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Monitored	X
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Other Reasons	

Conduct/Discipline

The TCCS Board of Trustees believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of students. The TCCS Board of Trustees expects students to conduct themselves in keeping with their levels of development, maturity, demonstrated capabilities, with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment, consistent with the code of student conduct.

The Board of Trustees believes that standards of student behavior must be set cooperatively through interaction among the parents/guardians and other community representatives, school administrators, school employees and students of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of the students, staff and community members.

Students are expected to behave in a way that creates a supportive learning environment. The TCCS Board believes that the best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, and for the consequences of their misbehavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and place emphasis on the student's ability to grow in self-discipline.

The Principal/Lead Person shall develop general guidelines for pupil conduct on school property and shall direct development of detailed regulations suited to the age level of the students and the physical facilities of the individual schools. Board policy requires each students of this district to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The Principal/Lead Person shall provide to students and their parents/guardians the rules of this district regarding student

conduct and the sanctions that may be imposed for breach of those rules. Provisions shall be made for informing parents/guardians whose primary language is other than English.

In developing regulations to implement this policy, the Principal/Lead Person shall provide appropriate recognition for students who consistently maintain high standards of self-discipline and good citizenship. The regulations shall:

- A. Require that students conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority and respond to those who hold that authority.
- B. Establish the degree of order necessary to the educational program in which students are engaged.

“Electronic communication” means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager.

Harassment, Intimidation and Bullying

The TCCS Board prohibits acts of harassment, intimidation or bullying of a student. The TCCS Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate harassment, intimidation or bullying. *N.J.S.A. 18A:37-15(b)(1)*

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any

other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- a) a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- b) has the effect of insulting or demeaning any student or group of students in such a way to cause substantial disruption in or substantial interference with the orderly operation of the school; or
- c) creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

The TCCS Board recognizes that not all acts of bullying are motivated by characteristics such as the target's race color, religion, gender or sexual orientation. Some acts of bullying are motivated by one child exercising power and control over another either in isolated incidents,(e.g. intimidation, harassment) or patterns of harassing or intimidating behavior (e.g. bullying). Such acts are also prohibited under this policy.

In addition, all acts of harassment, intimidation, bullying or cyber-bullying that include the use of school property (e.g. school computers, other electronic or wireless communication devices) are prohibited.

Cyber bullying is defined as the use of electronic or wireless devices to harass, intimidate or bully. For an act of harassment, intimidation, bullying or cyber-bullying that occurs off school grounds, this policy will be enforced only to the extent when it is reasonably necessary for the offended student's physical and/or emotional safety and well being or, for reasons relating to the safety and well being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A: 37- 2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

The TCCS Board shall not tolerate any act of reprisal or retaliation against any person who reports an act of harassment, intimidation, bullying or

cyber-bullying. The board believes that bystander support of harassment, bullying or cyber-bullying can support these behaviors and therefore prohibits active or passive support for acts of harassment, intimidation, bullying or cyber-bullying.

The TCCS Board requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation or bullying, consistent with the code of student conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation or bullying by students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses, consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the code of student conduct and N.J.A.C. 6A:16-7.14

Factors for Determining Consequences

- Age, developmental and maturity levels of the parties involved and their relationship to the school district;
- Degrees of harm;
- Surrounding circumstances;
- Nature and severity of the behaviors;
- Incidences of past or continuing patterns of behavior;
- Relationships between the parties involved; and
- Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

Personal

- Life skill deficiencies;
- Social relationships;
- Strengths;
- Talents;
- Traits;
- Interests;
- Hobbies;

- Extra-curricular activities;
- Classroom participation;
- Academic performance; and
- Relationship to students and the school district.

Environmental

- School culture;
- School climate;
- Student-staff relationships and staff behavior toward the student;
- General staff management of classrooms or other educational environments;
- Staff ability to prevent and manage difficult or inflammatory situations;
- Social-emotional and behavioral supports;
- Social relationships;
- Community activities;
- Neighborhood climate; and
- Family situation.

Examples of Consequences and Remedial Measures

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of HIB may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the board of education's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of HIB shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and must be consistent with the district board of education's approved code of student conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Admonishment;

- Temporary removal from the classroom;
- Deprivation of privileges;
- Behavior Intervention Program;
- Referral to disciplinarian;
- In-school suspension during the school week or the weekend;
- After-school programs;
- Out-of-school suspension (short-term or long-term);
- Reports to law enforcement or other legal action;
- Expulsion; and
- Bans from providing services, participating in school-district-sponsored programs or being in school buildings or on school grounds.

Examples of Remedial Measures

Personal

- Involvement of school “disciplinarian;”
- Restitution and restoration
- Parent conferences;
- Supportive student interventions, including participation of the Intervention and Referral Services team, pursuant to N.J.A.C. 6A:16-8;
- Corrective instruction or other relevant learning or service experience;
- Peer support group;
- Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- Crisis counseling;
- Behavioral management plan, with benchmarks that are closely monitored;
- Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
- Student therapy.
- Student treatment; or
- Alternative placements (e.g., alternative education programs);

Environmental (Classroom, School Building or School District)

- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- School climate and culture modification;
- Adoption of research-based, systemic bullying prevention programs;
- School policy and procedures revisions;
- Modifications of schedules;
- Adjustments in hallway traffic;
- Modifications in student routes or patterns traveling to and from school;

- Supervision of student before and after school, including school transportation;
- Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- General professional development programs for certificated and non-certificated staff;
- Professional development plans for involved staff;
- Disciplinary action for school staff who contributed to the problem;
- Supportive institutional interventions, including participation of the Intervention and Referral Services team, pursuant to N.J.A.C. 6A:16-8;
- Evening Community Outreach Workshops
- Involvement of parent-teacher organizations;
- Involvement of community-based organizations;
- Development of a general bullying response plan;
- Law enforcement (e.g. juvenile officer) involvement or other legal action.

Reporting

All acts of harassment, intimidation, or bullying shall be reported verbally to the school vice principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident. The vice principal shall inform the parents or guardians of all students involved in the alleged incident based on the available information at that time. All acts of harassment, intimidation, or bullying shall be reported in writing to the vice principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying. N.J.S.A. 18A:37-15(b)(5)

A member of a board of education, school employee, parent, visitor, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying. N.J.S.A. 18A:37-16(b)

A member of the TCCS Board or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in the district's policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident. N.J.S.A. 18A:37-16(c)

This policy and the code of student conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation or bullying occurring off school grounds when:

- The alleged harassment, intimidation or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other students; and either
- A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
- The alleged behavior has the effect of insulting or demeaning any student or group of students; or
- The alleged behavior 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.

District Anti-Bullying Coordinator

The Principal/Lead Person shall appoint a district anti-bullying coordinator. The district anti-bullying coordinator shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of students;
- B. Collaborate with school anti-bullying specialists in the district, the TCCS Board, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;

- C. Provide data, in collaboration with the chief school administrator, to the Department of Education regarding harassment, intimidation, and bullying of students; and
- D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

School Anti-Bullying Specialist

The Principal/Lead Person in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal/Lead Person shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

- A. Chair the school safety team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Team

The district shall form a school safety team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety team shall meet at least two times per school year.

The school safety team shall be appointed by the Principal/Lead Person and consist of the principal or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A.18A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

No parent/guardian who is a member of the school safety team shall:

- A. Receive complaints of harassment, intimidation or bullying of students that have been reported to the principal;
- B. Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident;
- C. Identify and address patterns of harassment, intimidation or bullying of students; or
- D. Participate in any other activities of the team which may compromise the confidentiality of a student.

Investigation

The TCCS Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation or bullying. The investigation shall be initiated by the principal or the anti-bullying specialist within one school day of the initial report of the incident. The Principal/Lead Person may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation. The investigation shall be completed and the written findings submitted to the Principal/Lead Person as soon as possible, but not later than 10 school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the 10-day period, the school anti-bullying specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The anti-bullying specialist shall proceed in accordance with the code of student conduct, as appropriate, based on the investigation findings. The anti-bullying specialist shall submit the report to the principal within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Principal/Lead Person shall ensure the code of student conduct has been implemented and provide intervention services to reduce harassment, intimidation, or bullying and

enhance school climate, or take or recommend other appropriate action, as necessary.

The school anti-bullying specialist shall report the results of each investigation to the TCCS Board no later than the date of the regularly scheduled board meeting following the completion of the investigation. The Principal/Lead Person report also shall include information on any consequences imposed under the code of student conduct, intervention services provided, or other action taken or recommended.

Parents of the students who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents includes the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences were imposed or services provided to address the incident of harassment, intimidation or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the TCCS Board.

A parent or guardian may request a hearing before the TCCS Board after receiving the information. When a request for a hearing is granted, the hearing shall be held within 10 school days of the request. The TCCS Board shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the TCCS Board may hear testimony from and consider information provided by the school anti-bullying specialist and others, as appropriate, regarding the alleged incident, the findings from the investigation of the alleged incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. At the regularly scheduled board meeting following its receipt of the report or following a hearing in executive session, the board shall issue a decision, in writing, to affirm, reject, or modify principal's decision. The board decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than 90 days after the issuance of the TCCS Board's decision.

A school administrator who receives a report of harassment, intimidation, or bullying from a district employee, and fails to initiate or conduct an

investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

Range of Responses

The TCCS Board authorizes the principal to define the range of ways in which school staff will respond once an incident of harassment, intimidation or bullying is confirmed, and the principal or the anti-bullying specialist shall respond to confirmed harassment, intimidation and bullying, according to the parameters described below and in this policy. The TCCS Board recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond immediately to the individuals committing the acts and does not warrant an in depth investigation. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or law enforcement levels. Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based HIB prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers.

In providing support for victims of harassment, intimidation and bullying, the district will identify a range of strategies and resources, which could include, but is not limited to the following actions for individual victims:

- Peer Counseling
- Crisis Intervention
- Class, hallway and playground monitors
- Schedule changes
- Before- and after-school supervision
- School transportation supervision

Reprisal/Retaliation

The TCCS Board prohibits a student, board member, school employee, contracted service provider who has contact with students or school volunteer from engaging in reprisal, retaliation or false accusation against a victim, witness, one with reliable information or any other person who has reliable information about an act of harassment, intimidation or bullying or who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

False Accusations

The TCCS Board prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying.

1) Students – Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term suspensions, N.J.A.C. 6A:16-7., Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions;

2) School Employees – Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students could entail discipline in accordance with district policies, procedures and agreements; and

3) Parents/Guardians, Visitors or Volunteers – Consequences and appropriate remedial action for a visitor or volunteer could be determined by the school administrator after consideration of the nature, severity and circumstances of the act, including law enforcement reports or other legal actions, removal of building or grounds privileges, or prohibiting contact with students or the provision of student services

Policy Publication

The TCCS Board requires the principal to annually disseminate the harassment, intimidation and bullying policy to all school employees, contracted service providers who have contact with students, school volunteers, students and parents who have children enrolled in the school, along with a statement explaining that the policy applies to all acts of harassment, intimidation and bullying, pursuant to N.J.S.A. 18A:37-14, that occur on school property, at school-sponsored functions or on a school bus and, as appropriate, acts that occur off school grounds. The principal shall post a link to the policy that is prominently displayed on the home page of the school district's Website. The principal shall ensure that notice of the district's policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures and standards for schools within the school district.

The Principal shall post the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the school district's Website.

The Principal and the anti-bullying specialist shall provide training on the school district's harassment, intimidation, or bullying policies to school employees, contracted service providers and volunteers who have significant contact with students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation or bullying. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with students.

The Principal shall develop and implement a process for annually discussing the school district policy on harassment, intimidation and bullying with students. The principal and the vice principal shall annually conduct a re-evaluation, reassessment, and review of the harassment, intimidation and bullying policy, with input from the school anti-bullying specialists, and recommend revisions and additions to the policy as well as to harassment, intimidation and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

Chronic Behavior Problems

Students who display chronic behavioral problems may be referred to the child study team by the Principal for possible identification as disruptive or disaffected. Such referrals shall be in strict accordance with the due process regulations prescribed by the administrative code. Students so identified shall be provided with appropriate programs and services as prescribed by the child study team.

A student whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended or expelled, following due process. Any student who commits an assault (as defined by N.J.S.A. 2C:12-1) upon a board member, teacher, administrator or other employee of the Board of Trustees or fellow student shall be suspended from school immediately according to procedural due process, and suspension or expulsion proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

Substance Abuse

In accordance with statute and code, penalties shall be assigned for use, possession and distribution of proscribed substances and drug paraphernalia. The penalties shall be graded according to the severity of the offense. Infractions shall be reported to the local law enforcement agency in accordance with the district's memorandum of agreement. Confidentiality shall be protected in accordance with federal and state law.

Weapons Offenses

Any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in

possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The Principal may modify this suspension on a case-by-case basis. Each student so removed shall be placed in an alternative educational program or on home instruction and shall be entitled to a hearing before the board. The hearing shall take place no later than 30 days following the day the student is removed from the regular education program and shall be closed to the public. The principal shall be responsible for the removal of such students. The principal shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

The Principal shall determine at the end of the year whether the student is prepared to return to the regular education program, in accordance with procedures established by the Commissioner of Education.

Teaching staff members and other employees of this board having authority over students shall take such lawful means as may be necessary to control the disorderly conduct of pupils in all situations and in all places where such pupils are within the jurisdiction of this board.

Disabled

Classified students are subject to the same disciplinary procedures as non-disabled pupils and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational handicap;
- B. The program that is being provided meets the student's needs.

Staff shall comply with law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of classified pupils.

Penalties for Student Misuse of Technology

Use of computers, the network and access to the Internet are privileges extended by the school district, and not a right. Breaking any rules outlined in the “Acceptable Use Policy is therefore a violation of that privilege and will have consequences that will be enforced by the Director.

Disciplinary actions may include, but are not limited to:

- A. Use of computers/network only under direct supervision;
- B. Suspension of network privileges;
- C. Revocation of network privileges;
- D. Suspension of Computer privileges;
- E. Revocation of computer privileges;
- F. Suspension from school
- G. Legal action and prosecution by the authorities if local, state or federal laws have been violated

The severity and/or frequency of the offense will determine the consequence, from an unspecified length of time to permanent exclusion from computer use.

Implementation

The Principal shall ensure that the rules for this policy are applied consistently and uniformly, and that all disciplinary sanctions are carried out with necessary due process. The district fully complies with the Uniform Memo of Understanding. At all times the employee, parent and or student reserve the right to appeal the decision of the School Director to the Board of Trustees through the established Grievance Procedure.

The principal annually disseminate this policy to all school staff, students and parents along with a statement that specifically applies to acts of harassment, intimidation, bullying and cyber bullying as it relate to conduct on school property, school sponsored events or on a school bus.

The TCCS Board of Trustees shall review all related policies on a regular basis.

Legal References:

Cross References:

Key Words:

Conduct, Discipline