • Taking pictures or videos of scholars or staff in a harmful or disrespectful manner • Using a device to harass, intimidate, bully, or send inappropriate messages to others • Using electronic devices during instructional time (such as during a test or lecture) in a way that significantly disrupts the class • Using an electronic device to view inappropriate content			
	1. The device is removed from the scholar and turned in to the administration for the remainder of the day. A parent must pick up the device. 2. Disciplinary referral is submitted 3. C.A.R.D. reflection 4. Restorative conference/ mediation if necessary	1. The device is removed from the scholar and turned in to the administration for the remainder of the day. A parent must pick up the device **and sign for the receipt of the device. The parent will be provided with notice of the 2nd offense for the school year.** 2. Disciplinary referral is submitted 3. Detention(s) 4. C.A.R.D. reflection 5. Restorative conference/ mediation if necessary	1. The device is removed from the scholar and turned in to the administration for the remainder of the day. A parent must pick up the device **and sign for the receipt of the device. The parent will be provided with notice of the 3rd offense for the school year.** 2. Disciplinary referral is submitted 3. Detention(s) / suspension 4. C.A.R.D. reflection 5. Restorative conference/ mediation if necessary	1. The scholar is prohibited from bringing an internet-enabled device on school grounds during the school day, on a school bus before and after school, or while participating in school-sponsored programs. The sole exception is if parent/guardian or principal agree to store device in the main office upon entry into school building.
B. Violation of the district's Internet Acceptable Use Policy Pol./ Reg. 2361- Acceptable Use Pol. 2360 – Use of Technology	**MINOR – Teacher Level –** An infraction that does not significantly disrupt the educational environment or pose a serious safety risk. These violations typically involve using the district's internet in ways that do not align with school guidelines but are relatively harmless. Examples include: • Accessing non-educational websites during class (e.g., gaming or social media) • Using school devices to download or stream media (videos, music) that isn't related to classwork • Using the internet for personal communication or messaging during class time • Logging into websites that are inappropriate for school, but without engaging in harmful or explicit content • Logging into another scholar's Chromebook to access academic websites or other age-appropriate material			
	1. The teacher asks the scholar to put the device away 2. Teacher warning	**1. The device is turned in and turned in at the end of the day if applicable.** **2.** Teacher warning	1. **The device is turned in and turned in at the end of the day if applicable.** 2. Teacher warning **3. Teacher consequence**	**Administrative referral**
	MAJOR – Administrative Level – Involves more serious and deliberate breaches of the Internet Acceptable Use Policy. These actions can disrupt the learning environment, jeopardize scholar safety, or involve illegal activity. Examples include: • Accessing, sharing, or downloading illegal, inappropriate, and/ or obscene content (e.g., explicit material, violence, or harmful websites) • Using the internet to cyberbully, harass, or threaten other scholars or staff • Attempting to bypass school security filters or firewalls (hacking or using VPNs to access blocked sites) • Engaging in illegal activities, such as plagiarism, piracy, or downloading copyrighted materials without permission (third-party copyrights, license agreements, or other contracts) • Using school devices for cheating or to share test answers during an exam			

5-ELECTRONICS CONSEQUENCES

In all instances, the staff member should have a private conversation with the scholar that includes a reminder of the school expectation(s), and the parent(s)/ guardian(s) are contacted

<table>
<tr><th></th><th>1st Consequence</th><th>2nd Consequence</th><th>3rd Consequence</th><th>4th Consequence</th></tr>
<tr><td>B. Violation of the district's Internet Acceptable Use Policy (Cont'd)</td><td colspan="4">• Sharing personal information or the personal information of others inappropriately
• Logging into another scholar's Chromebook to access inappropriate or harmful material
• Anything else that is included in Policy/ Regulation 2361</td></tr>
<tr><td></td><td colspan="2">1. Administrative Detention(s)
2. Internet access revoked or limited
3. Suspension(s)
4. C.A.R.D. Reflection
5. Restorative conference/ mediation if necessary
6. Loss of school privileges
7. Police notification if necessary</td><td>1. Suspension(s)
2. Internet access revoked or limited
3. Parent conference
4. C.A.R.D. Reflection
5. Restorative conference/ mediation if necessary
6. Loss of school privileges
7. Police notification if necessary</td><td>To be determined by the administration</td></tr>
<tr><td>C. Social Media:

Policy/ Regulation 5516</td><td colspan="4">MINOR – Teacher Level – Involves situations where scholars use their devices, such as phones, cameras, or computers, inappropriately, but the impact is relatively low and doesn't cause significant harm or disruption to others. Examples include:
• Taking pictures or videos of scholars or teachers, but not sharing or distributing them
• Posting pictures or videos on personal social media accounts that do not harm or disrespect anyone
• Sending non-harmful, non-threatening messages to classmates, such as personal chats
• Using social media to post opinions or jokes that may be perceived as inappropriate but are not intended to harm anyone</td></tr>
<tr><td></td><td>1. The teacher asks the scholar to put the device away
2. Teacher warning</td><td>1. The teacher removes the device from the scholar and returns it at the end of the day
2. Teacher warning</td><td>1. The teacher removes the device from the scholar and returns it at the end of the day
2. Teacher warning
3. Teacher consequence</td><td>Administrative referral</td></tr>
<tr><td></td><td colspan="4">MAJOR – Administrative Level – Involves more serious violations, often leading to significant harm, disruption, or consequences. This includes the use of technology to harm or disrespect others, or violate
school expectations in more harmful ways. Examples include:
• Taking inappropriate or embarrassing pictures/videos of scholars or staff and sharing them on social media or messaging platforms
• Posting offensive, disrespectful, or harmful content about scholars or staff on social media (e.g., slander, bullying, or spreading rumors)
• Recording a fight and posting it on social media, sharing it with a large group of people, or making it public
• Encouraging or instigating others to record and share a fight
• Using a recorded fight to bully, mock, or degrade scholars involved
• Using social media or messaging apps to engage in cyberbullying, harassment, or threatening behavior
• Sharing explicit or private information without consent leading to privacy violations
• Using technology to cheat on assignments or tests (e.g., taking pictures of exams or sharing test answers via messaging apps)
• Repeatedly engaging in disruptive or harmful online behavior despite prior warnings</td></tr>
<tr><td>C. Social Media (Cont'd)</td><td colspan="2">1. Administrative Detention(s) and/ or suspension(s)
2. Internet access revoked or limited
3. C.A.R.D. Reflection
4. Restorative conference/ mediation if necessary
5. Loss of school privileges</td><td>1. Suspension(s)
2. Internet access revoked or limited
3. C.A.R.D. Reflection
4. Restorative conference/ mediation if necessary
5. Loss of school privileges
6. Parent conference</td><td>To be determined by the administration</td></tr>
</table>

CREDITS

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Special THANK YOU to the parents, scholars, and teachers who participated in the 25 - 26 Code of Conduct Review Committee.