

Regulation

CODE OF STUDENT CONDUCT

The Mainland Regional High School District is committed to providing a safe and challenging learning environment for every student. In order for learning to take place, students must be in attendance, their behavior must not be disruptive of the atmosphere for learning, and their actions must not jeopardize the rights, property, or wellbeing of others. The self-discipline necessary for learning and living is accelerated when students know and practice the behavioral expectations as detailed in these rules.

This code of student conduct shall be reviewed annually and maintained by a committee. The members of the committee shall include parents, guardians and students, the superintendent, members of the board of education and community members. The committee may also include teachers and others staff and administrators as desired or required.

Student Rights

The student shall have the right to:

- A. Advance notice of behaviors that will result in suspension and expulsion (board policy 5114 Suspension/Expulsion);
- B. Education that supports student development toward becoming a productive citizen;
- C. A safe and secure school environment;
- D. Attend school if married, pregnant or is a parent (board policy 5134 Married and Pregnant Students);
- E. Due process and appeal procedures (board policy 5145.6 Student Grievance);
- F. All notifications as required by law (N.J.A.C. 6A:16-6.2, 7.2, 7.3, 7.8),
- G. Records and privacy protection established by law and board policy (5125 Student Records, 5145.11 Questioning and Apprehension, 5145.12 Search and Seizure).

Core Values

Mainland Regional High School District educational programs shall strive to reinforce character development in the students. The students of this district shall be encouraged to develop the follow competencies:

A. Trustworthiness

Students will develop appreciation of trustworthiness. Students will understand that genuine sincerity, personal morality, and honesty in deeds and words must be realized in order to demonstrate trustworthiness.

B. Citizenship

Students will develop appreciation of civic virtue and citizenship. Students will understand the importance of not only knowledge and respect for the law, but the duty to give to society more than one takes.

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C. Responsibility

Students will develop appreciation of responsibility. Students will understand how all behaviors are accountable and those rights require responsibilities to participate as active citizens in our democratic constitutional system of government.

D. Respect

Students will develop appreciation of respect. Students will understand that genuine respect requires that we all have a moral obligation to honor the essential worth and dignity of the individual, including oneself. We have a responsibility to be the best we can be in all situations.

E. Caring

Students will develop appreciation of caring. Students will understand that caring is the heart of ethics and is demonstrated in how we show our emotional concern toward all people.

F. Fairness

Students will develop appreciation of justice and fairness. Students will understand that a just and fair person considers all points of view, listens to others, and balances truth in light of evidence.

Behavioral Expectations

To promote an environment for positive student development and achievement that enhances learning and leads to success in school, students are encouraged to:

- A. Prepare mentally and physically for the process of learning;
- B. Be nourished, rested, clean, properly dressed and groomed;
- C. Be free of drugs, alcohol, tobacco and steroids;
- D. Come to school prepared to learn;
- E. Respect others with honesty, courteous and polite behavior;
- F. Respect the property of the school and of others people;
- G. Accept and defend the rights of others to their own opinions and listen to the points of view of others;
- H. Settle differences peacefully;
- I. Display good sportsmanship at school-related functions;
- J. Participate in the maintenance and cleanliness of school facilities and property;
- K. Take responsibility for their own behavior and learning;
- L. Accept the consequences of their actions;
- M. Recognize that school is work and academic development is the primary purpose;
- N. Complete all homework, class work and exams;

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- O. Demonstrate academic honesty and integrity;
- P. Make personal choices based on reasonable decision making processes;
- Q. Accept constructive criticism and disagreement when necessary and appropriate;
- R. Attend school regularly and punctually;
- S. Cooperate, contribute and share responsibilities when working as members of a group;
- T. Accept and assume leadership when appropriate; and

Recognition and Positive Reinforcement

Students who fulfill the district behavioral expectations and/or exceed the expectations shall be encouraged to continue compliance with the code of student conduct by staff. The staff may utilize rewards, recognition and/or other positive reinforcement as deemed appropriate to encourage compliance with the code of student conduct. These may include:

- A. Reinforcement for good conduct and academic success (board policy 5126 Awards for Achievement);
- B. Supportive intervention and referral services (board policy 6164.1 Intervention and Referral);
- C. Remediation for problem behaviors (board policies 6164.1 Intervention and Referral, 6171.1 Remedial Instruction and 6164.2 Guidance Services); and
- D. Support for students with disabilities (6171.4 Special Education).

Conduct Away from School Grounds

The building principal or designee has the right to impose a consequence on a student for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with policy and regulation 5131, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:13-7.3, or 6A:16-7.5.

Psychiatric Evaluations for Behavioral Concerns:

Should a student exhibit threatening, violent, disturbing or other similarly concerning behavior that is deemed inappropriate for school or that potentially interferes with the physical or emotional safety, security, and/or well-being of another student(s)/staff member(s)/school grounds or that potentially interferes with the safe and orderly operation of the school, the district/administration may require that a student obtain a psychiatric evaluation which states, among any other pertinent information, that the student is not a danger to himself or others prior to allowing the student to return to school. The district/administration may require that the student be seen by a psychiatrist of the district's choosing to obtain this psychiatric evaluation.

Discipline

In accordance with board policy 5131 Conduct and Discipline, the administration and staff of Mainland Regional High School District will apply the following guidelines in the consistent administration of discipline. Decisions regarding disciplinary matters will depend on the following:

- A. A thorough investigation and presentment of evidence;

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- B. Consideration of the severity of the offense;
- C. Consideration of the repetitive behavior of the offender;
- D. Fairness in light of mitigating circumstances.

The discipline consequences as listed below are intended as a guideline for interpreting the possible disciplinary action to be taken by the faculty and/or administration for various disciplinary offenses. The guide indicates the recommended penalties that may be imposed. It is up to the discretion of the administration to determine the final disciplinary action. It must be emphasized that actions taken by teachers and/or administrators are intended to remediate problems and provide a safe and secure environment for learning.

Definitions

A. Teacher Detention

Teacher detention is the assignment of a student to remain after school under the teacher's supervision for a period of time not to exceed forty minutes for violating a policy of the teacher. The individual teacher makes assignment to a teacher's detention. Students will be given 24-hour notice so they may notify their parents, coach or employer. Transportation for those who normally receive transportation services is the responsibility of the student. Students cutting teacher detention will be assigned additional administrative detentions or be considered for a suspension

LUNCH DETENTION (11:12-11:42)

Unit Lunch is a privilege which may be revoked/suspended by administration for any reason such as, but not limited to, issues with behavior, attendance (class and daily), and academics. Detention is the assignment of a student to a supervised room for a period of **thirty (30)** minutes during the unit lunch period for violating school policy. Lunch detention begins at 11:02 AM and ends at 11:42 AM. The student will arrive on time and have meaningful work to accomplish. The student is required to adhere to detention rules and regulations. The following rules and regulations apply to students who have been assigned administrative detention(s).

1. Students must arrive to detention with their lunch and **BE SEATED** by 11:12 AM.
2. Students must bring **SCHOOL RELATED WORK** and maintain attention to said work until dismissed. This includes facing forward and not leaving seats unless directed by the detention supervisor.
3. Students may not communicate with any other student in any way, shape, or form. This includes, but is not limited to talking, sign language, and passing of notes.
4. Students must remain silent until dismissed. Preparation for leaving may not begin until directed by the detention supervisor.
5. Detention officially ends at 11:42 AM. Early dismissal will be made only at the discretion of the detention supervisor.
6. Cutting of detention will result in further disciplinary action.
7. Removal from detention by an administrator or detention supervisor will result in the same penalty as cutting.
8. If a student is ABSENT on the day of detention, he/she must report to detention **on the day he/she returns to school**. If the student does not, it will be considered a cut.

ADMINISTRATIVE DETENTION

Administrative Detention is the assignment of a student to a supervised room during the school day for a period of time determined by administration for violating school policy. Students are given 24-hour notice so they may notify their parents, coach or employer. The student will arrive on time and have meaningful work to accomplish. The student is required to adhere to detention rules and regulations. The following rules and regulations apply to students who have been assigned administrative detention(s).

1. Students must arrive to detention and **BE SEATED** at the assigned time

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2. Students must bring **SCHOOL RELATED WORK** and maintain attention to said work until dismissed. This includes facing forward and not leaving seats unless directed by the detention supervisor
3. Students may not communicate with any other student in any way, shape, or form. This includes, but is not limited to talking, sign language, and passing of notes.
4. Students must remain silent until dismissed. Preparation for leaving may not begin until directed by the detention supervisor.
5. Detention officially ends when the student is dismissed by the detention supervisor. Early dismissal will be made only at the discretion of the detention supervisor. The administration and supervisor have the right to detain a student passed their original assignment should circumstances warrant such action.
6. Cutting of detention will result in further disciplinary action.
7. Removal from detention by an administrator or detention supervisor will result in the same penalty as cutting.
8. If a student is ABSENT on the day of detention, he/she must report to detention **on the day he/she returns to school**. If the student does not, it will be considered a cut
9. Attempts to reschedule an assigned administrative detention must be made before the scheduled detention is held. The final decision to reschedule is left to the discretion of the Assistant-Principal.

B. In-School Suspension (ISS)

Students assigned to the in-school suspension will be excluded from all classes and will serve their specific period of time in school in a room assigned by the assistant principal. This includes the prohibiting of the student from participating in, or attending any school activities during the period assigned in-school suspension unless arrangements have been made through the administration (example: dances, athletic teams, sports events, club activities, etc.) Each ISS requires a parental conference with the principal or designee before the student can be reinstated. The length of this assignment will vary with the seriousness of the violation and the number of previous offenses. (See Discipline Code) The following rules and regulations apply to students who have been assigned In-School Suspension (ISS):

1. Students will meet in the lobby with ISS personnel.
2. In-School Suspension is scheduled from 8:00 - 2:39 p.m. regardless of student schedule.
3. Cell phones/electronic devices will be collected upon entering the ISS room. No personal technology of any sort may be used during the period of In-School Suspension
4. Students are expected to act appropriately while in ISS (Mustang Code of Conduct is in effect)
5. Students should remain quiet, cooperative, and productive while in ISS
6. Students will keep hands/feet/objects to themselves
7. There should be no form of communication with other students
8. Students will refrain from sleeping or putting their heads down while in ISS
9. All students must come prepared for the entire day with all notebooks, textbooks, etc. Students will not be allowed to go to their locker for any reason.
10. Students are expected to complete all work that is given to them by the ISS teacher.
11. Students are expected to complete all work that is assigned by their classroom teacher to be completed in ISS
12. Students are expected to bring a completed Assignment Sheet form to the ISS room listing their classroom work that must be completed that day. Failure to do so will require the student to complete a Disciplinary Packet provided by the ISS teacher. This could also result in a zero for the missing classwork

C. Out of School Suspension (OSS)

Suspension is identified as the exclusion of a student from school for a specified period of time due to a major violation of school policy. This includes the prohibiting of the student from participating in or attending any school activities during the period of suspension (example: dances, athletic teams, sports events, club activities, performances, concerts, etc.). Each suspension requires a parental conference

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with the principal or designee before the student can be reinstated. The length of the suspension will vary with the seriousness of the violation and the number of previous suspensions (See Discipline Code). If a student is suspended out of school (OSS) he/she may not be in the school building or on school grounds at any time for the duration of the suspension. **A student found in violation may be charged with criminal trespass.** A student is permitted to make up the assignments missed during a suspension. It is the student's responsibility to obtain make-up work from teachers upon returning to school. Time allotted for make-up work will be equal to the length of the suspension.

D. Long-Term Suspension and Expulsion

Long term suspension and expulsion are identified as the exclusion of a student from school for a period of time, exceeding 10 days due to a major violation of school policy. This includes the prohibiting of the student from participating in or attending any school activities (example: dances, athletic teams, sports events, club activities, performances, concerts, etc.). Long-term suspension and expulsion shall only be by order of the board of education. It shall be the responsibility of the board ensure alternative education or home instruction is provided.

When circumstances warrant the expulsion of a student, the following procedure will be followed:

1. The superintendent will notify the board of education of charges prior to the next regular meeting;
2. A formal hearing will be scheduled within 21 days of such notice;
3. Written notice of charges against the student shall be supplied to the student and his/her parent(s);
4. The board of education shall ascertain the facts and if the facts indicate the student's guilt, the Board shall review the designated punishment to determine its fairness;
5. The parents shall be present at the hearing unless the student has reached the age of majority and requests otherwise. Legal counsel may represent students. Witnesses may be cross-examined;
6. A written record of the hearing shall be kept;
7. The findings and recommendations of the board of education shall be reduced to writing and sent to the student and his/her parents;
8. The student and his/her parents shall be made aware of their right to appeal the decision of the board of education;
9. All agencies of the district shall be consulted for their input regarding the student including the Child Study Team.

MUSTANG CODE OF CONDUCT

In recognition of a schedule that increases students' educational opportunities through an increased emphasis on student accountability, respect, and responsibility, the faculty and administration at mainland regional high school have the following behavioral expectations from our students in an effort to create an effective learning environment:

1. STUDENTS WILL COMPLY WITH ALL SCHOOL RULES, REGULATIONS, AND PROCEDURES:

Students demonstrate this code of conduct by:

1. Tier 1 Student Behavioral Expectations:

- a. Signing in and out the attendance office, nurse, guidance, library, CST, assistant principals' office, AD's office, etc.
- b. Refraining from entering unauthorized areas or being in hallways, library, etc., without a legitimate pass
- c. Going through proper channels prior to distributing printed materials on school grounds
- d. Adhering to the school dress code (*if attire is not corrected student will be placed in in-school suspension*)

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- e. Refraining from any type of gambling and/or the possession of such gambling materials (*i.e. dice*)

2. Tier 2 Student Behavioral Expectations:

- a. Remaining on school grounds for the entire school day (*unless given permission by administration to do otherwise*)
- b. Returning to class(es) after unit lunch
- c. Avoiding Truancy (*2 or more unexcused absences from class on a given day, truancy charges may be filed*)
- d. Eating and drinking in authorized areas only (including cleaning up your trash when you are done)
- e. Parking appropriately while on school grounds and only in an authorized parking space
- f. Moving to a safe location to avoid congregating at scene of fight/physical altercation

3. Tier 3 Student Behavioral Expectations:

- a. Maintaining honesty and integrity when a pass is needed (*i.e. refraining from forging attendance notes, hall passes, etc.*)
- b. Driving with care and caution while on school grounds
- c. Acting appropriately while on the school bus (police charges may be filed and bus privilege may be revoked)
- d. Allowing staff members the opportunity to disperse any fight/physical altercation and promote the safety of all students involved and/or in the vicinity
- e. Complying with the rules and expectations of In-School Suspension
- f. Adhering to the district's gang policy
- g. Maintaining appropriate behavior throughout all school sponsored activities and events (police charges may be filed)
- h. Refraining from the use of tobacco products on school property, including busses and/or while in attendance at school sponsored activities/events (City of Linwood Ordinance No. 15, 2004). This includes possession of any form of smokeless or electronic tobacco product

2. STUDENTS WILL ACT APPROPRIATELY SO THAT TEACHERS CAN TEACH AND STUDENTS CAN LEARN: *Students demonstrate this code of conduct by:***1. Tier 1 Student Behavioral Expectations:**

- a. Arriving to school on-time
- b. Arriving to class on time
- c. Using technology appropriately and only with the permission of the classroom teacher within the instructional setting

2. Tier 2 Student Behavioral Expectations:

- a. Monitoring language used in and around school and/or school functions (*i.e. obscene and/or vulgar language*)
- b. Remaining in class until dismissed by the supervising adult
- c. Maintaining appropriate behavior throughout the school day (*ex. congregating in halls, appropriate behavior during unit lunch privilege, excessive displays of affection, appropriate behavior in hallways/library/cafeteria, etc.*)

3. Tier 3 Student Behavioral Expectations:

- a. Attending all classes and/or study hall periods (*failure to do so will result in a 0-F for missed worked and can also result in loss of course credit*)
- b. Keeping hands, feet, and objects away from others at all times (*i.e. horseplay and other unnecessary behaviors potentially dangerous to oneself and/or others*)
- c. Maintaining appropriate behavior while in class (*i.e. class disruption*)
- d. Avoiding unnecessary behavior such as "panting" or self-exposure

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3. STUDENTS WILL RESPECT OTHERS, THEIR POSSESSIONS, SCHOOL PROPERTY AND MAINTAIN THE HONOR AND REPUTATION OF MAINLAND REGIONAL HIGH SCHOOL: *Students demonstrate this code of conduct by:*

1. Tier 1 Student Behavioral Expectations:

- a. Serving any and all Teacher Detentions as assigned

2. Tier 2 Student Behavioral Expectations:

- a. Resolving conflict with others through polite dialogue which demonstrates maturity (*keeping hands, feet, and objects away from others when frustrated, aggravated, and/or upset*).
- b. Serving any and all detentions as assigned by the Discipline Office
- c. Refraining from the use of any obscene and/or vulgar language, gestures, and/or threats directed toward or about another student (*i.e. student to student disrespect, police charges may be filed*)
- d. Treating and responding to all supervising adults with respect

3. Tier 3 Student Behavioral Expectations:

- a. Adhering to any and all directives issued by supervising adults during an emergency or emergency drill
- b. Refraining from any type of behavior they could be construed as sexual harassment (*police charges may be filed*)
- c. *Adhering to Mainland Regional High School's Harassment, Intimidation, and Bullying policy (police charges may be filed)*
- d. *Refraining from any type of hazing activity (police charges may be filed)*
- e. Respecting race, gender, ethnicity, religion, etc., and avoiding slurs, inflammatory statements and/or comments
- f. Refraining from the use of any obscene and/or vulgar language, gestures, and/or threats directed toward or about any school employee (*i.e. student to teacher disrespect, police charges may be filed*)
- g. Refraining from stealing property of others or borrowing property without the permission of the owner
- h. Respecting school property and/or the property of others (*i.e. destructing and/or defacing property of school or others, police charges may be filed*)

4. Unfortunately, violations can occur in the high school setting beyond what is described above. When these violations occur they need to be dealt with more severely because of the implications they can have on others and on the safe, orderly operation of our school.

4. Tier 4 Major Offenses include, but are not limited to, the following:

- a. Fighting/Physical Altercations or any behavior that can be construed as such
- b. Severe Acts of violence and/or chronic offenders conspiring to commit acts of violence
- c. Possession or use of fireworks/chemical devices
- d. Bomb threat / Generation of false alarm / Terroristic threat
- e. Stealing school property or borrowing school property without permission
- f. Trespassing on school property and/or at school functions (*trespassing charges will be filed*)
- g. Violating the Gun Free School Zone act (*any student who is determined to have brought a weapon to school*)
- h. Possession of a "look alike weapon" and/or water guns
- i. Use of an implement as a weapon
- j. Being under the influence of intoxicants and/or narcotics or controlled foreign substance on school property or during a school activity (*Substance abuse incidents are considered cumulative in nature and carry over each year while in attendance at school*)
- k. Possession of intoxicants and/or narcotics or controlled foreign substance and/or possession of paraphernalia indicating possession of or use of controlled foreign substance(s) on school

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property or during a school activity (*Substance abuse incidents are considered cumulative in nature and carry over each year while in attendance at school*)

- i. Sale, intent to distribute and/or distribution of intoxicants or narcotics or controlled foreign substance
- m. Abusive conduct and/or any act of physical aggression toward any school employee, or any explosive behavior in the school building or at a school function/event that puts staff and/or students at risk

THE FOLLOWING GUIDELINE IS A LIST OF INTERVENTIONS THAT MAY BE USED FOR STUDENTS WHO FALL SHORT OF THE ABOVE BEHAVIORAL EXPECTATIONS (*This list may be modified by administration as necessary to produce the desired changes in behavior*):

TIER 1 INTERVENTION OPTIONS TO ADDRESS STUDENT BEHAVIOR:

-) Teacher Assigned Lunch Detention / After School Detention (24hrs notice needed)
-) Discipline Office Lunch Detention (number determined by discipline office)
-) Administrative Detention(s)
-) Other remedial measures and supportive interventions may also be used to intervene on the student's behalf to produce the desired changes in behavior (i.e. Referral to I&RS or CST, restorative measures, schedule changes, student/parent conferences, etc.)
-) Administrative discretion may be used to tailor interventions in an effort to address the individual needs of the student
-) Students who display a pattern of behavior that is not reflective of our Tier 1 expectations may be provided an alternative setting to help best meet their educational needs. In addition, students may be prohibited from participating in and/or attending extracurricular activities and/or receiving privileges (senior privilege/leaving for lunch, parking, unit lunch, etc.) at the discretion of administration based on student behavior.

TIER 2 INTERVENTION OPTIONS TO ADDRESS STUDENT BEHAVIOR:

-) Administrative Detention (1 day), Loss of unit lunch privilege for 2 lunch periods/days, Parent Notification
-) Administrative Detention (2 or more days), Loss of unit lunch privilege for 4 or more lunch periods/days, Parent Notification
-) In-School Suspension (1 day), Loss of unit lunch privilege for 5 lunch periods/days, Parent Notification (possible parent conference required)
-) Other remedial measures and supportive interventions may also be used to intervene on the student's behalf to produce the desired changes in behavior (i.e. Referral to I&RS or CST, restorative measures, schedule changes, student/parent conferences, peer mediation, conflict resolution, counseling, etc.)
-) Administrative discretion may be used to tailor interventions in an effort to address the individual needs of the student
-) Students who display a pattern of behavior that is not reflective of our Tier 2 expectations may be provided an alternative setting to help best meet their educational needs. In addition, students may be prohibited from participating in and/or attending extracurricular activities and/or receiving privileges (senior privilege/leaving for lunch, parking, unit lunch, etc.) at the discretion of administration based on student behavior.

TIER 3 INTERVENTION OPTIONS TO ADDRESS STUDENT BEHAVIOR:

-) Administrative Detention (2 or more days), Loss of unit lunch privilege for 4 or more lunch periods/days, Parent Notification (possible parent conference required)
-) In-School Suspension (1 day), Loss of unit lunch privilege for 5 lunch periods/days, Parent Notification, Parent conference required prior to student resuming regular class schedule
-) In-School Suspension (2 or more days), Loss of unit lunch privilege for 10 or more lunch periods/days, Parent Notification, parent conference required prior to student resuming regular class schedule

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-) Out of school suspension (1 or more days), loss of unit lunch privilege (*number determined by administration*), Parent conference required prior to student resuming regular class schedule, possible police charges
-) Other remedial measures and supportive interventions may also be used to intervene on the student's behalf to produce the desired changes in behavior (i.e. Referral to I&RS or CST, restorative measures, schedule changes/placement in alternative setting, student/parent conferences, student-teacher-administrator conferences, counseling, etc.)
-) Administrative discretion may be used to tailor interventions in an effort to address the individual needs of the student
-) Students who display a pattern of behavior that is not reflective of our Tier 3 expectations may be provided an alternative setting to help best meet their educational needs. In addition, students may be prohibited from participating in and/or attending extracurricular activities and/or receiving privileges (senior privilege/leaving for lunch, parking, unit lunch, etc.) at the discretion of administration based on student behavior.

TIER 4 INTERVENTION OPTIONS TO ADDRESS MAJOR OFFENSES:

-) Out-of-School Suspension (4 days), In-School Suspension (1 day), loss of unit lunch privilege (*number determined by administration*), Parent conference required prior to student resuming regular class schedule, police charges may be filed, Possible recommendation to alternative high school
-) Out-of-School Suspension (10 days), Loss of Privileges, Parent conference required prior to student resuming regular class schedule, police charges may be filed with Linwood Police Department, Possible recommendation to alternative high school
-) Other remedial measures and supportive interventions may also be used to intervene on the student's behalf to produce the desired changes in behavior (i.e. Referral to I&RS or CST, peer mediation, conflict resolution, restorative measures, schedule changes/placement in alternative education setting, psychological evaluation/behavioral assessment, behavioral intervention plans, etc.)
-) Administrative discretion may be used to tailor interventions in an effort to address the individual needs of the student
-) Students who commit Tier 4 Offenses may be provided an alternative setting to help best meet their educational needs. In addition, students may be prohibited from participating in and/or attending extracurricular activities and/or receiving privileges (senior privilege/leaving for lunch, parking, unit lunch, etc.) at the discretion of administration based on student behavior.

Honor Code

Pledge: As a member of the Mainland community, I maintain a high level of respect and integrity. I uphold the Honor Code in letter and spirit. I do not lie, cheat, steal, vandalize, or commit forgery. I encourage fellow students who commit honors' offenses to acknowledge such offenses. I inform the Honor Council of my own and others' infractions. I make this pledge in the spirit of honor and trust.

-) **Cheating**
-) **Attempted cheating**
-) **Plagiarizing**
-) **Lying**
-) **Stealing of school work or materials (such as test and quizzes, teacher guides, homework or notes)**
-) **Vandalism of school material or property, destruction of student property, school work, or school materials**
-) **Forgery**

Offence #1: Failing mark on work in question (redo possibly for 50% credit); written reprimand; possible removal of membership from the National Honor Society (where applicable);

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Offence #2: Failing mark on work in question (redo possibly for 50% credit); written reprimand. academic probation for 30 day with restriction from participation in extracurricular activities and sports; ineligibility or removal from office or leadership position (such as team captain); possible removal of membership from the National Honor Society (where applicable).

Offence #3: Advanced Placement Courses:

- Removal from the advanced placement course and placement in study hall;
- Ineligibility to pursue advanced placement courses in the department in which the third offence occurred;
- Minimum grade of 60 in the course for the marking period in the class in which the offence was committed;
- Ineligibility to participate in extracurricular activities and sports for four (4) subsequent marking periods (the number includes the marking period of the offence);
- Written reprimand.

Honors Courses:

- Removal from the honors course and placement in study hall;
- Ineligibility to pursue honors or advanced placement courses in the department in which the third offence occurred;
- Maximum grade of 60 in the course for the marking period in the class in which the offence was committed;
- Ineligibility to participate in extracurricular activities and sports for four (4) subsequent marking periods (the number includes the marking period of the offence);
- Written reprimand.

Offence #4: Student will be removed from all advanced placement and honors courses and will be considered ineligible to take any advanced placement or honors course in the following years. Student will receive a failing grade for the marking period in which the fourth offense was committed. Student will receive a written reprimand. Disciplinary action may be taken. Students will not be able to participate in graduation ceremony. Stipulations in 3rd offense apply in fourth offense.

Record Keeping - all records dealing with an honor code violation and any subsequent appeal will be kept in the student's guidance folder. The records will not be made public.

Appeals of Honor Code Violations:

The process of appealing a penalty administered with any honor code violation is as follows:

1. Student in question and/or parent or guardian will obtain an Appeal Form from the Assistant Principal's office.
2. Student in question and/or parent or guardian must turn in form and written statement(s) to the Honor Council Officer within ten days of the Parental Contact Date found on the Honor Code Infraction Report.
3. The Honor Council Officer will obtain the Honor Code Infraction Report from the student's Guidance folder as well as the appeal form and statements (from the student) for review by the Honor Council.
4. The Honor Council will give final ruling on the guilt or innocence of the student in question and the penalty administered will either stand or be overturned, depending on the ruling of the council.
5. The Honor Council will issue a statement to explain the ruling.
6. All documents involved with an appeal will be kept with the original Honor Code Infraction Report in the student's guidance folder.

If the Honor Council overturns the penalty, all paperwork involving the supposed violation will remain in the student's guidance folder.

Three (3) Suspension/Six (6) In-School Suspension/Twelve (12) Referral Rule

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If a student is suspended (OSS) three (3) times or assigned in-school suspension (ISS) six (6) times and/or has twelve (12) discipline referrals, or charged with a criminal offense by the school district, he/she will be required to meet with the building principal, vice principal and parent(s)/guardian(s). A student who is charged with a criminal offense by the school district may lose privileges according to the discipline code and subject to the nature of the offense and the recommendations of the court official.

At that time, the student will be excluded from participation in all extracurricular activities, including but not limited to:

- A. Athletic team, and/or extracurricular performance production;
- B. Proms and dances;
- C. Honor societies;
- D. Overnight and/or non-academic trips;
- E. Service as an office, library or nurses' aide;
- F. On campus parking privileges;
- G. Graduation ceremony;
- H. Other senior class activities.

Students are entitled to an appeal with the building principal after the imposition of this exclusion from extracurricular activities. It will be the student and/or parent's responsibility to initiate this process. At that time, the student, parent, and principal will review the current discipline record, grades, and attendance. A decision to either continue the suspension, to rescind the suspension, or to establish the conditions for future participation may be made at that time. Due process rights are guaranteed to all students upon the imposition of a suspension or expulsion.

Any senior excluded from commencement exercises for violating this rule may appeal this decision directly to the principal. It will be the student and/or parents' responsibility to initiate this process.

Due Process

- A. Informal hearing
 1. Parents/guardians shall be notified of the student's disciplinary offense where indicated in the code of conduct and as provided for by law (long and short-term suspension and expulsion);
 2. The student and/or the parent/guardian may request a meeting (phone or in person) with the principal or his/her designee;
 3. The disciplinary offense for which the student is accused shall be discussed;
 4. The student shall be heard and allowed to convey information he/she thinks relevant;
 5. Parents/guardians with an opportunity to consult with the principal or his/her designee;
 6. When conducting an informal hearing at the student's request the principal or his or her designee will make every reasonable effort to provide the parents/guardians with an opportunity to be present at the informal hearing;
 7. The principal shall determine the disposition of the appeal and document in writing the nature of the offense and the outcome of the meeting.
- B. Formal hearing

CODE OF STUDENT CONDUCT (regulation continued)

1. If the parent/guardian is unsatisfied with the disposition of the informal hearing he/she may appeal the decision of the principal to the superintendent in writing, specifying the reason for the appeal, the nature of the offense and the resolution desired;
2. The superintendent shall review the report on the informal hearing, and the written appeal;
3. The superintendent within 10 school days shall contact the parent/guardian to schedule a meeting;
4. The student and the parent/guardian shall be notified in writing of the nature of the offense and the evidence justifying the cause for the disciplinary action;
5. The student and the parent/guardian shall be provided with copies of any written statements or affidavits by witnesses;
6. The student and the parent/guardian shall be heard and allowed to convey information he/she thinks relevant;
7. The student may present witnesses and other evidence in his/her own behalf;
8. The principal shall determine the disposition of the appeal and document in writing the nature of the offense and the outcome of the meeting.
9. The student and the parent/guardian shall receive written record of the formal hearing within 30 days of the meeting.

C. Board hearing

1. If the parent/guardian is unsatisfied with the disposition of the formal hearing he/she may appeal the decision of the superintendent to the board of education.
2. The board shall review the reports on the informal and formal hearings, and the written appeal;
3. The board secretary, within 10 school days, shall contact the parent/guardian to schedule the appeal;
4. The board hearing may be either open or closed at the option of the parents;
5. The student and the parents/guardians shall be notified in writing of the nature of the offense and the evidence justifying the cause for the disciplinary action;
6. The student and the parent/guardian shall be provided with copies of any written statements or affidavits by witnesses;
7. The student and the parent/guardian shall be heard and allowed to convey information he/she thinks relevant;
8. The student may present witnesses and other evidence in his/her own behalf;
9. The student may be given opportunity to question adverse witnesses, when such questioning does not conflict with the rights of the witness or present a threat to the emotion and physical safety of the witness;
10. The student and parents/guardians may be represented by counsel if he/she so requests;
11. The board shall determine the disposition of the appeal and document in writing the nature of the offense and the outcome of the meeting;
12. The board decision shall be final;
13. The student and the parent/guardian shall receive written record of the formal hearing within 30 days of the meeting.

D. Any further appeal shall be directed to the commissioner of Education.

Adopted:	February 22, 1994
Adopted:	September 2011 (Student Handbook rules Discipline/consequences)
NJSBA Review/Update:	January 2012
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