

1
Ownership of Actions

2
Learn, Listen, Respect
Others and Empathize

3
Multi-Tiered
System Interventions
of Support

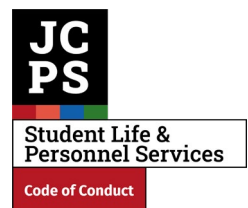
4
Safe and Positive
School Environment



Jersey City Public Schools

Code of Conduct

JERSEY CITY PUBLIC SCHOOLS



Affirmative Action Policy

It is the policy of the Jersey City School District not to discriminate on the basis of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, liability for service in the Armed Forces of the United States, nationality, place of residence within the District, socioeconomic status, mental, physical, or sensory disability; or disability, in its programs or activities as legally protected category under federal, state or local law.

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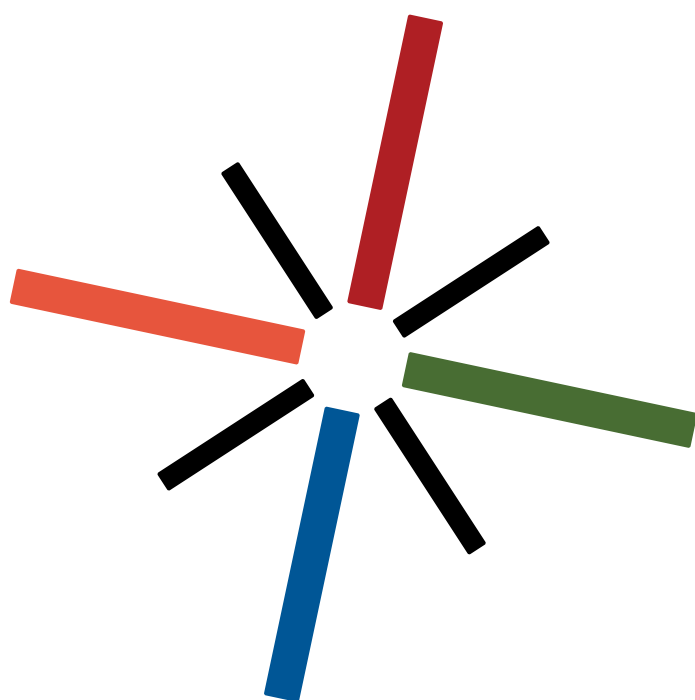
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Purpose

Purpose

The purpose of the Code Of Conduct is to establish a clear framework of expectations for behavior within the JCPS. The Code of Conduct outlines standards of behavior that are expected, the principles of integrity and fairness, and the responsibility each student holds. By adhering to this code, we ensure everyone can contribute to and benefit from a positive and productive school environment. The Code uses interventions to help students understand the impact of their behavior, both on themselves and on others. Students also learn social and emotional skills to help them respond differently in the future. Through the use of interventions, we build and strengthen relationships, resolve conflicts, encourage our school community members to take responsibility for their behavior, repair any harm done, restore relationships, and reintegrate students into the school community. Our guiding principles are as follows:



1
Ownership of Actions



2
Learn, Listen, Respect
Others and Empathize



3
Multi-Tiered
System Interventions
of Support



4
Safe and Positive
School Environment

*Principals ensure that the Code is distributed to each student at the beginning of the school year and to any incoming students throughout the year. The Code is to be reviewed by the classroom/homeroom teacher during the month of September. The Code expectations for student behavior should be reviewed by parent/guardian. Parent/guardian are encouraged to reinforce the Code with their children. Both student and parent/guardian signatures are required.



Rights and Responsibilities of School Community Members

Student Rights

1

Right to equal treatment:

Students have the right to be treated equally and without discrimination. All students, regardless of their background, receive fair and equitable treatment, with no bias or prejudice influencing the outcomes of the process.

2

Right to privacy:

Students have the right to privacy. Confidentiality should be maintained, and personal information shared during the process should be handled with discretion and only disclosed on a need-to-know basis.

3

Right to safety:

Students have the right to feel safe and secure in their school environment. Interventions should prioritize the physical and social-emotional well-being of all students, fostering a sense of safety and trust among the school community.

4

Right to respect and dignity:

Students have the right to be treated with respect, fairness, and dignity at all times. Interventions should emphasize empathy, understanding, and a non-judgmental approach, promoting a positive and inclusive school climate.

5

Right to be heard:

Students have the right to be heard and participate in interventions. They should have the opportunity to respectfully share their perspectives, express their feelings, and contribute to finding solutions when conflicts arise.

RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS

Student Responsibilities

1

Responsibility to contribute to a safe and positive school environment:

Students have a responsibility to contribute to a safe and positive school environment by actively promoting a sense of community, cooperation, and accountability among their peers, reporting any concerns or issues that may arise, and by following guidelines regarding acceptable use of electronic devices.

2

Responsibility to respect others and their property:

Students have a responsibility to treat others with respect, kindness, and dignity and to respect others' property. This includes fostering a culture of inclusivity, empathy, and support as well as refraining from harassment, intimidation, bullying, cyberbullying or any form of harmful behavior.

3

Responsibility to learn, listen and empathize:

Students have a responsibility to learn, actively listen to others, including their peers and teachers, and to show empathy and understanding towards their perspectives and experiences. This promotes an effective, instructional setting with open and honest communication, fosters positive relationships within the school community, and creates an environment where all students are capable of achieving their personal best.

4

Responsibility to participate in interventions:

Students have a responsibility to engage in interventions when conflicts arise. This includes actively participating in community circles, mediation, or other methods of resolving conflicts, and demonstrating a genuine commitment to finding mutually agreeable solutions.

5

Responsibility for their actions:

Students have a responsibility to take ownership of their actions and accept the consequences of their behavior. This includes acknowledging the impact of their actions on others and demonstrating a willingness to make amends and learn from their mistakes.

➤ [Student Rights/Responsibilities- Board Policy](#)

➤ [Student Rights- Harassment, Intimidation and Bullying- Board Policy](#)

➤ [Family Educational Rights and Privacy Act- Board PolicyBullying- Board Policy](#)

➤ [Student Records](#)

➤ [Additional Policies can be found at](#)

Parent/Guardian Rights and Responsibilities

1

The right to be informed:

Parent/guardian have the right and responsibility to be informed about the Code in September and how it will be implemented within the school.

2

The right to confidentiality:

Parent/guardian have the right to confidentiality regarding their student's records as per federal and state law, ensuring that sensitive information shared is treated with privacy and respect.

3

The right and responsibility to participation:

Parent/guardian have the right and responsibility to actively participate in the discipline process, including attending conferences or meetings related to their child's behavior. They should have the opportunity to provide input, ask questions, and collaborate with school staff to develop a plan that supports their child's growth and accountability. (HIB Exempt- Initial Investigation Meeting)

4

The right to due process:

Parent/guardian have the right to due process when their child is involved in a behavioral conflict. This includes being informed of any allegations or incidents involving their child, having the opportunity to present their child's perspective, and ensuring that disciplinary actions are fair, consistent, and proportionate to the offense.

↗ [Policies and Procedures: Parental Rights- Appeals](#)

↗ [Policies and Procedures: Parental Rights- Appeals](#)

↗ [Policies and Procedures: Parental Rights- Appeals](#)

↗ [Policies and Procedures: Parental Rights- Appeals](#)

Code of Conduct — Beliefs

The Code of Conduct — beliefs are based on the principles strategic interventions which emphasize repairing harm and promoting healing in the aftermath of wrongdoing.

These beliefs guide the school community in how they approach conflict resolution, accountability, and the overall well-being of the school community. Here are some key beliefs associated with the Code of Conduct:

1 Inclusivity and Equality:

Promote inclusivity and equality by recognizing the inherent worth and dignity of every individual. They prioritize the voices and perspectives of all school community members involved in a conflict or harm.

2 Non-Violence and Respect:

The Code rejects violence and promotes non-violent approaches to conflict resolution. It emphasizes respect for all individuals, regardless of their background or status, and encourages open communication and active listening.

3 Responsibility and Accountability:

Emphasize personal responsibility and accountability for one's actions. Instead of focusing solely on negative consequences, the focus is on understanding the harm caused and taking steps to make amends and prevent future harm.

4 Prevention and Transformation:

Rather than simply reacting to incidents after they occur, the Code aims to prevent harm and conflicts through social emotional learning by addressing underlying causes and promoting a positive and respectful community culture.

5 Education and Growth:

Promote education and personal growth that focus on providing individuals with the necessary tools and support to learn from their mistakes, develop empathy, and make positive changes in their behavior.

6 Community Involvement:

Recognizes the importance of community involvement in addressing conflicts and harms. This encourages dialogue, active participation, and collective decision-making processes to find meaningful resolutions that benefit the wider school community.

7 Healing and Reconciliation:

The Code prioritizes reconciliation by addressing the needs of all parties affected by wrongdoing. It seeks to repair relationships, rebuild trust, and foster a sense of understanding and empathy among individuals involved.

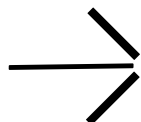
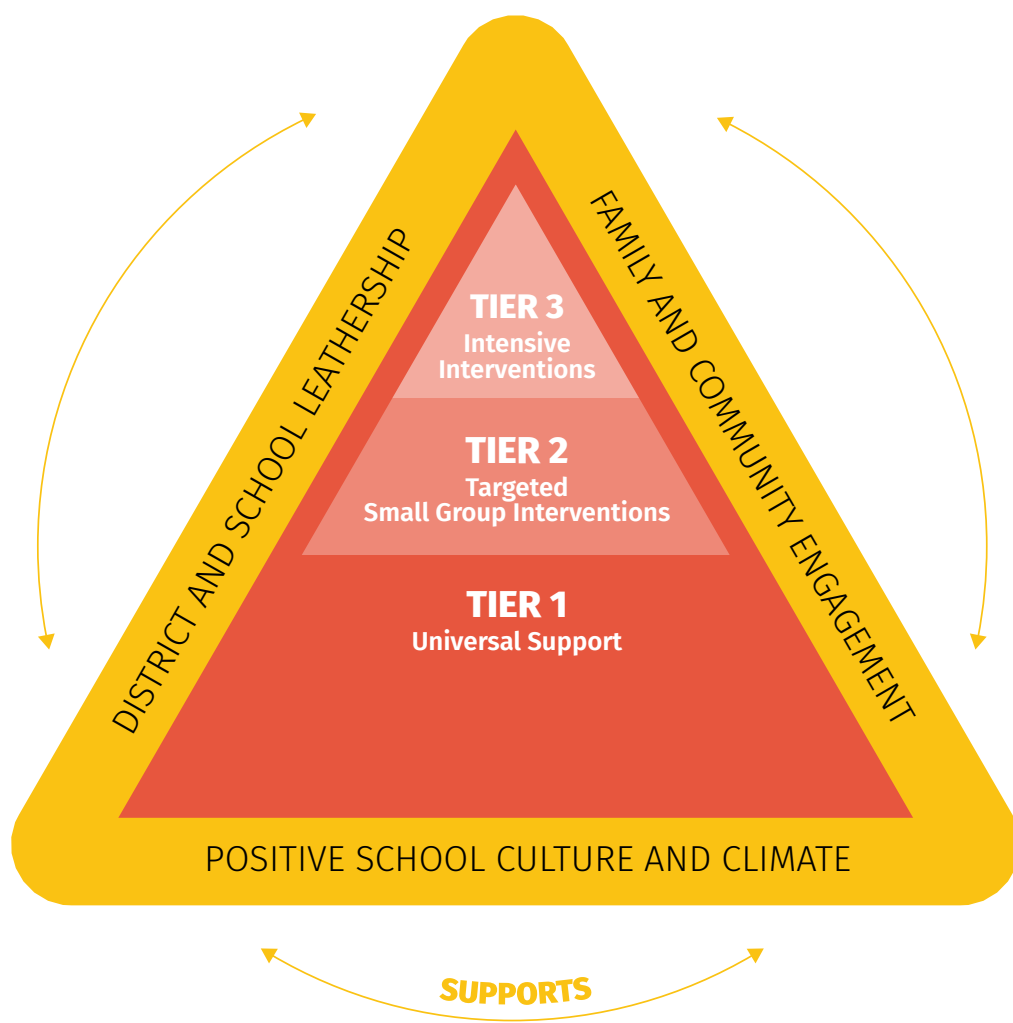


Multi-Tiered System Of Support

Multi-Tiered System Of Support

The JCPS Code of Conduct — will be implemented using a multi-tiered system of support (MTSS) framework. The following pages provide description of each of the tiers, which are used to broadly describe interventions, supports, and resources aligned to students' needs. Students' behavioral issues are categorized according to the tiers of support that most closely align with the behavior.

By implementing the Code of Conduct — MTSS throughout the district, schools ensure that students receive the necessary intervention, support and resources to thrive academically, behaviorally, and socially, fostering a positive and inclusive learning environment for all. Due to the integrative approach in MTSS, some interventions and responses appear across tiers.



TIER 1

Tier 1 refers to the initial tier of support provided to all students within a school community.

At this level, the focus is on promoting a positive and inclusive school climate that addresses the social, emotional, and academic needs of all students. **Level 1 interventions and supports aim to prevent behavioral issues, promote appropriate behavior, and create a supportive environment through strategies such as explicit instruction, social-emotional learning programs (e.g., Choose Love), and the implementation of school-wide positive behavior interventions and supports.** Through collaboration, observation and immediate intervention and responses, school staff aim to prevent minor discipline problems from becoming major disciplinary incidents.

MULTI-TIERED SYSTEM OF SUPPORT

TIER 1 Behaviors & Intervention/Responses

Universal Classroom Interventions/Responses:

Tier 1 practices are appropriate when the behavior is a minor infraction, the student has had no or few prior incidents, and/or interventions have not been implemented in the past. Tier 1 practices aim to teach skills for students to learn, contribute positively to the classroom and community, and demonstrate safe and respectful behavior. They are also intended to prevent challenging behaviors. Teachers and paraprofessionals are encouraged to try a variety of teaching and classroom-wide management strategies and interventions. Teachers are expected to collaborate effectively and report concerns to support staff and the school climate team.

Student Support Team Interventions and Responses:

These interventions aim to involve the student's support system both at school and at home, with the goal of promoting success by addressing the factors that contribute to the student's unsuccessful behaviors. This collaborative approach may include participation from school personnel, community agency staff, and other relevant partners.

TIER 1 Behaviors:

Absences:

- Lateness or Tardiness
- Cutting Class

Academic Dishonesty:

- Plagiarism (i.e. copying another's work) / Altering records / Forgery

Damage to Personal or School Property:

- Minor Damage (less than \$50)

Defiant Conduct:

- Inappropriate use or removal of school materials
- Failure to comply with school rules, regulations, policies, directions or procedures
- Name calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language / confrontational and aggressive arguing
- Misleading or giving false information to school staff
- Infraction of school uniform dress code

Disrupting the Educational Process:

- Throws objects without physical injury to others
- Running, making excessive noise, loitering, or persistent hall-walking
- Makes excessive and intentional, distracting, or disruptive movements or noises / talking out in class or talking out of turn
- Leaving school or class without permission
- Unprepared for class

Electronic Devices:

- Use of cell phones, electronic game devices, and other similar items without permission
- Misuse of technology

Physical Contact:

- Unintentional physical contact with school personnel or student(s)

Tobacco Product:

- Use or possession E-Cigarettes

Possible TIER 1 Classroom Interventions/ Responses*:

- Utilize Trauma-Informed Skills for Educators (TISE)
- Implement Social Emotional Learning lessons (Choose Love)
- Utilize the Project Resilience 10 day Community Circle lessons
- Positive reinforcement and incentives (e.g., positive directives, clear instructions that state expectations, positive and specific feedback, class-wide incentives)

- Reflection activity & self assessment
- Restorative/Community circles
- Build relationships & support networks with student
- Collaborative problem solving
- Student/teacher conference
- Family involvement/ develop relationship with families
- Reminders/Redirection and/or Correction (verbal correction)

- Education, prevention and guidance- teaching/re-teaching and rehearsal of skill or procedure
- Monitoring and support
- Increase teacher proximity or adjust seating (seat change)
- Use of Restorative questions
- Family Conferences
- Create a classroom check-in plan
- Reflection activity

- Call parent/guardian
- Acknowledge Positive Behavior/ Behavior specific praise
- Visual Aides
- Take a Break
- Social Contract
- Teach "I" statements
- Use non verbal cues
- Loss of privileges

TIER 1 School Support Team- Interventions/ Responses:

- Utilize Trauma-Informed Skills for Educators (TISE)
- Check-in/ Check Out with school building staff

- Peer Mentorship/Mediation
- Reflection activity/self assessment
- Restorative/ Community circles
- Mentoring

- Conflict resolution session
- Service to the school community
- Restitution plan
- Referral to community organization

- Crisis Intervention Teacher Detention (C.I.T)
- Nurse referral

*Law enforcement officers do not need to be contacted for TIER 1 issues.

TIER 2

Tier 2 refers to a targeted level of support provided to students who require additional interventions beyond the universal supports offered at Tier 1. **At this level, students receive more individualized and intensive support tailored to their specific needs, allowing for a more targeted and focused approach to address behavioral or academic challenges.** These supports may be embedded within broader Tier 1 practices but are designed to provide timely targeted evidence-based interventions, close monitoring of student progress, and employ a collaborative problem-solving approach involving educators, families, and other school community members.

TIER 2 Behaviors & Intervention/Responses

Classroom Interventions/Responses:

Tier 2 practices may be appropriate when universal supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others. Tier 2 practices build upon existing universal supports, and provide specific and targeted interventions aligned with students' needs and may also address underlying and contributing factors to students' challenges.

Administrative Level & Student Support Team Interventions & Consequences:

These interventions can involve support staff or administrative staff when needed and are designed to correct behavior. Although use of suspension is discouraged in the Code, there may be some violations for which in out of school suspension, or the Saturday Rejuvenation program may be used.

TIER 2 Behaviors:

Absences:

- Persistent chronic excessive refusal to attend school/classes
- Habitual truancy (i.e. unexcused absences from school for a number of days in excess of 18 days or 4.5 per quarter)

Academic Dishonesty:

- Plagiarism, copying another's work, cheating or altering records

Banned or Illegal Substances:

- Perceived to be under the influence
- Using or possessing

Harassment, Intimidation & Bullying (HIB)- Verbal, Physical and/or Electronic Against a Member of the School Community:

- Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening
- Persistent and repeated HIB incidents targeted at same person or group

Damage to Personal or School Property:

- Damage to another person's or school property (\$50 - \$500)

Defiant Conduct :

- Indecent exposure
- Failure to comply with school rules, regulations, policies, directions or procedures
- Name calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language / confrontational and aggressive arguing
- Misleading or giving false information to school staff

Disrupting the Educational Process:

- Throws objects without physical injury to others
- Running, making excessive noise, loitering, or persistent hall-walking
- Makes excessive and intentional, distracting, or disruptive movements or noises / talking out in class or talking out of turn
- Leaving school or class without permission
- Minor public space misconduct (i.e. preventing others from moving through public spaces)

Electronic Devices:

- Use of cell phones, electronic game devices, and other similar items without permission
- Use of electronic devices that lead to the threat of harm to another person
- Recording or publishing a fight
- Misuse of technology in violation of technology policy

Emotional Outburst or Rage:

- Emotional outburst or rage that affects the learning environment

Fighting:

- Physical aggression with another student

Gambling:

- Requires the use of money or exchangeable goods

Physical Contact:

- Unintentional striking of a staff member who is intervening in a fight or other aggressive behavior
- Poking, pushing, shoving or physical intimidation student(s)
- Inappropriate displays of affection

School Safety and Physical Security:

- Permitting an unauthorized person or item to enter a school building by opening, and/or propping an exterior door or window
- Inappropriate conduct on a school bus

Theft:

- Under \$500

Tobacco Product:

- Use or possession E- Cigarettes

TIER 2 Behaviors & Intervention/Responses (continues)



Possible TIER 2 Classroom Interventions/ Responses*:

- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • Utilize Trauma-Informed Skills for Educators (TISE) • Choose Love and other Social Emotional Learning lessons • Positive reinforcement and incentives (e.g., positive directives, clear instructions that state expectations, positive and specific feedback, class-wide incentives) • Reflection activity & self assessment • Restorative/Community circles • Build relationships & support networks with student | <ul style="list-style-type: none"> • Collaborative problem solving • Student/teacher conference • Family involvement/develop relationship with families • Reminders/Redirection and/or Correction • Education, prevention and guidance- teaching/re-teaching and rehearsal of skill or procedure • Continuous monitoring and support • Increase teacher proximity • Use of Restorative questions • Family Conference- develop relationship with families | <ul style="list-style-type: none"> • Daily progress sheets on behavior • Create a classroom check-in and check out plan • Reflection activity • Restitution, restoration and repair strategies • Create, implement, and monitor an academic plan • Collaboration with family • Collaborative family conference • Collect progress monitoring data about the behavior and interventions attempted • Referral to I&RS Coordinator | <ul style="list-style-type: none"> • Peer Mediation • Conflict Resolution • Referral for counseling • Call parents/guardian • Increase teacher proximity or adjust seating • Daily progress sheets on behavior • Restitution, restoration and repair strategies • Positive Home Contact |
|---|---|--|---|

TIER 2 School Support Team- Interventions/ Responses:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Utilize Trauma-Informed Skills for Educators (TISE) • Check-in/ Check Out with school building staff • Peer Mentorship/Mediation • Reflection activity/self assessment • Mentoring • Mediated conflict resolution conference • Service to the school community • Restitution plan • Referral to community organization • Conflict mediation/resolution | <ul style="list-style-type: none"> • Administrative and/or support team conference • Mentoring/Coaching • Individualized case management for students with 504 plans or IEPs • Referral and coordination with community based supports (i.e. Giant Steps) • Counseling • In-School / UCan Academy • Saturday Rejuvenation Program • Detention • Morning Reflection • Referral to school attendance officer | <ul style="list-style-type: none"> • HIB Investigation • Detention • Loss of privileges • Out of school suspension (1-5 days) • Referral to I&RS |
|---|--|---|

*Law enforcement may need to be contacted for some TIER 2 issues. Police Notification.

TIER 3

Tier 3 refers to the highest level of support provided to students who require intensive interventions and resources to address their specific academic, behavioral, or social-emotional needs. **At this level, the Code ensures a comprehensive approach to support the student's success by implementing individualized interventions, specialized services, and targeted strategies. Behavior issues and violations that require Tier 3 interventions involve incidents that seriously jeopardize school and classroom safety and order.** Students who are experiencing high risk behavioral, academic and mental health concerns are given intensive individualized interventions. This may involve collaboration with various staff, including teachers, administrators, counselors, and support staff, to develop a personalized plan that addresses the unique challenges and provides the necessary support/interventions for the student to thrive. Suspensions may be used when appropriate, taking into account the seriousness of the offense and its impact on the school community, and/or when documented interventions and supports have been put in place but the behavior escalated.

MULTI-TIERED SYSTEM OF SUPPORT

TIER 3 Behaviors & Intervention/Responses

Classroom Interventions/Responses:

Tier 3 responses are appropriate for behavioral issues and conduct violations that seriously jeopardize school and classroom safety and order. Responses may include Tier 1 and Tier 2 practices as well as more intensive interventions or responses that may require students to be removed from the learning environment.

Administrative Level & Student Support Team Interventions, Responses & Consequences:

Tier 3 refers to the highest level of support provided to students who require intensive interventions and resources to address their specific academic, behavioral, or social-emotional needs. Tier 3 responses may also include removing a student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment should be as brief as possible while still adequately addressing the seriousness of the behavior.

TIER 3 Behaviors:

Arson: • *Starting a fire • *Starting a fire causing destruction of property Banned or Illegal Substances: • *Using or possessing • Possession of paraphernalia • *Distributing or selling Bomb Threat: • *Making threats or providing false information about the presence of explosive materials or devices on school property Harassment, Intimidation & Bullying (HIB)- Verbal, Physical and/or Electronic Against a Member of the School Community: • Persistent and repeated incidents of HIB, targeted at the same person or group • *Very serious incidents that are seriously harmful or personally damaging to the person who is targeted • Serious harassment • *Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted • Cyberbullying Vandalism/Damage to Personal or School Property: • Damage to another person's or school property (over \$500)	Electronic Devices : • Use of electronic devices that lead to the threat of harm to another person • Recording or publishing a fight • Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person • Unauthorized audio or video recording Extortion: • *Obtaining money or property from another student through coercion, intimidation, or threat of physical harm False Activation of Fire Alarm: • *Intentional false activation of fire alarm Fighting: • *Fighting with serious bodily injury • Fighting that continues without change, even after the documented implementation of interventions have been given ample time to be effective • *Fighting which causes the principal to initiate emergency procedures and prevents large numbers of students from moving through the hallways,disrupts the educational process for large numbers of students across the school, and poses a serious and grave threat to the safety of large numbers of students, such as a	- threat of substantial bodily harm to students Inciting or Participating in Disturbance: • Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption (such as a riot) • Incitement which is intended to and does result in truancy by other students • Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility • Using social media, text message, email, or other electronic means to initiate or engage in a disturbance • Spitting Physical Contact: • Unintentional striking a staff member who is intervening in a fight or other aggressive behavior • Intentional physical attack on school personnel • Offensive touching, poking, pushing, shoving, or physical	- intimidation of school personnel or student(s) Public Space Misconduct: • Serious public space misconduct • Gross bus misconduct Robbery: • *Taking money or property from another by force • Trespassing School Safety & Physical Security: • Permitting an unauthorized person or item to enter a school building by opening, and/or propping an exterior door or window • Permitting an unauthorized person or item to enter a school building by opening, and/or propping an exterior door or window which causes the principal to initiate emergency procedures Sexual Offenses: • *Sexual Assault • Possession of pornographic material • *Sexual harassment (e.g., inappropriate verbal or written conduct of a sexual nature)
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*Law enforcement may need to be contacted.

TIER 3 Behaviors & Intervention/Responses (continues)



TIER 3 Behaviors (continues):

*Sexual harassment (e.g., inappropriate physical conduct of a sexual nature) *Indecent exposure *Sexual misconduct (e.g., engaging in sexual activity, etc.) Theft: • Under \$500 • Over \$500 Threat Against School Personnel, Written or Verbal:	• Verbal or written threat against school personnel or school community • Terroristic threat Verbal Aggression Against School Personnel: • Confrontational or aggressive arguing that repeatedly impacts the school environment and persists after interventions have been put in place • Misleading or giving false information to school staff	Weapons, Firearms, Explosives: • *Possession of firearms (e.g., hand-guns, rifles, shotguns, and bombs) • *Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns, etc.) • *Possession of weapons (knife, mace, etc.) • *Possession of weapons with intent to commit harm and/or disrupt the school environment	• *Instruments or objects used as weapons with intent to cause injury • *Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm)
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Possible TIER 3 Classroom Interventions/ Responses:

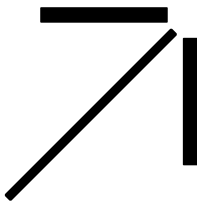
• Utilize Trauma-Informed Skills for Educators (TISE) • Choose Love Social Emotional Learning lessons • Student/Teacher conference • Restorative conference • Develop relationship with families • Daily progress sheets on behavior • Create a classroom check-in plan • Restitution/Restoration strategies	• Collect progress monitoring data about the behavior and interventions tried • Review of cumulative folder and academic progress, create implement and monitor academic plan • Collaborate with academic coaches to build on student strengths • Create a literacy based strategic plan	• Monitor all plans created and reevaluate every two weeks • Initiate a student-centered discussion about the incident (and Repair, Restore and Re-teach expectations) • Create, implement and monitor a transition plan for student returning to the classroom, • Restorative circle	• Plan for classmates as student returns • Initiate a student-centered discussion about the incident (and Repair, Restore and Re-teach expectations.) • Create, implement and monitor a transition plan for student returning to the classroom, restorative circle • Parent/guardian conference
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TIER 3 School Support Team- Interventions/ Responses:

• Mediated conflict resolution conference • Referral to school-based health or mental health providers • Restitution plan • Utilize support staff/trauma assessment • Administrative and/or support team conference • Saturday Rejuvenation • Mentoring/Coaching • Individualized case management	• for students with 504 plans or IEPs • Referral and coordination with-community based supports • In-School Suspension • Family/Guardian notification of due process rights • Referral to I&RS • Informal conference with principal and student • Refer to school-based health or mental health providers (i.e. Project Resilience or High School	• mental health clinics) • Family/Guardian/Student/ School Team conference • HIB Investigation • Request for Behavioral Support • Specialists from RISE or LINKS Team • Develop Functional Behavioral Assessment and Behavior Intervention Plan • Out-of-School Suspension (1 to 10 days)	• Reintegration Circle • Detention • Loss of privileges • Long term suspension (more than 10 days) • Zero tolerance for fireworks (up to 1 year) • Expulsion • UCan Academy • *Police Notification
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*Short or Long Term Suspension may be appropriate given the seriousness of the offense and impact on the school community, when behavior is illegal, presents an imminent threat of serious harm to the school community. Police Notification.

Prevention of Exclusionary Discipline using the Code



Immediate Classroom-Based or Interventions

- Can the incident be addressed without the need to gather additional information or make referrals?
- Can we use classroom-based practices or redirection and minimize the likelihood of the behavior escalating or recurring?



Gather Information

- Meet with relevant student, teacher, staff, witnesses
- Identify contributing factors
- Consider existing data, like disciplinary referrals and prior interventions attempted
- Communicate with the student's parent or guardian



Consider if Suspension is Appropriate

- Meet with relevant student, teacher, staff, witnesses
- Identify contributing factors
- Consider existing data, like disciplinary referrals and prior interventions attempted
- Communicate with the student's parent or guardian



Refer Student to Appropriate Support Services and Interventions

- Refer student to appropriate services or interventions
- Collaborate with and empower the student engage in solutions and repair



Document Interventions

- Document all interventions and other disciplinary measures used
- Document outcomes of the intervention
- Explain which measures worked or have not worked and why



Exclusionary Discipline

- Follow the due process framework when any exclusionary discipline is being considered
- Impose discipline that takes the student out of the classroom and/or school only as a last resort





District Policies and The Code of Conduct

District Policies

Open Enrollment

Open Enrollment students must adhere to the Code and uphold all school rules and regulations. At the sole discretion of the Superintendent of Schools, a student who is attending through open enrollment, a school other than his/her home school, may be reassigned to his/her home school due to Code violations.

Records

Instances of student discipline will be recorded in the student's file and incident reports. When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district. The record shall be provided within two weeks of the date that the student enrolls in the receiving district. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.

When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.

The Board shall not use a student's past offenses on record to discriminate against the student.

District Policies

Graduating Students

The Code has established the following expectations for graduation and related activities: First, we expect all students to treat one another with respect, ensuring a safe and inclusive environment where everyone feels valued and supported. Second, students are encouraged to take responsibility for their actions, understanding the impact they may have on others and demonstrating a willingness to make amends when conflicts arise. Third, we prioritize open communication and active listening, fostering understanding and empathy among students and staff. Additionally, we promote the resolution of conflicts through dialogue and mediation, encouraging students to engage in constructive problem-solving and reconciliation. Lastly, we emphasize the celebration of achievements and the importance of unity, ensuring that all students feel included and supported as they embark on their next chapter. By upholding these expectations, we aim to create a graduation experience that reflects our commitment to preparing students for a future built on respect, accountability, and positive engagement with others.

*All recommendations for the exclusion of a student in severe cases from a graduation ceremony and/or other activities must be recommended by the Division Director and approved by the Board of Education. Students excluded from ceremonies will be reimbursed by the school for any graduation fees collected.

District Policies

School Bus Conduct

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

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

If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

District Policies

Dress Code

Our Code for the dress code policy with uniforms focuses on promoting a sense of unity, respect, and inclusivity within our school community. While uniforms provide a standardized appearance, we recognize the importance of respecting individual expression and cultural diversity. Students are expected to wear the designated uniforms neatly and appropriately, taking pride in their appearance and representing our school positively. Staff members will be educated on how to respond sensitively and supportively to students' uniform related needs. Our approach emphasizes open dialogue and understanding, allowing students to express their concerns or needs regarding the uniform policy. We encourage conversations to address any conflicts or issues that may arise, fostering an environment of mutual respect and empathy. By integrating these practices into our dress code policy, we aim to uphold a sense of identity, equity, and collective responsibility, creating an inclusive atmosphere where students feel accepted and valued for who they are.

Dress Code for In Person and Remote Learning:

The student dress code shall be in full force and affect whether students attend school in person or are participating remotely. Staff and administration shall ensure that appropriate attire is worn by students participating remotely and the same procedures will be followed in the enforcement of the dress code during remote learning, as when students attend school in person.



District Policies

Dress Code (*continue*)



- . Each school's official uniform, including footwear, must be worn appropriately and unaltered throughout the entire school day. No offensive or vulgar/obscene attire may be worn.
- . Proper and safe footwear is required at all times.
- . All head coverings, including sweatshirts, hoods or hoodies, sweatbands, hats and street-related headgear are not permitted unless for religious, medical, cultural purposes or approved by school administration.
- . Accessories that could cause damage to any student or school property are not to be worn.
- . Skirts, dresses, and shorts must be worn below mid thigh. Shorts may be worn at the Principal's discretion. However, skin tight fitting pants, dresses, or shorts are not permitted.
- . Clothing with pictures or slogans that depict the use of drugs, alcohol, tobacco, and weapons is not allowed. Clothing with pictures of slogans with sexual connotations, or that is degrading to any group based on race, religion, gender, sexual orientation, etc. is not allowed.
- . Offensive and vulgar clothing/buttons/pins, masks, or accessories are not permitted.
- . Clothing worn while actively participating in physical education class is not to be worn in the classroom or hallways in schools where lockers are available.
- . Pants should not hang so low as to expose underwear.
- . Clothing, headgear, or symbols that are gang oriented, drug-alcohol related or promote violence are not permitted at any school, or any school-sponsored activity. This includes but is not limited to buttons, patches, symbols, beads, bandanas, etc.
- . Sunglasses and smart sunglasses are not permitted unless medically prescribed. Official medical documentation must be provided.
- . Students are not permitted to wear transparent clothing.
- . Halter, low-cut, and tube tops are not permitted. Tops must meet the waistband of slacks, skirts, or shorts.
- . Clothing accessories such as scarves and gloves are not to be worn during the school day. (This does not apply to religious accommodations).
- . No wearing of coats and jackets during the instructional day over the school uniform, unless for school-related outdoor activities.



District Policies

Dress Code *(continue)*

In JCPS, we embrace an intervention approach when addressing violations of the dress code policy. When a student is found to be in violation, we prioritize dialogue and understanding to promote personal growth and accountability.

Sample interventions for Dress Code violations may include:

- 1 Education and guidance:**

Students receive guidance and education on the importance of the dress code policy, emphasizing the rationale behind specific rules and regulations. This helps them understand the impact of their choices on themselves and the overall school environment.
- 2 Reflection and self-assessment:**

The student engages in reflective activities, such as writing a personal reflection or completing a self-assessment, to encourage introspection and understanding of their actions. This process promotes self-awareness and personal growth.
- 3 Intervention/Community circles:**

The student, along with relevant school community members such as teachers, administrators, and peers, participate in a circle. This allows for open and honest communication, providing the opportunity to express perspectives, understand the impact of the violation, and collectively find solutions.
- 4 Supportive interventions:**

If a student repeatedly violates the dress code policy, additional support measures may be implemented. This can include Project Resilience or High School Counseling centers, mentorship, or involvement of the student's support network to address underlying issues and promote positive change.
- 5 Supportive resources:**

In the case where a student cannot afford a uniform, the school will assist in providing financial assistance, facilitating uniform exchanges, and providing the uniform to ensure equitable access and inclusion for all students. Additionally, the school will maintain a supportive and non-judgmental environment, promoting empathy and understanding, to address any potential stigma or discrimination related to uniform affordability.

District Policies

Student Attendance (Grades K-12)

The District, in compliance with State Education law and district policy, requires that students regularly attend school on a full time basis as per the district calendar. JCPS encourages the enrollment of students into the district's Pre-K and Kindergarten programs. The district places a high value on student attendance since regular school attendance is a primary factor in a student's academic and social success. When one is absent, the benefit of classroom instruction is lost and cannot be entirely regained, even by extra after-school instruction. Consequently, many students who miss school frequently experience great difficulty in achieving the maximum benefits of schooling. Students are expected to attend class daily as required by state law.

Students in grades K-8 who accrue 18 days of unexcused absences in one school year and students in grades 9-12 who are absent 18 school days from a full-year course (5 to 20 credits); 9 school days from a semester course (5 credits); or 5 school days from a marking period course (2.5 credits) may be considered ineligible for promotion to the next grade and participation in extracurricular activities/athletics and/or magnet programs. A student must be in attendance for 162 or more school days in order to be considered to have successfully completed the instructional program requirements of the grade/course to which he/she is assigned. Elementary school (Grades PreK-8) instruction begins promptly at 8:30 AM and dismissal time is 2:45 PM. Students shall attend school daily and on time. High School instruction begins promptly at 8:30 AM or 8:35 PM. Students who do not arrive by their respective times will be marked tardy/late. It is recommended that high school students report to school no later than 8:15 AM to ensure enough time to transition into homeroom.

When a student returns to school from being absent, the student shall bring a signed note from the parent/guardian or doctor explaining the reason for the absence. This note is to be presented to the teacher, school nurse, and/or community aide immediately upon the student's return to school.

***Parent/guardians should notify the school the morning of an absence by telephone. If such notice is not received, school personnel will make every attempt to contact the parent/guardian on the day of the absence.**

District Policies

Excused Absences:

Students may be absent from school for the following reasons (documentation required):



- . Student illness.
Provide written medical documentation on letterhead or prescription
- . Death in the immediate family, three days; funerals of other relatives, not to exceed one day if in the locality, or three days if outside of the state.
Provide a copy of the Obituary, Funeral Card/ Program or Funeral Home Letter
- . Requirements of a student's individual health care plan or individualized education program (IEP)
- . Alternate short or long term accommodations for students with disabilities
- . State-approved religious observances
- . (High School only)
Approved College visits (no more than three during the school year). Approved form provided by the High School Counseling Department
- . Court Appearance.
Provide documentation or note from the court
- . Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day
- . Other individual absences as determined and approved by the school administration
- . New Jersey State Agencies' mandated appointments

Unexcused Absence:

Any absence that does not fall into one of the excused absence categories will be considered unexcused. It is the intention of the JCPS policy that the stated number of absences will provide for normal and usual illnesses.

***Please note that students who are excused for any of the above reasons are required to complete any missing work for their classes.
***Documentation for excused absences from caregivers/guardians is required within three (3) days of returning to school after an absence.

District Policies

Sample Interventions for Attendance and Lateness:

1 Collaborative problem-solving:

Collaborative problem-solving: In the case of attendance issues, the Code emphasizes collaborative problem-solving between the school, student, and parent/guardian. This involves engaging in open and respectful dialogue to understand the underlying reasons for absences and exploring solutions that address the root causes.

2 Building relationships and support networks:

Focus on building positive relationships between students, parents/guardians, and school staff. This includes establishing regular communication channels, fostering a sense of belonging and connectedness within the school community, and providing resources and support networks to address attendance challenges.

3 Early intervention and prevention:

The Code recognizes the importance of early intervention and prevention strategies to address attendance issues. This involves identifying patterns of absences, providing timely support and interventions, and collaborating with relevant staff, such as Project Resilience counselors, social workers, attendance counselors, or community agencies, to address any underlying issues that may be contributing to the attendance problems.

4 Community/Restorative conferences and circles:

Restorative conferences and circles can be utilized as a means to address attendance issues. These processes involve bringing together the student, parent/guardian, school staff, and other relevant individuals to discuss the impact of absences, identify ways to support the student, and develop an attendance plan that focuses on accountability, restoration, and improved attendance.

5 Individualized support plans:

The Code promotes the development of individualized support plans for students with attendance challenges. These plans take into consideration the unique circumstances and needs of the student, outlining specific strategies, resources, and interventions to support regular attendance. Regular reviews and adjustments are made to ensure the effectiveness of the plan and the ongoing engagement of all parties involved. Components of an individualized support plan for a student with attendance issues may include:

a. Clear attendance goals:

The plan should establish specific and realistic attendance goals for the student, taking into account the student's current attendance patterns and any legal requirements. The goals should be measurable and achievable within a reasonable timeframe.

b. Targeted interventions:

The plan should outline targeted interventions that address the underlying reasons for the student's attendance issues. This may involve identifying and addressing factors such as transportation barriers, health issues,

family challenges, or disengagement from school. Interventions could include providing transportation support, connecting the student and family with community resources, implementing mentoring programs, or offering counseling services.

c. Collaborative involvement:

The plan should involve collaboration among the student, parent/guardian, school staff, and potentially external support services. Each party should have clear roles and responsibilities in supporting the student's

attendance improvement. Regular communication and coordination are essential to ensure that everyone is working together to support the student.

d. Monitoring and tracking:

The plan should include mechanisms for monitoring and tracking the student's attendance progress. This may involve tracking attendance data, documenting interventions implemented, and regularly reviewing and analyzing the student's attendance records. Monitoring helps identify any trends, areas of improvement, or adjustments needed to the support plan.

District Policies

Sample Interventions for Attendance and Lateness: (continues)

6 Time Recovery Intervention:
Time Recovery is an opportunity that will allow students to gain missed class time due to an unexcused absence(s), ensuring they have equitable access to education and the resources necessary for their academic success. A student is eligible to recover time for unexcused absences within the period of time as described in the Time Recovery Program to avoid loss of credit.

The limits for recovery of class time are:
Semester-long courses: students can recover up to 5 unexcused absences (2.5 credits), Full-year courses: students can recover up to 10 unexcused absences (5.0 credits) and Recovery must be completed within the marking period of the unexcused absences. Attendance in time recovery does not guarantee a passing grade. It is an opportunity to recover lost instructional time, complete missing assignments, and avoid loss of credit.

7 Positive reinforcement and incentives:
The plan should incorporate positive reinforcement and incentives to motivate and reward the student's improved attendance. This may include acknowledging and celebrating milestones, providing incentives such as certificates or small rewards, or offering opportunities for involvement in school activities as attendance improves.

8 Reviews & Adjustments:
Regular reviews and adjustments: The plan should include regular reviews to assess the effectiveness of the interventions and make any necessary adjustments. This may involve scheduled meetings with the student, caregivers, and relevant school staff to review progress, discuss challenges, and identify any modifications needed to better support the student's attendance.

Right of Appeal

Appeals to any portion of the attendance policy may be initiated by students or their caregivers/guardians within five (5) school days of notification of ineligibility for course credit(s) or participation in extracurricular activities, interscholastic athletics, and scholarship opportunities when absences can be documented as reasonable and necessary. A school attendance appeals committee will hear the cases brought by students and/or parent/guardian within five (5) school days of receipt of the request. The decision will be provided, in writing, to the parent/guardian/student and appropriate school and district staff within twenty-four (24) hours of the hearing of the appeals.

Students who have been notified that they are ineligible for credit in a course as a result of absences and whose intention it is to enter into the appeal process are required to continue attending class while awaiting the results of the appeal process.

District Policies

Early Childhood Department Attendance (Preschool Student)

All preschool students are required to be present in attendance on the first day of school. Preschool students who fail to attend on their first day of school will be dropped from the program unless a medical note is presented.

Preschool students who are attending, but are absent 10 consecutive days at any time during the school year shall be dropped from the program.

Preschool students with sporadic absences will be monitored for patterns of excessiveness. If this should occur, school personnel (e.g. program social worker, community aide) will contact the caregiver/guardian to determine the reason(s) and offer assistance to prevent the absences.

Due to the high volume of students waiting for program placement, spaces for students are not held. Students who have been dropped from the program have to reapply and will be placed at schools based upon availability at that time.

- [Attendance Policies](#)
- [Attendance Policies](#)
- [Attendance Policies](#)



Academic Integrity

Plagiarism and Cheating Code Agreement



1

Responsibility for their actions:

Students are responsible for their academic integrity and must refrain from any form of plagiarism or cheating. Students need to understand that cheating and plagiarism undermine personal growth, integrity, and the learning process for oneself and others. Students need to take ownership of one's academic work and ensure that all submitted assignments, projects, and exams reflect one's original ideas and efforts. Students are strictly prohibited from using artificial intelligence or any other technology for the purpose of plagiarism, as it undermines the principles of academic integrity and hinders personal growth and learning.

2

Responsibility to learn, listen, and empathize:

Students need to strive to understand the importance of academic honesty and the impact of cheating and plagiarism on the learning environment. Students need to listen attentively to teachers, advisors, and peers who educate and advocate for academic integrity. Students need to show empathy towards fellow students who may face pressure or temptation to cheat, and support them in making ethical choices.

3

Responsibility to participate in interventions:

In case of suspected plagiarism or cheating, embrace interventions as an opportunity for growth, learning, and repair. Students can engage in open and honest dialogue with relevant parties, including teachers and administrators, to understand the consequences and take appropriate actions. Students will accept responsibility for one's actions, make amends by redoing the work or completing additional assignments, and seek to rebuild trust within the academic community.

Plagiarism and Cheating Code Agreement

4

Responsibility to respect others and their property:

Students need to show respect for the intellectual property of others by properly citing and acknowledging all sources used in academic work when asked. Students need to avoid using unauthorized aids or materials during exams or assignments, respecting the integrity of the assessment process. Students need to recognize that cheating and plagiarism violate the rights and efforts of fellow students and the academic community as a whole.

5

Responsibility to contribute to a safe and positive school environment:

Students will contribute to a culture that values academic integrity, promoting honesty, fairness, and a commitment to learning. Students will encourage and support fellow students to choose honesty over cheating or plagiarism. Students will report any instances of suspected cheating or plagiarism to teachers or administrators, with a focus on interventions rather than punitive measures.

6

Responsibility to Learn — The age of Artificial intelligence (AI):

Students are expected to uphold academic integrity, especially in an era where AI tools are increasingly accessible. If plagiarism or cheating occurs students will engage in interventions focusing on understanding motivation, repairing harm, and developing strategies to prevent future misconduct. The goal is to foster learning from mistakes, promote ethical decision making and encourage responsible use of technology in academic work. Through this process, students can deepen their understanding of integrity and value of original thought in their educational journey while an emphasis on intervention and learning from punitive measures may also be applied depending on the severity and context of the violation.

 [JCPS Plagiarism Policy](#)

Plagiarism and Cheating Code Agreement

Sample interventions for plagiarism violations may include:

1 Education and Awareness:

Start by educating students about plagiarism, its consequences, and the importance of academic integrity. Conduct lessons to teach students about proper citation techniques, paraphrasing, and the ethical use of sources.

2 Clear Expectations:

Clearly communicate the Code expectations regarding academic integrity and plagiarism. Make sure students understand the consequences of plagiarizing, including potential disciplinary actions. This can be achieved through the discussion of Code and including expectations in course syllabi.

3 Support Resources:

Provide students with resources that can help them avoid plagiarism. This may include referencing guides, citation tools, and writing centers where students can receive guidance on proper citation techniques and academic writing.

4 Discussions:

If plagiarism occurs, incorporate restorative practices to address the issue. Instead of focusing solely on punishment, provide opportunities for the student to reflect on their actions, understand the impact of plagiarism, and take responsibility for their behavior.

5 Individual Conferences:

Meet with the student involved in plagiarism individually to discuss the incident. During this conference, emphasize the importance of academic integrity, inquire about the reasons behind the plagiarism, and encourage the student to reflect on their actions.

6 Assign Remedial Work:

Depending on the severity of the plagiarism, assign the student remedial work related to academic integrity. This could include writing reflection papers, attending workshops, or completing online modules on plagiarism and academic ethics.

7 Follow-Up Support:

Provide ongoing support to students who have been involved in plagiarism. Offer guidance on how to improve their academic skills, provide resources for improving writing and research techniques, and monitor their progress to ensure they are making positive changes.

Plagiarism and Cheating Code Agreement

A student who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence may suffer a reduced grade by virtue of the disqualified work.



Acceptable Use of Technology

Acceptable Use of Technology

-
- 1. Students are expected to use technology responsibly and respectfully, understanding that it is a powerful tool that should be utilized for educational purposes and positive engagement within the school community.**
 - 2. When using technology, students should demonstrate digital citizenship by adhering to acceptable use policies, respecting the privacy and intellectual property rights of others, and engaging in responsible online behavior that promotes a safe, inclusive, and supportive environment for all.**

Use of Cell Phones and Personal Electronic Devices

1. Students' cell phones and other devices including smart watches and smart sunglasses are to be turned off during the instructional day unless authorized by the school principal. In addition, at the discretion of the building administration students cellular phone may be stored away and promote a distraction-free learning environment.
2. When using cell phones and electronic devices during non-instructional time, students should demonstrate self-awareness and considerate behavior by minimizing distractions, respecting others' rights to a distraction-free learning environment, and engaging in positive and meaningful interactions both online and offline.

***Parent/guardians who need to reach their children during the school day to address an emergency can contact the main office.**

71 [Technology Policies:](#)

Acceptable Use of Technology

Sample Interventions for Inappropriate Use of Cell Phone and Electronic Devices:

1 Dialogue and Education:

Engage in open and honest dialogue with students about the appropriate use of cell phones and electronic devices, discussing the potential benefits and challenges they present. Provide educational resources and workshops to raise awareness about responsible digital citizenship, digital well-being, and the potential consequences of excessive or inappropriate device usage.

2 Verbal Warning and Restitution:

Remind student for cell phone policy and encourage students to take responsibility for their actions, understand the impact on others, and actively work towards repairing any harm through actions such as apologies, restitution, or community service.

3 Collaborative Problem-Solving:

Involve students, teachers, and administrators in collaborative problem-solving processes to establish clear guidelines and expectations regarding cell phone and electronic device use. Encourage dialogue to find common ground, understanding of the concerns and perspectives of all parties, and collectively develop solutions that balance the benefits and challenges of technology in the school environment.

4 Community/ Restorative Circles

Utilize community/ restorative circles to foster understanding, empathy, and respectful communication among students regarding the use of cell phones and electronic devices. Provide a safe space for students to express their thoughts, concerns, and experiences related to device usage, allowing for dialogue, active listening, and the development of shared norms and agreements.





Substance Abuse

Substance Abuse

New Jersey State Law and JCPS prohibits the use, possession, and/or distribution of any drug, alcohol, or tobacco products, steroids, and/or any paraphernalia on school premises, and at any school-related event away from the school. Compliance with a drug-free standard of conduct at all school functions is mandatory for all students. Students suspected of being under the influence of drugs, alcohol, or steroids will be identified, evaluated, and reported in accordance with state law.

Examples of prohibited substances include, but are not limited to:

- Nicotine
- Tobacco
- Tobacco products
- Cigarettes
- Narcotics
- Any dangerous controlled substance
- Steroids
- Flavored cigarettes
- Edibles

Examples of prohibited paraphernalia include, but are not limited to:

- Hookahs
- Cigarettes, Cigars, Pipes
- Vapor Products
- E-Cigarettes/Vape Pens
- Cartridges
- Liquid Nicotine Containers
- Juuls

The district also follows the New Jersey State Interscholastic Athletic Association (NJSIM) position on random testing of students in grades 9-12 who participate in extracurricular activities and interscholastic athletics.

Substance Abuse

Sample Substance Abuse Interventions-

1 Dialogue and Counseling:

Engage in dialogue with students involved in substance abuse incidents, providing a safe and supportive space for open communication, reflection, and understanding.

2 Counseling:

Offer individual or group counseling sessions through the high school dens, Student Assistant Counselors (SACS) and Project Resilience where students can explore the underlying issues, triggers, and consequences of substance abuse, while developing coping mechanisms and strategies for positive change. Outside referrals may also be helpful depending on student needs.

3 Mentorship Programs:

Pair students with mentors who can provide guidance, support, and positive role modeling, helping them navigate their recovery journey and make healthier choices.

3 Restorative/Community Circles:

Facilitate restorative/ community circles, bringing together students, families, and school staff affected by substance abuse incidents to share their perspectives, express emotions, and foster understanding. Use restorative practices to strengthen relationships, build a sense of community, and develop shared norms and agreements that promote a drug-free environment, while addressing any underlying issues contributing to substance abuse.



Student Searches

Student Searches

In the continuing effort to ensure a safe and orderly environment for our students, student searches may be conducted for weapons, drugs, and/or other prohibited objects/materials in the event that there is reasonable suspicion. All students are subject to metal detector searches (walkthrough and handheld type) whenever on school property or at any school sponsored activity. Any baggage (e.g., backpack, book bag, handbag, carryall, etc.) of the student may also be searched. Additionally, student lockers remain the property of the school even when used by students. Student locker searches may be conducted. A student's person and possession may be searched by a school official provided that the official has reasonable grounds to suspect that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any student refusing to participate in and/or cooperate with a search will be detained and the parent/guardian will be contacted. Additionally, any student refusing search is subject to disciplinary action. If there is a reason to believe that the student is refusing to participate because the student is in possession of a weapon, the police shall be asked to immediately intervene. Student searches shall be done in accordance with the State law.



General Suspension Regulations

General Suspension Regulations

Grades Pre-K through 2nd:

No Pre-K through Grade 2 students attending the Jersey City Public Schools are subject to suspension or expulsion from the program except by the following conditions: **Zero Tolerance for Guns Act or behaviors that are violent or sexual in nature that endangers others.**

Grades 3rd through 12th:

If a student in grades 3-5 engages in serious aggressive behavior that causes injury or threatens a student's safety in the classroom, the principal can determine that the most appropriate intervention up to and including out of school suspensions. All Suspensions will be discussed and approved by the Division Director. Any suspension over 2 days requires the Division approval upon suspension. In addition, an intervention plan should be developed. Parent/guardian must be invited to be directly involved in the development of the intervention plan to support their child's success.

Grades 3 through 12th (Students with Disabilities and 504):

Consultation with the Division Director and Special Education Supervisor for any student with a disability for any possible suspension. Students who display chronic behavioral problems may be referred to the Intervention and Referral team or the Child Study Team for an evaluation to determine if the student has a disability or in need for services.

General Suspension Regulations

The following regulations must be followed when issuing a suspension:

1. Violations referred to the administrator for disciplinary action should be accompanied by a written statement from the teacher or staff member.
2. Interventions and responses should also be implemented with fidelity and documented.
3. Students will be assigned to either before or after-school supervised detention for minor infractions of the school rules. During this timeframe social emotional lessons and constructive school work will be assigned. All schools will also have access to the Saturday Rejuvenation Program for grades 4 and up.
4. Only the Principal or designated Assistant/Vice-principal shall have the authority to suspend students.
5. The parent/guardian of a suspended student will be notified by the school of the suspension. Every attempt will be made to contact the parent/guardian by phone at the time of the suspension. Written notification will be sent on the day of suspension and a copy of the notification will be maintained by the school while the student is enrolled.
6. Before any suspension is lifted, a parent/guardian and student conference must be held with the administrator. A suspended student will be readmitted only after a satisfactory conference. The suspended student must be afforded every opportunity to make up missed school work.
7. Chronic violators of any rules (and their parents/guardians) may be referred to outside supportive agencies, an interim alternative education setting, or the Intervention and Referral Services Committee.
8. Students who are serving an out-of-school suspension are prohibited from entering any district property while on suspension.
9. Students found to be under the influence of an illegal controlled substance will be removed from school until the Principal is given a written report from a physician certifying that the student is physically and mentally able to return to school.
10. Students serving an out-of-school suspension may not participate in any school activities such as field trips, clubs, plays, concerts, athletic events, etc.
11. According to district policy educational services must be provided to every student, general and special education equally, who are suspended for a time period exceeding 4 (four) days. These services must be provided on or before the 5th day of said suspension and shall address all New Jersey Student Learning Standards. For a student with a disability, the aforementioned services shall be consistent with the student's Individualized Education Program (IEP) or 504 Accommodation Plan.
12. An appeal of the decision affecting the student's educational program should be made to the Commissioner of Education.

Suspension of General Education Students

In order to maintain a student’s due process rights, incidents of misconduct must first be handled at the school level. Efforts must be made by the principal/designee first and subsequently by the Division Director to use building and district responses, interventions and resources to effectively handle disciplinary problems prior to a consideration of suspension. A Principal/designee may suspend a student up to ten (10) consecutive school days depending on the severity of the violation. A student who presents a danger to persons or property may be immediately suspended and removed from the school following an informal hearing. An informal hearing is a meeting with an administrator, the caregiver/guardian, and the student to inform the student of the charges, and give the student a chance to reply to the charges.

***All suspensions need to be approved by the Division Director.**
***No student may be suspended for more than ten (10) consecutive days without the approval of the Superintendent and appropriate due process as follows:**

- | | | |
|---|---|---|
| •Notification of the charges prior to his or her removal | •Appropriate supervision while waiting for the student’s parent/guardian | •The specific charges |
| •An informal hearing with the opportunity to present his or her version of the events | •Written notification to the parent/guardian within two (2) school days of the initiation of long term suspension or expulsion proceedings stating: | •The facts on which the violation/charges are based |
| •Immediate notice to the student’s primary parent/guardian | | •The student’s due process rights |



Suspension of General Education Students (*continues*)



Notification that further actions in conduct warranting expulsion shall amount to a knowing and voluntary waiver of the student's right to a free public education in the event that a decision to expel the student is made by the district board of education.

Prior to a formal hearing, the student shall be provided with:

- **Information that the student may be represented by an attorney**
- **In or out of school educational services within five days of the suspension**

*Students with Disabilities will have a manifestation determination pursuant to law at 10 days of suspension.

Suspension of General Education Students (*continues*)

Hearings before the Board/or Board's designee

The hearing shall be conducted before the Board or Board's designee where students shall have the opportunity to:

- Present testimony on his/her behalf
- Cross-examine witnesses
- Have the hearing take place no later than 30 calendar days following the day the student is suspended from the general educational program
- The board of education's decision will be based on the preponderance of competent and credible evidence

Following the Hearing

A written statement to the student's parent/guardian regarding the Board's decision within five school days after the close of the hearing. The student has the right to appeal the Board's decision to the Commissioner of Education.

If it is found that the student did not commit the violation, the student shall be immediately returned to the program from which he or she was removed. If the student is found in violation then at the completion of a long-term suspension, the student shall be returned to the general educational program.

Disciplinary Measures for Students with Disabilities

Students with educational disabilities are subject to the same disciplinary procedures as non-disabled students (unless stated otherwise in their Individualized Education Program (IEP). The administration shall consult with the case manager/member of the Child Study Team prior to disciplinary action entailing changes in the student's current educational setting. For more information refer to The Parental Rights in Special Education Booklet ([PRISE](#)) and the New Jersey Department of Education State Code, New Jersey Administrative Code 6A: 14-2.9.

Any disciplinary action that removes the student from his/her educational program for more than 10 days is considered to be a change in placement and cannot proceed beyond 10 consecutive or cumulative days until the following three events are conducted:

- A Manifestation Determination hearing is convened by the IEP team
- A Functional Behavioral Assessment (FBA) is conducted, as provided below
- A Behavioral Intervention Plan (BIP) is developed, as provided below

The purpose of the Manifestation Determination is to examine the relationship between the student's behavior and his/her disability. If the IEP team determines that there is no relationship between the inappropriate behavior and the student's disability, the student can then be disciplined in the same manner as a non-disabled student, provided that educational services continue. If it is determined that the inappropriate behavior is a manifestation of the student's handicapping condition, then an FBA of the behavior must be conducted and an appropriate BIP developed and implemented. If a BIP is already in effect for the student, the IEP team must review it and make any needed modifications.

➤ [The Parental Rights in Special Education Booklet \(PRISE\)](#)

Long-Term Suspensions/Removal to an Alternative Education Setting for Weapons or Drug Offenses (AES)

Long-term suspension can constitute a change in placement without benefits of the IEP process; suspension from the student's educational program for a period of 10 or more consecutive school days in a given school year; a series of lesser suspensions that result in 10 or more cumulative school days during a given school year; or placing a student in an AES for a weapon or drug offense or for inflicting serious bodily injury.

71 [Suspension Policy.](#)

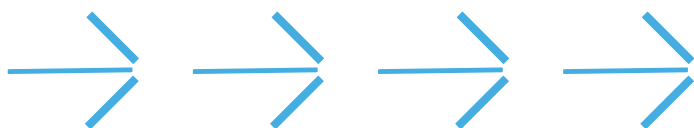
Guns and Other Major Offenses

The Jersey City Board of Education prohibits the possession and/or use of firearms, toy guns, other weapons, or instruments that can be used as weapons on school property, on a school bus, at any school function, or while en route to or from school or any school function. Students who bring weapons or drugs to school or commit any act of violence against a student or staff member **WILL** be removed from the school building immediately. The police will be called, a report filed, and the primary caregivers notified if a student is found to be in possession of a weapon or drugs, assaults a staff member, or if a terroristic threat has been made. Depending on the incident, the age of the student, and a recommendation by the Zero Tolerance assessment team, the student will be assigned to an Interim Alternative Educational Setting, subject to a hearing before the Board of Education, designee.

Firearms

This section shall apply to any student who is:

- Convicted or adjudicated delinquent for possession of a firearm on school grounds
- Convicted or adjudicated delinquent for committing a crime while in possession of a firearm on school grounds; and
- Found knowingly in possession of a firearm on school grounds.



Guns and Other Major Offenses (continues)



Firearms (continues)

The student (other than a student with a disability) shall be immediately removed from the school's general education program for a period of not less than one calendar year. The Superintendent may modify the removal of a general education student on a case-by-case basis.

A student with a disability shall immediately be removed for offenses involving firearms in accordance with federal and state laws and regulations. Weapons, Assaults with Weapons, Assaults on Board of Education Members and Employees, The principal, the designee shall.

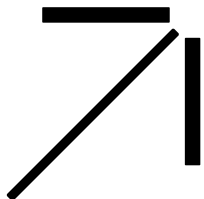
1. Immediately remove a student
2. Isolate the student and place him or her under the supervision of school staff until the student's primary parent/guardian or a law enforcement official takes custody of the student
3. Immediately report the student's removal to Superintendent

At the time of removal, the primary parent/guardian/student must receive:

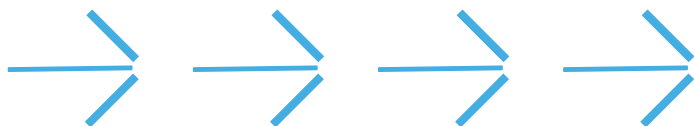
1. Oral or written notice of the charges (Suspension Form)
2. An explanation of the charges and the evidence that supports them
3. An opportunity to present his/her side of the story
4. An explanation of the consequences of the incident
5. The removal action
6. The law enforcement notification
7. The student's due process rights to a hearing before the Board, designee
8. The due process rights of a student with a disability

A student with a disability who is removed shall receive a placement in accordance with regulations. In the event placement in an alternative setting is not available, a student shall be provided with home instruction until a placement is available. If it is found that the student did not commit the offense the student shall be immediately returned to the regular educational program.

Administrative Procedures for Expulsions



Expulsion is the permanent denial of the student's right to attend school. A student may appeal an expulsion decision to the Commissioner of Education and the State Board of Education. Expulsion is considered only as a last resort and only after all building and district-level interventions have been attempted. In all cases where expulsion is considered, the student shall be afforded an alternative form of instruction (i.e., home instruction or alternative programs) to ensure his/her educational future as required by law. The Board of Education will consider expulsion only if the principal of the school and his/her staff, where appropriate, have exhausted all means of bringing about a correction of the misconduct, including responses/interventions by the Intervention & Referral Service Committee (I&RS), and shall have followed the administrative procedures. The caregivers of the student must also have been interviewed and advised by the Division Director of the rights of the student to a full hearing before the Board of Education, designee which will afford him/her procedural due process.



Administrative Procedures for Expulsions (*continues*)



The first level of appeal that a parent/guardian has is before the Superintendent, designee. This is an informal hearing that must be held within five (5) school days of the initial suspension. If the Superintendent, designee determines that the charges are true, and may warrant expulsion, the second level of appeal may be set. A full formal hearing must be held within thirty (30) school days after the Superintendent's recommendation for expulsion. The District will provide legal notice to all parties concerned for the preparation and presentations of the evidence in support of the charge at the hearing. The student may be represented by an attorney. In order to assure that a student does not have his/her constitutional rights violated the student and parent/guardian shall be given an opportunity for a due process hearing. The hearing will allow the student to contest the facts which could potentially lead to suspension by a Principal, or continued suspension or expulsion by the Board of Education.

A formal due process hearing shall include the accused student's right to: notification of charges against him/her; the names of the adverse witnesses; copies of the statements and affidavits of those adverse witnesses; the opportunity to be heard in his/her defense; the opportunity to cross-examine adverse witnesses; the opportunity to be represented by counsel and the right to appeal to the Commissioner of Education, appeal to the State Board of Education, and appeal to the Courts.



Harassment, Intimidation and Bullying (HIB)

Harassment, Intimidation and Bullying (HIB)

Jersey City Public Schools prohibits acts of harassment, intimidation, or bullying of students and staff. All students and staff are entitled to live and work in an environment free from bullying, where respect, safety, and dignity are upheld as fundamental rights for everyone.

Definition: “Harassment, Intimidation or Bullying (HIB)” means any gesture or written, verbal, physical act, or any electronic communication that is:

(a) reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, gender, a mental, physical, or sensory disability, sexualorientation, gender identity or expression, national origin orancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic; and (b) takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and (1) a reasonable person should know under the circumstances, that the acts will have the effect of physically or emotionally harming a student or damaging his or her property, or placing a person in reasonable fear of physical or emotional harm to his or her person or damage to his or her property; or (2) has the effect of insulting or demeaning any person or group of persons; or (3) 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. Sexting falls under HIB and is prohibited by the Jersey City Public Schools.

Harassment, Intimidation and Bullying (HIB)

Sample interventions: Harassment, Intimidation, and Bullying

1 Restorative Dialogue and Accountability:

Engage in dialogue to address incidents of harassment, intimidation, and bullying, fostering understanding, empathy, and accountability. Encourage open and honest communication between all parties involved, promoting active listening, respectful expression of feelings, and a focus on repairing the harm caused. Staff should attend to dynamics involving power differentials and sense safety for victims, not requiring their participation in direct dialogues with those who have bullied or harassed them.

5 Continuous Monitoring and Support:

Establish systems for ongoing monitoring and reporting of incidents, ensuring swift intervention and appropriate support for all parties involved. Provide avenues for reporting incidents anonymously, allowing individuals to come forward without fear of retaliation.

2 Support and Empathy:

Provide support to victims of harassment, intimidation, and bullying, ensuring their emotional well-being and offering resources for recovery. Encourage empathy among all members of the school community, promoting a culture of kindness, understanding, and respect for diversity.

6 Consequences:

Consequences and remedial measures for a student who commits an act of harassment, intimidation, or bullying shall be varied according to the nature of the behavior, the developmental age of the student, and the student's history of problem behavior. Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying may range from behavioral interventions listed above to short and long term suspension or expulsion.

3 Restitution and Repair:

Encourage responsible individuals to take responsibility for their actions, acknowledge the harm caused, and actively work towards repairing the harm through actions such as apologies, restitution, and acts of kindness. Facilitate opportunities for those who have engaged in bullying behavior to learn about the impact of their actions, develop empathy, and make amends.

7 Victim Resources:

In providing support for victims of HIB, a range of strategies and resources will be taken into consideration, which may include, but is not limited to, the following actions for individual victims: Project Resilience referral, counseling, schedule changes, hallway and playground monitors.

4 Education and Prevention:

Encourage responsible individuals to take responsibility for their actions, acknowledge the harm caused, and actively work towards repairing the harm through actions such as apologies, restitution, and acts of kindness. Facilitate opportunities for those who have engaged in bullying behavior to learn about the impact of their actions, develop empathy, and make amends.



[HIB Policy:](#)
[HIB Webinar](#)



Acknowledgement of Receipt and Review of Code of Conduct

Each parent/guardian of a student enrolled in the Jersey City Public Schools must sign and return this page to the student's school to acknowledge that the student has obtained a copy of the Code of Conduct or viewed the electronic version.

I acknowledge the receipt of the Code of Conduct and I have read and discussed the Code with my child.

Parent/guardian Signature:

Date:

I acknowledge the receipt of the Code of Conduct and I have read or discussed the Code with my parent/guardian.

Student Signature:

Date:





Appendix

STUDENT RESPONSIBILITIES Elementary School

1

Responsibility to contribute to a safe and positive school environment:

- Include others, make friends, and create a welcoming atmosphere for all.
- Be a good role model by demonstrating positive behaviors and attitudes.
- Take pride in your school and participate in activities that promote positivity, such as kindness campaigns or community service projects.
- Follow school safety rules and guidelines.
- Report any concerns or dangers to a trusted adult.

2

Responsibility to respect others and their property:

- Treat everyone with kindness, fairness, and respect.
- Value and celebrate the diversity of your classmates and school community.
- Honor personal boundaries and the rights of others.
- Take care of shared materials and respect others' belongings.
- Speak up against bullying, discrimination, or any form of mistreatment.

3

Responsibility to learn, listen, and empathize:

- Engage actively in your learning and participate in classroom activities.
- Listen attentively to your teachers and classmates, showing respect for their perspectives.
- Seek to understand different viewpoints and embrace diversity.
- Practice empathy by putting yourself in others' shoes and showing kindness and understanding.
- Take responsibility for your own learning and growth by asking questions and seeking help when needed.

4

Responsibility to participate in interventions:

- Resolve conflicts peacefully by engaging in open and respectful dialogue.
- Take responsibility for your actions and work towards repairing any harm caused.
- Show empathy and understanding towards others involved in the conflict.
- Seek resolution and actively participate in restorative processes such as mediation or reflection.
- Strive to rebuild relationships and contribute to a positive and inclusive school community.

5

Responsibility for their actions:

- Take ownership of your choices and behavior.
- Think before you act, considering the potential impact on yourself and others.
- Apologize and make amends when you make a mistake.
- Learn from your actions and strive to make better choices in the future.
- Be accountable for the consequences of your actions.

STUDENT RESPONSIBILITIES

Middle School and High School Students

1

Responsibility to contribute to a safe and positive school environment:

- Include others, make friends, and create a welcoming atmosphere for all.
- Be a good role model by demonstrating positive behaviors and attitudes.
- Take pride in your school and participate in activities that promote positivity, such as kindness campaigns or community service projects.
- Follow school safety rules and guidelines.
- Report any concerns or dangers to a trusted adult.

2

Responsibility to respect others and their property:

- Treat all individuals with respect, regardless of their background or beliefs.
- Honor personal boundaries, privacy, and the rights of others.
- Value diversity and refrain from engaging in discriminatory or derogatory behavior.
- Take care of shared resources and respect others' belongings.
- Contribute to a positive and inclusive environment by promoting kindness, empathy, and understanding.

3

Responsibility to learn, listen, and empathize:

- Actively engage in your studies and seek opportunities for personal growth.
- Listen attentively to teachers, classmates, and diverse perspectives.
- Show empathy by considering the feelings and experiences of others.
- Embrace the value of lifelong learning and seek understanding beyond your worldview.
- Take responsibility for your education by setting goals, asking questions, and seeking assistance when needed.

4

Responsibility to participate in interventions:

- Resolve conflicts constructively and peacefully, seeking dialogue and understanding.
- Take responsibility for your actions and actively work towards repairing any harm caused.
- Show empathy and respect towards all parties involved in conflicts.
- Engage in restorative practices such as mediation, reflection, or community service to promote healing and growth.
- Foster a culture of forgiveness, empathy, and inclusivity within the school community.

5

Responsibility for their actions:

- Take accountability for your choices, behavior, and academic performance.
- Recognize the consequences of your actions and strive to make ethical decisions.
- Be mindful of the impact of your words and actions on others.
- Take initiative to apologize, make amends, and learn from your mistakes.
- Understand that your actions reflect your character and integrity.