



**QUINTON TOWNSHIP SCHOOL**  
**STUDENT EXPECTATIONS &  
DISCIPLINE HANDBOOK**

**Clear expectations. Fair responses. Strong relationships.**

**STRONG IN SPIRIT. KIND AT HEART.**

Together, we create a school where students can learn, connect, grow, and belong.

**2026-2027 SCHOOL YEAR**

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# How to Use This Handbook

This handbook is designed as a practical guide for students and families. It summarizes school expectations, routines, and Board policies in clear language. If this handbook conflicts with an adopted Board policy or applicable law, the Board policy or law governs.

| SECTION                                                 | WHAT YOU WILL FIND                                                          |
|---------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>1. Our Approach</b>                                  | Purpose, core values, student/adult commitments                             |
| <b>2. Student Rights &amp; Responsibilities</b>         | Fair treatment, due process, responsibilities, family partnership           |
| <b>3. How Discipline Works</b>                          | Investigation, mitigating factors, support-first and restorative responses  |
| <b>4. Response Levels</b>                               | Definitions of reminders, detention, in-school and out-of-school suspension |
| <b>5. Behavior &amp; Response Guide</b>                 | Student-friendly categories of conduct and typical responses                |
| <b>6. Bell-to-Bell Devices</b>                          | Cell phones, smartwatches, exceptions, and graduated responses              |
| <b>7. Attendance, Transportation &amp; Common Areas</b> | Attendance, bus, cafeteria, playground expectations                         |
| <b>8. HIB, Safety &amp; Serious Conduct</b>             | Bullying, threats, weapons, substances, law enforcement                     |
| <b>9. Grades PK-2</b>                                   | Developmentally appropriate response continuum                              |
| <b>10. Family Reference</b>                             | Reporting concerns, appeals, support resources, acknowledgment              |

## 1. OUR APPROACH

### Why We Have a Discipline Handbook

The purpose of school discipline is to protect learning, safety, dignity, and belonging. Quinton Township School expects students to grow in self-discipline and to understand how their choices affect themselves and others. Staff apply expectations consistently, fairly, and with attention to age, developmental needs, severity, repetition, and mitigating circumstances.

#### **Strong in Spirit. Kind at Heart.**

We want students to be confident, resilient, respectful, and kind. Discipline is most effective when it teaches better choices, repairs harm, strengthens relationships, and keeps students connected to learning whenever possible.

## Core Ethical Values

| VALUE                            | WHAT IT LOOKS LIKE                                                     |
|----------------------------------|------------------------------------------------------------------------|
| <b>Accountability</b>            | Own your choices and accept responsibility.                            |
| <b>Citizenship</b>               | Take pride in your school and community.                               |
| <b>Cooperation</b>               | Work with others for the good of the group.                            |
| <b>Empathy</b>                   | Notice and care about how others feel.                                 |
| <b>Friendship &amp; Kindness</b> | Help others and build positive relationships.                          |
| <b>Integrity</b>                 | Be honest and make ethical choices.                                    |
| <b>Respect</b>                   | Treat people, property, and differences with care.                     |
| <b>Responsibility</b>            | Be dependable and ready to learn.                                      |
| <b>Self-Respect</b>              | Value yourself and make healthy choices.                               |
| <b>Tolerance</b>                 | Be fair and respectful toward differences in opinions and experiences. |

## What Students Can Expect from Adults

- Clear expectations taught in advance and reinforced consistently.
- A fair review of what happened before a serious consequence is assigned.
- An opportunity to explain their perspective.
- Responses that consider age, development, severity, repetition, harm, context, and documented needs.
- Support to repair harm, learn replacement skills, and return successfully to the school community.

## 2. STUDENT RIGHTS & RESPONSIBILITIES

### Student Rights

- A safe and secure learning environment.
- Fair and consistent school rules.
- Freedom from unlawful discrimination.
- Appropriate privacy protections for records and personal matters.
- Advance notice of behaviors that can lead to suspension or expulsion.
- Due process when serious disciplinary action is considered.
- Access to required supports and protections for students with disabilities.

### Student Responsibilities

- Attend school and classes regularly and on time.
- Respect students, staff, visitors, and school property.
- Follow reasonable directions from school staff and bus drivers.
- Avoid conduct that disrupts or threatens the learning or safety of others.
- Use school time, materials, and technology responsibly.
- Communicate concerns to a trusted adult before problems escalate.
- Accept responsibility and participate in problem-solving when harm occurs.

## Family Partnership

Families are asked to review expectations with their child, keep communication information current, respond to school contacts, participate in conferences or intervention planning when needed, and support students in completing assigned restorative or disciplinary actions.

### 3. HOW DISCIPLINE WORKS

#### Before a Serious Consequence Is Assigned

1. Staff gather information and document what occurred.
2. Administration considers the severity of the behavior, whether it is repeated, the degree of harm, and relevant circumstances.
3. The student is informed of the concern and given an opportunity to respond.
4. When appropriate, the school contacts the family and identifies supports, consequences, and steps for re-entry or repair.

#### Mitigating and Developmental Factors

The current handbook directs administration to consider age, developmental and maturity level, degree of harm, surrounding circumstances, history or patterns of behavior, relationships among those involved, and the context of the incident.

#### Supportive and Restorative Responses

- Re-teaching expectations and corrective instruction
- Restitution or restoration when property or relationships are harmed
- Student reflection or problem-solving conference
- Mediation or facilitated conflict resolution when appropriate
- Counseling or school-based support
- Behavior plan with clear goals and progress monitoring
- I&RS or Child Study Team involvement when appropriate
- Family conference and coordinated home-school plan

#### Due Process

For suspension, students receive the due-process protections required by law, including notice of the charges and an opportunity to respond. Longer-term exclusion and expulsion involve additional procedures and Board review as required by New Jersey law and Board policy.

### 4. RESPONSE LEVELS

| RESPONSE                      | WHAT IT MEANS                                                                                 | PURPOSE                                                  |
|-------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>Reminder / Re-teaching</b> | Staff correct the behavior, review the expectation, and document or contact home when needed. | Early intervention and skill-building.                   |
| <b>Lunch/Recess Detention</b> | Student reports to the assigned location during lunch/recess.                                 | Reflection, accountability, and re-teaching.             |
| <b>After-School Detention</b> | Student remains after school during the assigned time. Family arranges transportation.        | Accountability while maintaining school-day instruction. |

| RESPONSE                   | WHAT IT MEANS                                                                                     | PURPOSE                                                                 |
|----------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Internal Suspension</b> | Student is assigned to a supervised setting during the school day and completes schoolwork.       | Temporary separation while maintaining academic access.                 |
| <b>External Suspension</b> | Student is removed from school for the assigned day(s), with required re-entry steps.             | Used for serious or repeated behavior when permitted by law and policy. |
| <b>Loss of Privilege</b>   | Temporary restriction from a bus, activity, technology privilege, or other nonacademic privilege. | Directly connects the response to the behavior when appropriate.        |

Administration may assign alternative or additional responses when circumstances warrant, consistent with Board policy, law, student needs, and due process.

## 5. BEHAVIOR & RESPONSE GUIDE

The guide below reorganizes the existing discipline code into clearer categories. Responses are typically progressive; serious conduct may begin at a higher level. Administration considers severity, repetition, harm, safety, age, developmental needs, and mitigating circumstances.

| CATEGORY                                  | EXAMPLES                                                                                                                                  | TYPICAL RESPONSE RANGE                                                                                                                                        |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Environment</b>               | Excessive talking/noise, throwing items, running/horseplay, assembly misconduct, repeated disruption.                                     | Reminder/re-teaching and family contact; detention for repeated conduct; internal suspension may be used for chronic or significant disruption.               |
| <b>Respect &amp; Relationships</b>        | Name-calling, offensive language, inappropriate touching, public displays of intimacy, disrespect, defiance, harassment, or intimidation. | Detention to internal suspension for repeated behavior; more serious harassment, threats, or repeated bullying may result in I&RS/CST support and suspension. |
| <b>Fighting &amp; Physical Aggression</b> | Fighting, inciting a fight, physical aggression, or conduct that creates a risk of injury.                                                | Internal or external suspension depending on severity/repetition; safety planning, family conference, and support may be required.                            |
| <b>Threats</b>                            | Verbal or written threats, including threats of serious harm.                                                                             | Immediate administrative assessment; crisis/safety evaluation and law-enforcement contact may occur; suspension and intervention planning may be assigned.    |
| <b>Property &amp; Theft</b>               | Taking property, extortion, vandalism, intentional or careless damage to school or personal property.                                     | Restitution/repair, family responsibility for costs when applicable, suspension for serious/repeated conduct, and possible law-enforcement contact.           |

| CATEGORY                         | EXAMPLES                                                                                                                                                | TYPICAL RESPONSE RANGE                                                                                                                         |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Substances &amp; Vaping</b>   | Smoking/vaping, tobacco products, alcohol, controlled substances, paraphernalia, sale/transfer of substances.                                           | Administrative and health procedures, family notification, suspension, required medical/safety steps, and law-enforcement contact as required. |
| <b>Weapons / Dangerous Items</b> | Firearms, weapons, fireworks/explosives, or use of an item as a weapon.                                                                                 | Immediate safety response and removal as required by law; law-enforcement contact; Board-level procedures may apply.                           |
| <b>Academic Integrity</b>        | Cheating, plagiarism, or intentional misuse of academic work.                                                                                           | Academic correction, re-teaching, family contact, and disciplinary action consistent with Board policy.                                        |
| <b>School Technology</b>         | Accessing inappropriate content, changing settings, compromising another student's work, wasteful printing, network disruption, or damaging technology. | Loss of technology privileges may occur, along with restitution, internal suspension, and progressive consequences for repeated misuse.        |
| <b>Dress / Daily Rules</b>       | Dress-code concerns, gum, eating/drinking outside approved areas, failure to return required forms.                                                     | Reminder, family contact, correction of the concern, and detention for repeated violations.                                                    |

For conduct involving firearms, weapons, drugs, assault on employees, HIB, or other legally regulated behavior, Board policy and New Jersey law control the required response.

## 6. BELL-TO-BELL DEVICES

### Technology Agreement | School Year 2026-2027

**For purposes of this agreement, “District device” means a Quinton Township School District-issued Chromebook, iPad, or other District-managed instructional device. Personal internet-enabled devices are governed by Board Policy 3515.1 and the Off & Away, Bell-to-Bell expectations below.**

#### Student Responsibilities for District-Issued Technology

- All policies and provisions of the District Acceptable Use of Technology/Internet requirements must be followed.
- Students will take good care of their District device and will use it only for school-related purposes.
- Students will not leave a District device unattended in an unsecured or unsupervised location.
- Students and staff will not place unapproved decorations, stickers, markers, writing, or other alterations on District devices.
- Board Policy 6142.16 concerning the Anti-Big Brother Act is available on the District website.
- Any damage, accidental or otherwise, must be reported promptly to the Director of Technology for assessment.
- Students/parents may be responsible for repair or replacement costs resulting from neglect, abuse, intentional damage, loss, abandonment, or failure to return assigned equipment, consistent with District procedures and any applicable protection plan.
- In cases of theft, vandalism, or other criminal acts, a police report may be required. For flood/fire loss, appropriate documentation may be required.

## Personal Internet-Enabled Devices: Off & Away, Bell to Bell

- Personal internet-enabled devices include smartphones/cell phones, tablets, smartwatches, smart glasses, and similar personally owned connected devices.
- Students who bring a personal internet-enabled device to school must completely power it off and store it in the District-designated location from the first bell through dismissal.
- The requirement applies during classes, class changes, lunch, recess, assemblies, and all other portions of the regular school day. Smartwatches and other wearable connected devices must be removed and stored.
- District-issued and District-managed instructional devices may continue to be used for educational purposes under staff supervision.
- Personal devices shall not be used as classroom instructional tools except pursuant to an approved exception under Board Policy 3515.1.
- Approved exceptions may include IEP or 504 accommodations, health needs/health plans, translation services, approved student-caregiver needs, an administrative determination that no reasonable alternative exists, requirements of law, or emergencies.
- During an emergency, students shall follow the directions of school staff and emergency personnel concerning device use.
- Families should contact the main office when they need to deliver an emergency or important message to a student during the school day.

## Data and Privacy

Quinton Township School District respects student privacy and takes measures to protect personally identifiable information in accordance with applicable laws, including FERPA and COPPA. The District maintains a list of approved student resources on its website and updates that list as needed.

Anti-Big Brother Act Notice: District-issued electronic devices may contain features capable of recording or collecting information regarding a student's activity or use of the device. The District provides notice consistent with P.L.2013, Chapter 44.

Quinton Township School District uses GoGuardian to monitor, filter, and record internet activity in the Chrome browser when students log in using their Quinton Google account. Monitoring may occur regardless of the device or student location when the Quinton account is used. GoGuardian is used to support legitimate school purposes and shall not be used in a manner that violates student or household privacy rights.

Children's Internet Protection Act: The District uses filtering and other safeguards consistent with CIPA. No filtering system can block all inappropriate or controversial material; students remain responsible for following District acceptable-use expectations.

### OFF & AWAY - BELL TO BELL

Personal internet-enabled devices, including cell phones, smartphones, smartwatches, tablets, smart glasses, and similar devices, must be completely powered off and stored from the first bell through dismissal. This includes class time, lunch, recess, passing time, assemblies, and other parts of the regular school day.

## Why This Matters

- More face-to-face connection with classmates and staff.
- Fewer distractions and stronger academic focus.
- More consistent expectations across classrooms and settings.
- A safer, calmer, and more positive school environment.

## Approved Exceptions

A student may use a necessary personal device when approved for an IEP, Section 504 Plan, student health plan, translation need, documented caregiver responsibility, legal requirement, emergency, or another approved circumstance when no reasonable alternative exists. Staff implement approved accommodations confidentially and respectfully.

## How Families Reach Students

Families should contact the main office during the school day. Office staff will ensure that important or emergency messages reach the student promptly.

## Graduated Response for Personal Device Violations

| STEP                      | SCHOOL RESPONSE                                                                                                                | GOAL                                                            |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1                         | Reminder/redirect; student powers off device and returns it to approved storage.                                               | Re-teach and restore focus.                                     |
| 2                         | Devices may be held in the office for the day; family is notified.                                                             | Build consistency and family awareness.                         |
| 3                         | Parent/guardian pickup may be required; student reflection/problem-solving conference.                                         | Create a plan for successful compliance.                        |
| <b>Repeated / Willful</b> | Administrative response may include additional loss of privilege, detention, or other developmentally appropriate consequence. | Address patterns while keeping the student engaged in learning. |

An approved accommodation or authorized emergency use is not a violation.

## 7. ATTENDANCE, TRANSPORTATION & COMMON AREAS

### Attendance-Related Conduct

- Unexcused tardiness, early dismissal, cutting class/lunch, truancy, missing assigned detention, leaving school grounds without permission, or entering unauthorized areas may result in progressive discipline and attendance intervention.
- The school uses family notification, attendance plans, and required court referrals when unexcused absences reach state-defined thresholds.

### Bus Expectations

Students must follow the driver's directions, remain in assigned seats, use appropriate language, remain seated, avoid distracting the driver, keep hands and objects inside the bus, and refrain from fighting, smoking/vaping, eating/drinking, property damage, throwing objects, or obscene gestures. Repeated misconduct may lead to 3-day, 5-day, 10-day, or longer loss of bus privileges under the current code; serious behavior may also result in school discipline.

### Cafeteria Expectations - Grades 3-8

- Sit at the assigned table and remain seated unless given permission to move.
- Use an appropriate voice and avoid running, horseplay, pounding tables, screaming, throwing food, spitting, or touching another student's food.
- Cafeteria violations generally begin with lunch/recess detention and become more significant when behavior is repeated or unsafe.

## Playground Expectations - Grades 3-8

- Use equipment as intended and stay within designated boundaries.
- Avoid unsafe contact games, hitting, tripping, shoving, tackle football, or other conduct likely to cause injury.
- Playground responses progress from family contact/lunch detention to detention or internal suspension when behavior is repeated.

## 8. HIB, SAFETY & SERIOUS CONDUCT

### Harassment, Intimidation, and Bullying

Harassment, intimidation, and bullying are prohibited. Students may report concerns to any trusted adult. School employees who witness or receive reliable information about possible HIB follow the reporting and investigation requirements in Board policy and New Jersey law. The school also provides support and remedial measures based on the needs of the students involved.

- Retaliation or reprisal for reporting a concern is prohibited.
- Anonymous reports may be accepted, but formal discipline is not based solely on an anonymous report.
- The response considers severity, harm, pattern, context, age, and developmental needs.

### Serious Safety Concerns

#### Immediate Safety Response

Threats, weapons, firearms, assault on staff, controlled substances, explosive devices, false alarms, or other conduct that creates a serious safety risk may require immediate removal, crisis assessment, law-enforcement involvement, medical procedures, suspension, or Board action as required by law and policy.

### Police and Child Protection

Law-enforcement officers may become involved when required for safety, suspected criminal conduct, or legal obligations. School employees are mandated reporters of suspected child abuse or neglect and follow New Jersey reporting requirements.

## 9. GRADES PK-2

Young students are still developing self-regulation, language, attention, and problem-solving skills. The current handbook uses a developmentally appropriate progression for PK-2 unless a serious safety concern requires a different response.

| STEP | DEVELOPMENTALLY APPROPRIATE RESPONSE                                 |
|------|----------------------------------------------------------------------|
| 1    | Staff reminder and re-teaching                                       |
| 2    | Parent/guardian contact                                              |
| 3    | Loss of a classroom privilege selected by the teacher                |
| 4    | Office referral and lunch detention                                  |
| 5    | Short after-school detention and family conference with school staff |

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- |          |                                                                                                                           |
|----------|---------------------------------------------------------------------------------------------------------------------------|
| <b>6</b> | Short after-school detention, I&RS referral, and temporary loss of an upcoming extracurricular privilege when appropriate |
|----------|---------------------------------------------------------------------------------------------------------------------------|
- 

The first three incidents of the same type are typically handled at the teacher level under the current handbook; the fourth and subsequent incidents are handled by administration. Serious safety concerns may be addressed immediately at a higher level.

## 10. FAMILY REFERENCE

### If You Have a Concern

1. Start with the staff member closest to the concern when appropriate.
2. For discipline, safety, HIB, or unresolved concerns, contact school administration.
3. For suspension or other formal disciplinary decisions, families may use the review or appeal procedures available under Board policy and law.

### Student Re-Entry After a Serious Incident

When appropriate, the school may use a re-entry conference, safety plan, restorative meeting, counseling support, behavior plan, or academic plan to help the student return successfully and prevent repeated problems.

### Family Acknowledgment

Please review this handbook with your child. Signing below confirms receipt and review of the 2026-2027 Student Expectations & Discipline Handbook.

Student Name

Grade

Student Signature

Date

Parent/Guardian Signature

Date

Administrator/School Use

### Our Goal

Discipline should help students return to learning with greater self-awareness, stronger skills, and a clear understanding of how to make a better choice next time. Strong in Spirit. Kind at Heart.