

GATEWAY REGIONAL SCHOOL DISTRICT



CODE OF CONDUCT

School Year 2023- 2024

I. CORE VALUES

As a school community we believe that agreed upon, common core values are necessary in order to drive and shape the Code-of-Conduct. These are the principles that guide our actions as students and staff in our building.

- 1. We are here to learn and to teach.**
- 2. Everyone has the right to be treated with respect and dignity at all times.**
- 3. School is a special place that has its own set of standards.**
- 4. There is a right way to express yourself in our school if you want to be heard.**
- 5. Drugs and weapons have no place in our school.**
- 6. Conflicts should be resolved peacefully, not violently.**
- 7. Everyone has the right to feel safe.**

II. STATEMENT OF BELIEFS

The Gateway Regional Code-of-Conduct is based on the following beliefs. This code will:

- Ensure that an atmosphere conducive to quality learning is maintained.
- Provide for the safety and welfare of the school population.
- Allow for preventive and intervention strategies whenever possible.
- Be consistent and fair for all students.
- Encourage long term behavior modification to eliminate future disciplinary infractions.
- Encourage parental involvement at every level.
- Incorporate "natural" consequences whenever possible.
- Where possible, include students "owing their own time" over losing school time.
- When all traditional discipline strategies have been exhausted and have proven ineffective, allow for "equivalent discipline".
- Allow for extenuating circumstances in the administration of discipline.

III. GOALS OF THE CODE-OF-CONDUCT

The goals of the Code-of-Conduct, in part, are to support the classroom teacher once all available classroom management techniques have been exhausted.

1. To protect learning and instruction;

2. To promote mutual respect for others and the school;
3. To ensure students take full advantage of their educational opportunities;
4. To create a safe environment for learning.

IV. PARENTAL INVOLVEMENT AND SUPPORT

We at Gateway Regional believe that no Code-of-Conduct can be successful without the support and involvement of our parents. Almost every infraction in our Code-of-Conduct involves parents - either through telephone contact, letter, email or conference. That is why it is very important to establish a relationship built on cooperation and mutual responsibility.

When we involve parents in a disciplinary action concerning their child, it is not with the message, "What are you going to do about it?" but rather, "How can we work together to address this situation and prevent it from occurring in the future?" Our strongest motivation is prevention not punishment.

Our Code-of-Conduct has four very clear goals: 1) To protect learning and instruction; 2) To promote mutual respect for others and the school; 3) To ensure students take full advantage of their educational opportunities; 4) To create a safe environment for learning. We believe that most parents support us in these goals for their child and for all children in the school.

We recognize that there will be times when parents disagree with our decisions regarding discipline. Parents can seek appeal through the principal when this occurs. Again, our attempt is not to be unfair or overly punitive, but to support the goals we have established in our Code-of-Conduct. The support of the parents in these efforts is crucial if we are to continue to maintain a safe and orderly environment for learning.

V. STUDENT'S RIGHTS AND RESPONSIBILITIES

Student Rights

A substantial body of state and federal laws address the rights of students. These are outlined in the New Jersey State Administrative Code and summarized in the 1995 State Department document entitled "Student Codes of Conduct". These documents will guide any questions that may arise in these areas. These rights include:

- The right to a public education;
- The right to attend school in a safe environment;
- First Amendment rights;
- Protection from discrimination and harassment/entitlement to respectful

- communication;
- Access, confidentiality, and content of pupil records;
- No exclusion due to marriage, pregnancy or parenthood;
- Due process in disciplinary matters;
- Search and seizure rights within a school setting.

Harassment, Intimidation, and Bullying (HIB) Policy

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil, staff member, volunteer, or visitor. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils 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.

The districts' Harassment, Intimidation, and Bullying (HIB) policy is located on the district's website. Individuals may report HIB to any staff member, or by requesting a form at the main or guidance offices, using the district's electronic reporting system, STOPIT, located on the district's website.

If you have questions or concerns you may contact: Mrs. Aimee Little, Anti-bullying Specialist, at 856-848-8200 ext. 227; or Mr. Louis Raba, Anti-bullying Coordinator, at ext. 212.

Due Process in disciplinary actions

Students have the following due process rights for suspensions:

1. Right to present his or her side of story;
2. Right to appeal a out-of-school suspension. With the knowledge and approval of a parent, a student can submit a written notice to the principal to appeal a decision by the vice-principal. If not satisfied with the principal's decision, the student also can appeal in writing to the superintendent. The appeal process can take no longer than 24 hours from the initial assignment of the consequence to the decision by the superintendent. While under appeal, the out-of-school suspension will be delayed no more than one day.

Lowering of grades/denial of credit

- Grades cannot be lowered as a result of work missed while a student is suspended.
A suspended student must be given the opportunity to make up the work.

- The student can lose credit for the class based on the student's lack of attendance. In cases where denial of credit is proposed, the student must be given the opportunity to review his or her attendance record and present his or her case as to why credit should not be withheld.

Exclusion from extracurricular activities, school functions or graduation

A student's entitlement to a thorough and efficient education does not extend to extracurricular activities, school functions, sports or graduation exercise when denied as part of disciplinary sanction. The principal has discretionary power to exclude a student from these activities when such measures are reasonable and designed to maintain the order and the integrity of the school environment.

Student Responsibilities

In order to benefit from the public education provided to them by law, students should recognize and accept their responsibility as citizens of our school in the following areas:

1. Attendance

Regular attendance at school is a fundamental responsibility of students. Parents and school officials are obliged to see that school-age students actually attend school. The compulsory education laws hold the parent or guardian of children between the ages of 6 and 16 responsible for their regular school attendance, while school officials are responsible for monitoring such attendance and invoking truancy procedures when necessary. While the compulsory education statutes require school attendance until age 16, as a practical matter, students may not withdraw from school without parental permission until they have reached the age of majority (18) or have been declared emancipated minors.

Lateness, cutting, and excessive or unexcused absenteeism not rising to the level of truancy are also serious matters which, while not resulting in court sanctions against parents, will be a cause for student discipline or other modes of intervention as a matter of our policy.

2. Application to Studies

Under State law, students are expected to apply themselves to the tasks set out for them by our school. These include striving to attain established goals and objectives, completing assignments, and contributing to the classroom and school environment.

3. Appropriate Conduct

Also under State law, students are responsible for following our school rules and behaving in a manner consistent with maintaining a positive learning environment. Students are expected to follow the authority of teachers and other officials, exercise an appropriate degree of self-control in their words

and actions, resolve conflicts in a constructive manner, respect the persons and property of fellow students and the school, comport themselves with honesty, and report violence, vandalism and other improper or unlawful activity to a person in authority. While recognizing that they have certain rights, students must also accept that such rights carry with them certain responsibilities. For example, freedom of speech is balanced by a responsibility for statements made; the right to transportation is contingent on good behavior while on the bus.

4. Lockers and Locks

Each student will be assigned an individual locker with a lock assigned to that locker. Students are responsible for locks that are stolen or missing. Students will be charged a \$7.00 lost lock fee. School locks are the only locks permitted to be used on hall lockers. Students are responsible for keeping their lockers neat, clean and locked at all times. Students should note that the school district accepts no liability for personal property.

Student lockers are the property of the Board of Education and are subject to inspection by the administration in accordance with 18A: 36-19.2. As every student is assigned an individual locker, they are responsible for all of the contents of their assigned locker.

Students will be issued a locker and lock to use during physical education class. This locker will be theirs for the period they are assigned to physical education. This lock must be used to safely secure all personal belongings during every Physical Education Class and must be removed after each class.

VI. PREVENTION

In the classroom, experienced teachers know that effective classroom management begins with prevention. Setting clear expectations for behavior, planning stimulating and interesting lessons, keeping students on task, and using effective communication practices are some of the preventive measures teachers use. The less a teacher has to deal with discipline the better. A teacher who relies exclusively on corrective and punitive measures to control behavior has a classroom management program that is out of balance.

The same holds true for school wide discipline. A discipline or code-of-conduct policy that does not emphasize prevention first is a policy that is out of balance. Like the classroom, the less the school has to deal with discipline, the more time we can deal with learning and instruction. So if a discipline or Code-of-Conduct Policy is to be truly comprehensive, it must incorporate strategies for prevention.

What are some preventive measures that a Code-of-Conduct Policy can emphasize? Here is a partial list:

- Strive to make all students feel connected to the school. One way this is done is to build a strong and active extracurricular program attempting to attract those students who regularly impact the discipline system;
- Establish mentor programs. Prevent students from being anonymous in our school. Students who continually impact the discipline system are typically kids who refuse to be anonymous;
- Encourage effective communication practices by everyone in the school;
- Support and publicize the core values of our school. All members of the staff should model and support these with students;
- Express appreciation when students begin to follow the rules, i.e. notes, phone call home, personal contact.
- Study management reports on discipline. Analyze where problems are occurring and what can be done to minimize them at a systemic level.
- Many times students react in inappropriate ways because they lack the social skills to respond appropriately. Programs should be explored that can be integrated into the curriculum that address social skills.

Prevention takes the effort of everyone in the school.

VII. GENERAL GUIDELINES FOR THE ADMINISTRATION OF THE CODE-OF-CONDUCT

1. The principal maintains the authority to exclude a student from extra-curricular activities including athletic events, trips, dances, and club functions as part of any consequence caused by a student violating our Code-of-Conduct. Removal of other privileges such as parking is also at the discretion of the principal. In certain extraordinary circumstances, the principal can deny a student participation in graduation ceremonies if the infraction is serious enough to warrant such action.
2. Classified students receive the same consequences as all other students with the following exceptions in accordance with Federal Civil Rights statutes and New Jersey law:
 - If a modification to the Code-of-Conduct Policy is stated in the child's I.E.P. These modifications will state alternate consequences but will not exempt any classified student from receiving consequences for violation of school rules. The CST will ensure the building administration receives the I.E.P.'s for these students at the beginning of the year;

- In accordance with 6A:16-7.2(5)(i), educational services that are comparable to those provided in the school for students of similar grades and attainment shall be provided within five (5) school days of a suspension. In accordance with 6A:14-2.8(a)2, educational services provided to general education students [in accordance with 6A:16-7.2(5)(i)] also applies to students with disabilities. Guidelines in accordance with 6A:14-2.8(c) regarding notice, change of placement, and manifestation determination remain in place.
 - In accordance with 6A:14-2.8(b), school district personnel may, on a case-by-case basis, consider any unique circumstance when determining whether or not to impose a disciplinary sanction or order a change of placement for a student with a disability who violates a school code of conduct.
3. In the event consequences prove ineffective over a period of time to any given student, the vice-principal with approval from the principal, has authorization to try alternate, non-traditional approaches to attempt to modify the behavior(s). Possible strategies discussed include:
 - Referral to Mental Health services;
 - Parent shadowing child during the day;
 - Owing service in the community and/or school;
 - Mandatory enrollment in support groups in the community, i.e. AA.
 4. The principal or his/her designee has the authority to increase the number of offenses in order to assign more consequences if the infraction warrants it. Example: In School Support (ISS) can be changed to an external suspension. They also have the authority to modify consequences based on significant instructional factors that come to their attention. In the event that a consequence needs to be modified, a two-way communication process between the referring teacher and the building administrator will be in effect. Modifications to major offenses can only be made with the approval of the Superintendent of Schools.
 5. In cases of appeal to the principal or the superintendent regarding a suspension, the principal will notify the referring teacher and administrator as to the outcome of the appeal.
 6. Administration will make a determination as to when police would be notified to aid in addressing a situation.
 7. As appropriate, a student can be requested to apologize to the offended party for any given offense.
 8. It is an assumption throughout this document that students are, first and foremost, answerable to their classroom teacher. Therefore, the sanctions delineated in this

document are those used by the administration after individual teachers have worked with a student to remediate inappropriate behavior. Consequently, while a consequence may be a "first offense," it often should be a third or fourth intervention with a student, especially in less critical situations found under Tiers 1 and 2 of the Code-of Conduct.

9. Offenses should be viewed cumulatively. If a student is disrespectful for three different teachers, the student is to be addressed at the third level of consequence, not in isolation based on teachers.
10. In as many cases as possible, contact or notification of parents should be by phone to ensure immediacy of response. A follow-up letter is recommended as well.
11. In some circumstances, students may warrant exclusion from a class/period due to unacceptable behaviors or safety considerations.
12. Classroom teacher may request that an administrative detention be changed to a teacher detention or homework clinic. The teacher needs to inform the appropriate administrator. Homework monitor or detention monitor will ensure that all students assigned for lateness spend time on appropriate schoolwork.
13. Active Participant: A student that has any level of involvement in a behavior which violates the code of conduct. This includes but is not limited to cheering on or encouraging another student(s) behaviors, being present for an inappropriate behavior and not reporting it to a teacher or an administrator.
14. Interfering with an Investigation: Any student who knowingly deceives or refuses to cooperate with an active investigation in which a teacher or administrator is involved with. This would encompass any student that deliberately does not share pertinent information dealing with an ongoing, fluid investigation. The goal is for our students to be transparent, truthful and forthcoming with all information.

*Discipline would be assigned within the range of the inappropriate behavior(s) within the code of conduct

VIII. PRIVILEGE DEMERITS

One of the beliefs of the Gateway Regional High School District Code-of-Conduct states that the code should "allow for preventative and intervention strategies whenever possible." Many of the consequences outlined in the current Code-of-Conduct support the concept that administration assigns a consequence to a student based on the student's reported inappropriate behavior. In the majority of situations, this approach has achieved desired results. However, in a small, but significant, percentage of the cases, this has not been the case. Therefore, the concept of a privilege demerit has been implemented in order to discourage negative student behaviors. The thought is that if students are not motivated to

change behavior because they want to avoid detentions or suspension, students may be motivated to change if certain school privileges and social interactions could be removed due to poor behavior.

Each year, the Code-of-Conduct committee consisting of teachers, administrators, and community members convene and at times revise the procedure by which students accumulate demerits. Currently students will obtain privilege demerits for every violation that merits an In School Support (ISS) or external suspension. 10 days suspension is 3 demerits, 1 to 9 days suspension is 2 demerits and 1 ISS incident is 1 demerit. For example, if a student obtains 2 days of ISS because of a gross infraction or repeated misbehavior, the student would earn one (1) privilege demerit for that offense. Similar to previous years, once a student has received four (4) privilege demerits, a privilege would be removed. The specific criteria for each grade level is listed below. In addition any student who is internally or externally suspended from school will not be allowed to participate in any school function or event while suspended. A suspension is over at the start of the next school day.

Demerit #	Grades 7 and 8	Grades 9 and 10	Grade 11	Grade 12
4	Pep Rallies	Homecoming	Homecoming	Homecoming
5	Assemblies	Pep Rallies	Pep Rallies	Pep Rallies
6	Dances	Assemblies	Assemblies	Assemblies
7	Class Trips	Field Trips	Parking	Senior Privilege sign-out
			Field Trips	Parking Field Trips
			Dances/Sp. Events	Dances/Sp.Events
8	Field Trips	Dances/Sp.Events		Project Graduation
9	Field Day	Prom	Prom	Senior Trip
				Prom
10	Clubs/Activities			Graduation Events:
				Senior Breakfast
				Baccalaureate
				Awards Ceremony

*Administration will review and make necessary recommendations regarding the demerit system in certain cases.

ANNUAL PUBLIC NOTICE

In accordance with USDE Guidelines IV-O, Title VI: 34 C.F.R. § 100.6 (d) this notice shall serve to advise students, parents, employees and the general public that all Career and Technical Education opportunities offered by Gateway Regional High School are available regardless of race, color, national origin, gender or disability.

During the academic year, Gateway Regional High School shall offer the following Career and Technical programs as described below and make available online at

(<http://www.gatewayhs.com>). The Gateway Regional High School admission and criteria for selection in career and technical education programs do not restrict any race, color, sex, national minority origin or student with a **disability** from participation or access in the Gateway Regional High School career programs.

1. Program Offered

- **Secondary Subrecipients** - The district programs are offered to all students **regardless of race, color, national origin, gender or disability**. They are designed to provide students with the necessary knowledge and skills they will need to immediately enter the workforce. **CTE** Programs and Programs of Study prepare students in the following careers:
 - i. Engineering
 - ii. Construction and Manual Trades

2. Admissions Criteria

- **Secondary Subrecipients** - Career and Technical applicants are open to all students regardless of race, color, national origin, gender or disability. Applicants are required to meet the district's general admission criteria as well as the individual program's admission criteria. Applicants must contact the District Guidance Director to determine eligibility and qualifications for a specific program.

3. English Language Proficiency

- Gateway Regional High School will take steps to assure that the lack of English-language proficiency will not be a barrier to admission and participation in CTE programs.

4. Title IX and Section 504 Complaints

The following individuals are designated to coordinate compliance and handle complaints under Title IX and Section 504.

Title IX - Section 504 - Affirmative Action Officer

Mrs. Dana DeGeorge
Gateway Regional High School
775 Tanyard Rd
Woodbury Heights, NJ 08096
856-848-8200

Gateway Regional Notice of Non-discrimination

Gateway Regional High School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Mrs. [Dana DeGeorge](#), Assistant Principal,
Coordinator for 504 and Title IX; Affirmative Action Officer
775 Tanyard Rd
Woodbury Heights, NJ 08096

856-848-8200

**GATEWAY REGIONAL HIGH SCHOOL GRIEVANCE POLICY
RIGHTS OF PERSONS WITH DISABILITIES/POLICY ON NON-DISCRIMINATION (M)
RIGHTS OF PERSON RELATED TO TITLE IX NON-DISCRIMINATION**

Section 504

It is the policy of the Board of Education that no disabled person shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program, activity or vocational opportunities sponsored by this Board. The Board shall comply with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Notice of the Board's policy on nondiscrimination in employment will be included in the Board policy manual, posted throughout the district, and referenced in any district statement regarding the availability of employment positions or educational services.

Title IX

It is the policy of the Board of Education that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives Federal financial assistance. This subpart does not apply to actions of a recipient in connection with admission of its students to an education program or activity of (1) a recipient to which subpart C does not apply, or (2) an entity, not a recipient, to which subpart person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program, activity or vocational opportunities sponsored by this Board. The Board shall comply with IX of the Education Amendments of 1972, Pub. L. 92-318, as amended by section 3 of Pub. L. 93-568, 88 Stat. 1855.

No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies pursuant to § 106.21.

Employment

No employee or candidate for employment shall be discriminated against in recruitment, hiring, advancement, discharge, compensation, training, transfer, or any other term, condition, or privilege of employment solely because of his/her disability, provided the employee or candidate can, with or without reasonable accommodation, perform the essential functions of the position sought or held.

No candidate for employment shall be required to answer a question or submit to an examination regarding a disability except as such disability relates directly to the performance of the job sought. No candidate will be discriminated against on the basis of a disability that is not directly related to the essential function of the position for which he/she has applied.

Reasonable accommodations, not directly affecting the educational and/or instructional program, shall be made to accommodate employment conditions to the needs of qualified persons with disabilities. Such accommodations may include, but are not limited to rescheduling; restructuring jobs; making facilities accessible; acquiring or modifying equipment; modifying examinations, training materials, policies and procedures; and providing readers or interpreters.

The Board employment policies and procedures shall comply with the Americans with Disabilities Act.

Facilities Accessibility

No qualified disabled person shall, because of the school district's facilities being inaccessible or unusable by disabled persons, be denied the benefits of, be excluded from participation in or otherwise be subjected to discrimination under any program or activity offered by the Board. No new facilities shall be constructed that do not fully comply with §504 of the Rehabilitation Act of 1973 and the American with Disabilities Act. Alterations to existing facilities or part thereof, shall be altered in such a manner to the maximum extent feasible, that the facilities are readily accessible and usable by individuals with disabilities who have a need to access Board facilities.

Educational Program Accessibility

No qualified disabled person shall be denied the benefit of, be excluded from participation in, or otherwise be subjected to discrimination in any activity offered by this district.

The Board has an affirmative obligation to evaluate a pupil who is suspected of having a disability to determine the pupil's need for special education and related services. The Board directs that all reasonable efforts be made to identify children with disabilities in this district who are eligible for special education and/or related services in accordance with the Individuals with Disabilities Education Act, §504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Section 504 of the Rehabilitation Act requires the Board to address the needs of children who are considered disabled under §504 and do not qualify for services under the Individuals with Disabilities Education Act. A pupil may be disabled within the meaning of

§504, and therefore entitled to regular or special education and related aids and services under the §504 regulation, even though the pupil may not be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act.

No pupil will be denied, because of his/her educational disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the pupils of this district.

There will be grievance procedures for persons alleging discriminatory acts by the Board and/or staff. The due process rights of pupils with disabilities and their parents will be rigorously enforced.

Enforcement

- Mrs. Dana DeGeorge, Assistant Principal, is designated as the district coordinator for matters dealing with 504. The district coordinator can be contacted at the following addresses or telephone numbers: 775 Tanyard Rd, Woodbury Heights, NJ 08096; 856-848-8200.
- Mrs. Dana DeGeorge, Assistant Principal, is the designated as the Title IX coordinator for matters dealing with Title IX. The district coordinator can be contacted at the following addresses or telephone numbers: 775 Tanyard Rd, Woodbury Heights, NJ 08096; 856-848-8200.

A complaint regarding a violation of law and/or this policy will be subject to a complaint procedure that provides for the prompt and equitable resolution of disputes.

The complainant shall be notified of his/her rights of appeal at each step of the process, and accommodations to the needs of disabled complainants shall be made. A complainant shall be informed of his/her right to file a formal action for redress with or without recourse to the complaint procedure established by this policy and its accompanying regulation.

Complaint and Resolution Process

The complaint and resolution process is designed to receive, investigate, evaluate and resolve a complaint or report of civil rights discrimination, harassment or retaliation within **sixty (60) days** and will be conducted with that end in mind.

The primary steps in the process are:

1. Injured party or witness notifies the Title IX/ 504 Coordinator of a violation or potential violation immediately or within **24 hours**.

2. Title IX/ 504 Coordinator helps reporter prepare a formal complaint or report.
3. Title IX/504 Coordinator establishes any interim remedies required to protect student, school, campus, and/or workplace safety.
4. Title IX/VII/ADA/504 Coordinator conduct a review with necessary parties related to conduct complaint resolution.
5. Title IX/ 504 Coordinator provides concurrent official notice of the complaint to the complaining and accused parties and the district administrator for the parties.
6. Investigative Panel launches an investigation to include interviewing witnesses and collecting evidence.
7. A decision is rendered to the injured party within 120 days.
8. An appropriate Resolution of the complaint is rendered based on the investigative findings and the preponderance of all evidence collected by the Panel.
9. A written Resolution concurrently to the complainant, accused and administrator(s) is prepared.
10. Recommendations for discipline and/or student sanctions to the responsible administrator for evaluation and action is provided.
11. The responsible Administrator implements appropriate Discipline or Sanctions, separate and apart from the Complaint Resolution Procedure but within, or as close to, the sixty (60) day Resolution Period as possible.
12. The complainant and accused each have the opportunity to accept the Resolution or submit an appeal to the Title IX/VII/ADA/504 Coordinator.
13. Appeals are processed in accordance with Civil Rights Appeal Procedure

A complaint regarding the identification, evaluation, classification, or educational program of a pupil with a disability shall be governed by the due process rules of the State Board of Education, N.J.A.C. 6A:14-2.7 and the Office of Administrative Law, N.J.A.C. 1:6A-1 et seq., and by the procedural safeguard processes established by Board Policy or the grievance procedures..

Guarantee of Rights

The Board shall not interfere, directly or indirectly, with any person's exercise or enjoyment of the rights protected by the §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act.

The Board shall not discriminate against any person for that person's opposition to any act or practice made unlawful by law or this policy or for that person's participation in any manner in an investigation or proceeding arising under §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act.

Evaluation and Compliance

The Board directs the Superintendent to evaluate district programs and practices on nondiscrimination, in accordance with law, and to report evaluations to the Board. The Board will submit such assurances of compliance as are required by law.

Annual Public Notice

This Policy will be published yearly prior to the beginning of the school year in a regional newspaper, magazine, website and/or other written communication that is available to the public in accordance with the Guidelines IV-O, Title VI: 34 C.F.R. §100.6 (d).

29 U.S.C. 794 (Sec. 504, Rehabilitation Act of 1973)

20 U.S.C. 1401 et seq. (Individuals with Disabilities Education

Act) 42 U.S.C. 12101 (Americans with Disabilities Act of 1990)

N.J.S.A. 10:5-1 et seq.

N.J.S.A. 18A:18A-17 N.J.A.C.

6A:14-1 et seq.

34 CFR Part 104

34 CFR Part 106

Legal Citations

Section 504

C.F.R. 104.7 (b)

(b) *Adoption of grievance procedures.* A recipient that employs fifteen or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by this part. Such procedures need not be established with respect to complaints from applicants for employment or from applicants for admission to postsecondary educational institutions.

Title IX

C.F.R. 106.9(b)

(b) *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

GATEWAY REGIONAL SCHOOL DISTRICT CODE-OF-CONDUCT VIOLATIONS AND CONSEQUENCES

The basis of the Student Code-of-Conduct coincides with the four school goals.

Please note that the principal or his designee has the authority to either increase the number of offenses in order to assign more consequences if the infraction warrants it or modify consequences based on significant instructional factors that come to their attention.

In addition to the school goals, each violation is categorized into four tiers based on the severity of the infraction.

Tier 1: Minor Infractions - Disrupting the orderly educational process of self or others

Tier 2: Intermediate Infractions - Devaluing the importance of school and classroom attendance

Tier 3: Major Infractions - Creating an unsafe, threatening atmosphere in the school

Tier 4: Severe Infractions - Engaging in criminal activity in the school with the intent to harm students or staff

Tier I: Minor Infractions

It is understood that on or before the first referral/offense for minor infractions that the teacher has contacted the parent either via email or by phone.

CODE	VIOLATION	FIRST REFERRAL	SECOND REFERRAL	SUBSEQUENT REFERRAL
BREAK	Accidental Breakage • Non-deliberate damage to or destruction of school property or property of individuals.	-Parental contact; -Financially responsible for damages		
C1D	Failure to attend a 1 hour administrative detention	-Two 1 hour detentions	-2 hour detention	-Two 2 hour detentions up to 1 day of In School Support; -Parental contact
C2D	Failure to attend a 2 hour administrative detention	-Two 2 hour detentions; -Parental contact		-1 day of In School Support; -Parental contact
CTD	Failure to Attend Teacher Detention	-1 hour detention; -Must serve the teacher detention	-Multiple 1 to 2 hour detentions; -Must serve the teacher detention	-Multiple detentions up to 1 day of In School Support; -Parental contact; -Must serve the teacher detention

CODE	VIOLATION	FIRST REFERRAL	SECOND REFERRAL	SUBSEQUENT REFERRAL
DRES	<p>Inappropriate Attire All Students <u>Must</u> Wear:</p> <ul style="list-style-type: none"> • Shirt that has sleeves or straps, as long as undergarments are not visible. • Bottom: pants/sweatpants/shorts/skirt/dress/leggings that cover underwear completely and are at least 4 inches above mid-thigh • Shoes: activity-specific shoes requirements are permitted (for example for sports) <p>*High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress.</p> <p>All Students <u>Cannot</u> Wear:</p> <ul style="list-style-type: none"> • Violent language or images. • Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same. • Hate speech, profanity, pornography. • Images or language that creates a hostile or intimidating environment based on any protected class. • Shirts that expose their midriff. • Pocket chains and sunglasses. • A hat or hood, except for religious purposes. 	<p>-Change attire to something school appropriate; -If change is not possible, 1 to 2 hour detention</p>		<p>-Change attire to something school appropriate; -Parental contact; -2 hour detention up to 1 day In School Support</p>
DSBH	<p>Interfering with the teaching and learning process</p> <ul style="list-style-type: none"> • Any behavior that disrupts the educational process during formal instruction. 	<p>- Teacher contact the parent; -1 Hour detention</p>	-Two 1 hour detentions	<p>-2 Hour detention up to 1 day In School Support; - Parent Contact; - Counseling services as needed</p>

CODE	VIOLATION	FIRST REFERRAL	SECOND REFERRAL	SUBSEQUENT REFERRAL
INBH	Inappropriate Actions <ul style="list-style-type: none"> Anything that can be considered inappropriate or counterproductive to achieving the goal of promoting respect for others and/or property (i.e. loitering, littering, etc.) 	-1 to 2 hour detention	-Multiple 1 to 2 hour detentions	-Multiple detentions up to 1 day of In School Support; -Parental contact;
INBUS	Inappropriate Bus Behavior <ul style="list-style-type: none"> Any deliberate behavior that distracts or disturbs the bus driver, creating an unsafe driving situation. 	-1 hour to 2 hour detentions; -Parental contact; -Discussion about how to avoid subsequent bus behaviors	-Two 2 hour detentions -Parental conference (Alternative consequences may apply, up to 3 days of In School Support)	-Student is excluded from the bus for a period of 30 days; -Parents are responsible for providing transportation; -Parental Conference (Alternative consequences may apply, up to 5 days of In School Support); -Persistent behaviors will have the student excluded from the bus for the remainder of the year
INCAR	Inappropriate use of a Motor Vehicle <ul style="list-style-type: none"> Operating a motor vehicle in reckless or dangerous way; parking a vehicle in a parking area not reserved for students during the school day; unauthorized parking on school property during the school day. 	-1 to 2 hour detentions; -Parental contact; -Student must relocate car		-2 hour detentions up to 1 day of In School Support; -Student must relocate car; -Parental contact; -Police notified and car ticketed under W.H. ordinance; -Loss of parking privilege
INLG	Inappropriate Language <ul style="list-style-type: none"> Using language that can be considered foul or offensive to others but not intended to be hostile or defiant. 	-1 hour detention up to 2 hour detention	-2 hour detention up to two 2 hour detentions; -Parental contact	-1 day up to 2 days of In School Support; -Parental contact
KISS	Inappropriate or Egregious Displays of Affection <ul style="list-style-type: none"> Students manifesting egregious or inappropriate displays of affection. 	-Parental contact; -Discussion and warning from the Assistant Principal	-1 hour detention up to two 2 hour detentions; -Parental contact	-Refer to consequences for insubordination

CODE	VIOLATION	FIRST REFERRAL	SECOND REFERRAL	SUBSEQUENT REFERRAL
LTCL	Lateness to Class Count starts over 2nd semester <ul style="list-style-type: none"> Arriving late to class beyond the bell without a pass (over three times during each semester). Teacher action must be evidenced prior to referral to the vice-principal. This action must show progressive steps taken by the teacher to include such consequences as warnings, parental contact, behavior contracts, teacher detentions, etc. <p>1 to 4 minutes = late to each class 5 to 35 minutes = out of area over 35 minutes = cut class</p>	(Occurs after several intervening steps by the teacher); - 1 hour detention; - 1 st , 2 nd , 3 rd lateness, Teacher contacts parent; - 4 th lateness = 1 st referral to Administrator	- Two 1 hour detentions; - 8 th lateness = 2 nd referral to Administrator	- 2 hour detention up to 1 day In School Support; - Parental contact; (Referrals will begin again at the beginning of each semester); - 12 th and each subsequent = 3 rd referral to Administrator
LTSN	Late to School <ul style="list-style-type: none"> Students who are late to school will report to the main office. Upon arrival they will receive a pass to class and the time of arrival will be documented in the main office. Once a student is late to school multiple times and a total of 40 minutes is accrued, the student will receive a 1 hour detention. Students may use 3 notes throughout the semester at anytime without consequences. Count starts over 2nd semester	After accumulation of 40 minutes of lateness 1 st , 2 nd , 3 rd & 4 th offense = 1 hour detention.	5 th offense = Two 1 hour detentions & Loss of parking privilege for 2 weeks 6 th offense = 2 hour detention & Loss of parking privilege for 2 weeks.	7 th offense = Two 2 hour detentions & Loss of parking privilege for 2 weeks. 8 th offense = Two 2 hour detentions & Loss of parking privilege for the remainder of the school year.
OUT	Out of Area <ul style="list-style-type: none"> In an unauthorized area without permission. 1 to 4 minutes = late to each class 5 to 35 minutes = out of area over 35 minutes = cut class 	- 1 hour detention	- Multiple 1 to 2 hour detentions	- Multiple detentions up to 1 day of In School Support; - Parental contact

CODE	VIOLATION	FIRST REFERRAL	SECOND REFERRAL	SUBSEQUENT REFERRAL
RKBH	Disorderly Conduct <ul style="list-style-type: none"> Includes running, pushing, loud or boisterous behavior. 	-1 hour detention up to 1 day in the In School Support	-Two 1 hour detentions up to 1 day of In School Support	-Up to 3 days of In School Support
THFD	Throwing food or any objects <ul style="list-style-type: none"> Throwing objects or food in a manner that is determined to be disruptive or that may cause bodily harm or injury. 	-Pick up or clean anything that was thrown; -1 to 2 hour detention up to 2 days of In School Support; -Possible loss of cafeteria privilege (if violation occurs in the cafeteria); -Parental contact; -Financially responsible for any damages		-Pick up or clean anything that was thrown; -2 hour detention up to 5 days of the In School Support; -Possible loss of cafeteria privilege (if violation occurs in the cafeteria); -Parental contact; -Financially responsible for any damages
VCD	Violation of Cease and Desist Contract <ul style="list-style-type: none"> Student violates terms of a Cease and Desist Contract. 	-2 hour detention up to 1 day in the In School Support	-Two 2 hour detention up to 1 day of In School Support	-Up to 3 days of In School Support
UFIRE	Unintentional setting of fire	-Financially responsible for damages; -Mandatory counseling as appropriate; -Student may be required to clean or repair damaged areas; -Parental contact		

Tier II: Intermediate Infractions

CODE	VIOLATION	FIRST OFFENSE	SECOND OFFENSE	SUBSEQUENT OFFENSE
ACDS	Academic Dishonesty <ul style="list-style-type: none"> Any copying, cheating, or plagiarizing and/or cutting and pasting. This includes securing materials from any on-line service such as the Internet and representing the materials as your own work. *Cumulative through MS & HS Career	-Warning and discussion of plagiarism/academic dishonesty with the Assistant Principal; -Teacher notification to the parent; -Grade and/or discipline in lieu of grade consequence	-Warning and discussion of plagiarism/academic dishonesty with the Assistant Principal; -Teacher notification of the parent; -Grade is at the discretion of the teacher	-2 hour detention up to 1 day of In School Support; -Zero for the assessment; -Parent conference; -Referral to guidance for counseling
BATH	Bathroom <ul style="list-style-type: none"> Anytime in which more than one (1) student is occupying a bathroom stall at the same time. 	- Two 2 hour detentions - Parent contact	-1 to 3 days of In School Support -Parent contact -Possible drug testing	-3 to 5 days of In School Support -Parent contact -Mandatory drug test -Meet with Student Assistance Coordinator (SAC)
CELL	Inappropriate Use of Electronic Devices <ul style="list-style-type: none"> Students are required to silence their phones and put them away during class. Students may only use their phones if they obtain express permission from the teacher for an educational benefit. Students who violate this policy will be held accountable pursuant to the code of conduct. Including but not limited to sexting, videotaping fights, videotaping someone in a place where they have an expectation of privacy, videotaping someone without their 	- 1 hour detention up to 1 day of In School Support	-2 hour detention up to 3 days of In School Support	-Two 2 hour detentions up to 5 days In School Support

CODE	VIOLATION	FIRST OFFENSE	SECOND OFFENSE	SUBSEQUENT OFFENSE
	consent, or posting videos of inappropriate student conduct to a social media site that effect the school community in a negative manner.			
CTCL	Class Cut <ul style="list-style-type: none"> Missing any class for any unexcused reason including 1st period. This is a cumulative process. 1 to 4 minutes = late to each class 5 to 35 minutes = out of area over 35 minutes = cut class 	-2 hour detention; -Parental contact	-Two 2 hour detentions; -Parental contact; -Referral to guidance for counseling	-1 day up to 2 days In School Support; -Parental contact; -Loss of parking privilege;
INSB	Willful Disobedience <ul style="list-style-type: none"> Any flagrant, deliberate, defiant, language or behavior towards a staff member. 	- 1 hour detention up to a 2 hour detention; -Parent contact; -Request for apology	Multiple detentions up to 1 to 2 days of In-School Support; -Parent contact; -Request for apology	-Up to 5 days In School Support; -Parent contact or conference; -Possible counseling with a counselor
MASK	Refusal to Wear Mask	- Student may be sent home - 1 hour detention up to a 2 hour detention; -Parent contact	-Student may be sent home -Multiple detentions up to 1 to 2 days of In-School Support; -Parent contact	-Student may be sent home -Up to 5 days In School Support; -Parent contact or conference; -Possible counseling with a counselor
LVGR	Leaving School Grounds <ul style="list-style-type: none"> Students leaving school grounds without permission while classes are in session. 	-1 day to 2 days of In School Support; -Loss of parking privilege; -Parental contact	-2 days to 3 days of In School Support; -Parental contact; -Referral to guidance for counseling	-3 days to 5 days of In School Support; -Parental conference;
SIGN	Failure to Sign In <ul style="list-style-type: none"> A student fails to sign-in with the Attendance Office upon being late to school or with the Vocational School Monitor upon leaving for/returning from Vocational School. 	-2 hour detention	-Two 2 hour detentions	-One day In School Support; -Loss of parking privilege

Tier III: Major Infractions

CODE	VIOLATION	FIRST OFFENSE	SECOND OFFENSE	SUBSEQUENT OFFENSE
AGGMC	Aggravated Misconduct <ul style="list-style-type: none"> Action by a student directed at another student or an employee which exceeds simple inappropriate behavior and has malicious or harmful intent (i.e., instigating a fight). 	-Two 2 hour detentions up to 10 days in In School Support; -Attendance at anger management counseling (as appropriate); -Parental contact	- 1 to 10 days of In School Support; -Attendance at anger management counseling (as appropriate); -Parental contact	- 4 to 10 days of In School Support or External ; -Attendance at anger management counseling; -Parental contact
DEGR	Degradation <ul style="list-style-type: none"> Any intentional behavior that promotes public humiliation of another student. 	-Two 2 hour detentions; -1 day of In School Support; -Request for apology; -Parental contact; -Conflict resolution as needed	-2 days of In School Support; -Request for apology; -Referral to Affirmative Action Officer; -Parental conference	-Refer to 2 nd referral of harassment policy (2.1-2.12)
DEGRF	Degradation of a Staff Member <ul style="list-style-type: none"> Any intentional behavior that promotes public humiliation of a staff member. 	-Two 2 hour detentions; -1 day of In School Support; -Request for apology; -Parental contact; -Conflict resolution as needed	-1 to 3 days of In School Support; -Request for apology; -Referral to Affirmative Action Officer; -Parental conference -Mandatory anger management counseling	-Refer to 2 nd referral of harassment policy (2.1-2.12) -3 to 5 days of In School Support; -Plan developed with Principal or Superintendent to remediate the problem
DICE	Gambling <ul style="list-style-type: none"> While on school property or at a school sponsored function, placing wagers on or playing games of chance or skill for an exchange for or extortion of money or property. 	-1-3 days In School Support - Parent Notification	-3 to 5 days In School Support -Mandatory Parent Conference	-Up to 4 days external suspension -Mandatory Parent Conference -Possible charges filed with police

CODE	VIOLATION	FIRST OFFENSE	SECOND OFFENSE	SUBSEQUENT OFFENSE
EMER	Failure to comply with Instructions to Leave the Scene of a Disturbance or Emergency. Creating a Disturbance at Emergency Scene. <ul style="list-style-type: none"> In cases where there is a large disturbance, i.e., fight or emergency situation, the student failed to follow instructions of leaving the scene or failed to report to a designated area. 	- Two 2 hour detentions up to 3 days In School Support; -Parental contact	- 1 to 3 days In School Support; - Parental conference	-3 to 5 days In School Support; -Parental conference
FIGHT	Use of Violence Toward Another Student <ul style="list-style-type: none"> Using physical violence to settle disputes or to intimidate with intent to harm. The principal has the discretion to adjust consequences for each party involved depending on circumstances. The following factors should be taken into account: Was there a clear aggressor? Was the aggressor provoked? Was this pre-meditated? Was there a weapon involved? Was any student acting in clear self-defense? Did self-defense turn into counter aggression? What was the severity of the violence? Did the parties continue fighting after ordered to stop by a staff member? Cumulative for MS &HS career.	- 4 to 10 days In School Support or external suspension; -Possible expulsion hearing; -Possible filing of charges with police; -Parent Contact/Conference; -Mandatory Anger Management Counseling; -Mandatory individual counseling with guidance counselor or outside agency;	- 4 to 10 days In School Support or external suspension; -Possible expulsion hearing; -Possible filing of charges with police; -Parent Contact/Conference; -Mandatory Anger Management Counseling; -Mandatory individual counseling with guidance counselor or outside agency;	- 4 to 10 days In School Support or external suspension; -Possible expulsion hearing; -Possible filing of charges with police; -Parent Contact/Conference; -Mandatory Anger Management Counseling; -Mandatory individual counseling with guidance counselor or outside agency;

CODE	VIOLATION	FIRST OFFENSE	SECOND OFFENSE	SUBSEQUENT OFFENSE
BIAS	<p>Bias</p> <ul style="list-style-type: none"> Any gesture, written, verbal or physical act, or any electronic communication, whether it be a single incident or series of incidents that: Is reasonable perceived as being motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identify and expressions, or a mental, physical or sensory disability, or by any other distinguishing characteristic; and, takes place on school property, at any school-sponsored function, or off school grounds. Substantially disrupts or interferes with the orderly operation of the school or rights of other students; and, <ul style="list-style-type: none"> Placing a student in reasonable fear of physical or emotional harm to their person or damage to their property, or Has effect of insulting or demeaning any student or group of students; or Creates a hostile learning environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student. <p>NOTE: Instances of Cyber bullying will be justification for cease and desist contracts and notification of local police. Restitution may apply in cases of extortion. Age/emotional appropriate actions as outlined per district policy</p>	<ul style="list-style-type: none"> -Two 2 hour detentions up to 1 day In School Support; -Parental contact or conference; -Cease and desist contracts; -Police notification as appropriate; -Affirmative Action Officer notified as appropriate -Conflict resolution or cease and desist contracts; -Request for apology or repayment of extorted goods -Referral to guidance for counseling and/or affirmative action officer -Police notification as appropriate -Potential HIB investigation 	<ul style="list-style-type: none"> -1 to 3 days of In School Support up to expulsion; - Parental contact/ conference; -Cease and desist contracts; -Police notification as appropriate; -Mandatory administrative meeting with Affirmative Action Officer -Referral to guidance for counseling; -Repayment of extorted goods -Potential HIB investigation 	<ul style="list-style-type: none"> 3-5 days of In School Support up to referral to the Board of Education for expulsion or alternative placement; - Parental conference with Administration; -Cease and desist contracts; -Police notification as appropriate; -Mandatory administrative meeting with Affirmative Action Officer -Mandatory counseling -Potential HIB investigation

CODE	VIOLATION	FIRST OFFENSE	SECOND OFFENSE	SUBSEQUENT OFFENSE
	* Cumulative MS/HS career.			
HIB	HIB HIB 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 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; has the effect of insulting or demeaning any student or group of students; or creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or	-HIB Investigation Conducted -Parents Notified -HIB letters sent home -Cease and desist contracts -Referral to Affirmative Action Officer, if applicable	-HIB investigation Conducted -Parents Notified -HIB letters sent home - Cease and desist contracts -Mandatory referral to Affirmative Action Officer and/or counseling	-HIB Investigation Conducted -Parents Notified -HIB letters sent home - Cease and desist contracts -Mandatory referral to Affirmative Action Officer -Mandatory Counseling -Parent conference with Administration -Required creation of individual student intervention program -Possible meeting with representatives from the Board of Education

CODE	VIOLATION	FIRST OFFENSE	SECOND OFFENSE	SUBSEQUENT OFFENSE
	<p>emotional harm to the student. All complaints of HIB shall be investigated and processed in accordance with District Policy and State Law</p> <p>NOTE: Instances of Cyber bullying will be justification for cease and desist contracts and notification of local police. Restitution may apply in cases of extortion. Age/emotional appropriate actions as outlined per district policy * Cumulative MS/HS career.</p>			
REFUSE	Refusal to consent to a search or cooperate in an investigation.	Maximum penalty for violation	Maximum penalty for violation	Maximum penalty for violation
SMOKE	<p>Smoking/Possession of tobacco or nicotine</p> <ul style="list-style-type: none"> Smoking or reasonable suspicion of same, chewing or possessing any tobacco or nicotine products, electronic cigarettes, any smoking paraphernalia, nicotine and non-nicotine “vaping” or paraphernalia products on school property or at school events. <p>Distribution/possession of alcohol or drugs and/or paraphernalia. Paraphernalia includes any equipment, product, accessory, or material that is modified for making, using, or concealing drugs or alcohol. (Included, but not limited to electronic devices vaporizers, e-cigarettes, jewels and/or related devices.) Drugs, alcohol and/or paraphernalia will be confiscated and turned over to law enforcement.</p>	<p>-1 day In School Support for smoking; -Two 2 hour detentions for possession; -Possible charges with the W.H. police department (requesting educational consequences); -Loss of parking privileges; -Parental contact - Completion of mandated educational component (non-compliance will result in additional consequences) - Mandatory drug testing for anyone caught vaping (positive result the consequence will be determined by the drug testing policy)</p>	<p>- 1 to 3 days In School Support for smoking; - 1 day In School Support for possession -Possible charges with the W.H. police department (requesting educational consequences); -Loss of parking privileges; -Parental contact - Completion of mandated educational component (non-compliance will result in additional consequences) - Mandatory drug testing for anyone caught vaping (positive result the consequence will be determined by the drug testing policy)</p>	<p>- 3 to 5 days In School Support for smoking; - 2 days In School Support for possession; -Possible charges with the W.H. police department (requesting educational consequences); -Loss of parking privileges; -Parental contact - Completion of mandated educational component (non-compliance will result in additional consequences) - Mandatory drug testing for anyone caught vaping (positive result the consequence will be determined by the drug testing policy)</p>
SXHR	Sexual Harassment	-1 to 3 days of In School	-5 days of In School Support	-up to 10 days external

CODE	VIOLATION	FIRST OFFENSE	SECOND OFFENSE	SUBSEQUENT OFFENSE
	<ul style="list-style-type: none"> Any physical contact, gestures, displays, writing, or verbalizing anything of an unwanted sexual nature, that can be considered offensive. This can also include possession or distribution of pornographic or obscene materials. <p>* Cumulative MS/HS career.</p>	Support up to expulsion; - Parental contact/conference; -Cease and desist contracts; -Police notification as appropriate; -Mandatory administrative meeting with Affirmative Action Officer -Referral to guidance for counseling; -Repayment of extorted goods	up to referral to the Board of Education for expulsion or alternative placement; - Parental conference with Administration; -Cease and desist contracts; -Police notification as appropriate; -Mandatory administrative meeting with Affirmative Action Officer	suspension -up to referral to the Board of Education for expulsion or alternative placement; - Parental conference with Administration; -Cease and desist contracts; -Police notification as appropriate; -Mandatory administrative meeting with Affirmative Action Officer
THEFT	Theft <ul style="list-style-type: none"> Deliberate taking of school or personal property (including food/drink items from the cafeteria) 	-1 day In School Support; -Parental contact; -Financially responsible for stolen items; -Possible filing of charges with the W.H. police department; -Referral to guidance for counseling	- 1 to 3 days of In School Support; -Financially responsible for stolen items; -Possible filing of charges with the W.H. police department; -Referral to guidance for counseling	-1 to 5 days In School Support; -Parental conference; -Financially responsible for stolen items; -Possible filing of charges with the W.H. police department; - Request counseling from an outside agency
THREAT	Threat of Violence/ Hostile Actions/Intimidation <ul style="list-style-type: none"> Exhibiting behavior, making verbal or written statements, displays, or gestures which threaten physical or emotional harm to students. ("I'll beat you up." or "I'll kill you.") Includes students in dating relationship or familiar sibling relationship. Physical actions are meant to harm or endanger the well being of another student. <p>* Cumulative for MS/HS career.</p>	-1 to 3 days In School Support; -Parental contact; -Police notification as appropriate; -Referral to guidance for counseling; -Possible risk assessment	-3 to 5 days In School Support or external suspension; -Administrative hearing; -Police notification as appropriate and filing of charges; -Parental conference; -Possible risk assessment	-5 to 10 days In School Support or external suspension; -Referral to the Board of Education for possible expulsion hearing; -Filing of charges with the W.H. police department; -Parental conference
THSN	Threat of Serious Nature <ul style="list-style-type: none"> Making statements in writing or 	-Suspension from school for a minimum of 3 days		-4 to 10 days external suspension throughout the

CODE	VIOLATION	FIRST OFFENSE	SECOND OFFENSE	SUBSEQUENT OFFENSE
	verbally which threaten to do harm to the school, its personnel and/or students, alleging gross misconduct of another student or staff member (i.e., false accusation). Cumulative for MS/HS career. *Cumulative for MS/HS career.	pending the conclusion of a risk assessment; -Hearing before a committee of the administration; -Filing of charges with the W.H. police department		completion of a risk assessment; -Referral to the Board of Education for possible expulsion hearing; -Filing of charges with the W.H. police department
VAND	Vandalism <ul style="list-style-type: none"> Deliberate and intentional defacing/destruction of school property or property to or from school. This can include property of staff, students, or personal property or others at school. 	-Two 2 hour detentions up to 1 day In School Support; -Parental contact; -Financially responsible for damages if applicable; -Possible filing of charges with W.H. police department; -Referral to guidance for counseling; -Student may be required to clean or repair damaged areas		-1 to 5 days In School Support up to possible expulsion; -Parental Conference; -Financially responsible for damages; -Possible filing of charges with W.H. police department; -Mandatory counseling with guidance; -Student may be required to clean or repair damaged areas

Tier IV: Severe Infractions

CODE	VIOLATION	FIRST OFFENSE	SUBSEQUENT OFFENSES
BLADE	Possession of a Non-Firearm or Look-A-Like Weapon <ul style="list-style-type: none"> Other than a firearm, possession of any item capable of causing harm or bodily injury *Cumulative for MS/HS Career	-10 days In School Support or external suspension; -Parental conference with the Administration; -Counseling outside of school; -Mandatory counseling within school; -Possible filing of charges with the W.H. police department	-10 days external suspension initially; -Referral to Board of Education for expulsion proceedings; -Filing of charges with the W.H. police department
BOMB	Bomb Threat <ul style="list-style-type: none"> Calling in or reporting falsely the presence of an explosive device on school grounds or on district vehicles or presence of an explosive device. 	-10 days In School Support or external suspension; -Referral to the Board of Education for expulsion; -Filing of charges with the W.H. police department; -Financially responsible for all costs incurred	
DRAL	Drugs/Alcohol <ul style="list-style-type: none"> Possessing, distributing, or using any legal or illegal substance or being in possession of drug paraphernalia. Distribution/possession of alcohol or drugs and/or paraphernalia. Paraphernalia includes any equipment, product, accessory, or material that is modified for making, using, or concealing drugs or alcohol. (Included, but not limited to electronic devices vaporizers, e-cigarettes, jewels and/or related devices.) Drugs, alcohol and/or paraphernalia will be confiscated and turned over to law enforcement, furthermore any samples that are identified as diluted or tampered will be considered a positive result in addition anyone who does not take test within 24 hours will be considered a positive result. *Cumulative for MS/HS career.	-10 days In School Support (possession or use); -10 days external suspension (distribution); -Police notification; -Filing of charges with the W.H. police department; -Counseling with Student Assistance Counselor for parent & student and/or referral to a rehabilitation center (Degree determined by Principal); -If distribution, referral to the Board of Education for expulsion	-10 days internal or external suspension; -Referral to the Board of Education for expulsion hearing; -Filing of charges of W. H. police department; -Referral to rehabilitation center -Counseling with Student Assistance Counselor for parent & student and/or referral to a rehabilitation center (Degree determined by Principal)

CODE	VIOLATION	FIRST OFFENSE	SUBSEQUENT OFFENSES
FALSE	Intentionally Filing a False Report <ul style="list-style-type: none"> Setting off a false fire alarm, calling in a false report of a fire. 	-10 days In School Support or external suspension; -Referral to the Board of Education for expulsion; -Filing of charges with the W.H. police department; -Financially responsible for all costs incurred	
FIRE	Setting a Fire (#1) <ul style="list-style-type: none"> Deliberate or intentional setting of a fire including the inappropriate use of a fire starting mechanism. 	-3 days In School Support up to expulsion; -Parental conference for the removal of student; -Possible referral to the Board of Education for expulsion; -Financially responsible for damages; -Mandatory counseling as appropriate -Possible filing of charges with the W.H. police department -Student may be required to clean or repair damaged property - Complete a fire prevention and safety course by local authorities	
GUN	Possession of a Firearm <ul style="list-style-type: none"> Possession of a handgun or other firearm capable of firing a projectile; displaying a gun on school premises or at any school activity; displaying or using as a weapon any time with the intent of threatening or actually causing bodily injury. 	-10 days external suspension initially; -Referral to the Board of Education for expulsion hearing; -Filing of charges with the W.H. police department	
INTS	Intimidation of a Staff Member <ul style="list-style-type: none"> Verbal or physical (without contact) intimidation of any employee of the school district or of an individual who is performing a service for the school district. <p>* Cumulative MS/HS career.</p>	- 4 to 10 days In School Support or External Suspension - Mandatory in-house counseling; -Parental Contact/conference; -Mandatory attendance at anger management counseling;	- 10 days external suspension; -Mandatory extended counseling with guidance personnel or Student Assistance Counselor as determined by the severity of incident and until the issue is resolved; -Referral to the Board of Education for expulsion

CODE	VIOLATION	FIRST OFFENSE	SUBSEQUENT OFFENSES
MEDS	Violation of Medication Policy <ul style="list-style-type: none"> Possession of any prescription or non-prescription medication. Severity of consequence will reflect type of medication, i.e. over-the-counter, antibiotics, and narcotics. Note: See Medication Policy 5131.4. *Cumulative for MS/HS Career	-Parent notified to pick up medication; -Confiscation of medication up to 5 days In School Support; -Counseling with the Student Assistance Counselor or referral to a rehabilitation center (Degree determined by Principal)	-Parent notified to pick up medication; -Confiscation of medication up to 10 days of In School Support; -Mandatory completion of counseling program or referral to a rehabilitation center; -Mandatory hearing at Board of Education to determine future placement of student at Gateway Regional High School
STAWO	Assault by a Pupil without a weapon upon a Staff Member <ul style="list-style-type: none"> Striking, pushing, touching a staff member in a hostile manner. *Cumulative for MS/HS career.	-10 days external suspension; -Referral to the Board of Education for extended suspension or expulsion; -Parental conference; -Police notified and possible removal of student by the police from campus; -Charges filed with the W.H. police department; -Mandatory counseling - Upon return mandatory schedule change (alternate teacher)	
STAWW	Assault by Pupil with a weapon upon a Staff Member <ul style="list-style-type: none"> Attacking a staff member with any form of weapon. *Cumulative for MS/HS career.	-10 days external suspension; -Referral to the Board of Education for extended suspension or expulsion; -Parental conference; -Police notified and possible removal of student by the police from campus; -Charges filed with the W.H. police department; -Mandatory counseling - Upon return mandatory schedule change (alternate teacher)	