

## MULLICA TOWNSHIP SCHOOL DISCIPLINE GUIDE

The Mullica Township School District Discipline Guide allows for the following: school administration reserves the right to assign alternate consequences, and is the final authority on infraction interpretation. The list of Consequences sets forth the actions that are taken when a student fails to comply with behavioral expectations. It is a set of guidelines only. The administrator in charge may vary the consequences depending on the particular circumstances of an offense. Consequences help children see the effects of their actions, repair the situation, and learn to make better decisions in the future. Consequences may include informal meetings, conferences, community service, counseling, detention, loss of privileges/or after school activities, suspension, police notification, parental notification, administrative hearings and/or board hearing. Student discipline and code of conduct in the district will be applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical or sensory disability or by any other distinguishing characteristics pursuant to N.J.S.A. 10:5. Before dispensing disciplinary measures, administration will take into account, at least, the severity of offenses, age and developmental level of the student offender, and student history of inappropriate behavior in accordance with N.J.A.C. 6A:16-7.2.

### OUR MISSION

In an effort to prepare students to be college and career ready, the mission of the Mullica Township School District is to celebrate diversity by creating an emotionally and behaviorally safe learning environment where academics and the arts are esteemed.

### OUR VISION

We recognize and nurture the **POTENTIAL** in all students: All students can learn!

We show **GRIT** and **PERSEVERANCE**: We can overcome any obstacles!

We act with **INTEGRITY**:

We always do the right thing because it's the right thing to do!

We value the academic and creative **STRENGTHS** in all students:

Students have many avenues to shine!!

We **RESPECT** ourselves, others, our school, and community:

We consider how our actions affect others!

We take **RESPONSIBILITY** for our actions:

We learn from our mistakes and grow as a result!

We are **READY** for any challenge: We feel safe and supported!

## DISCIPLINARY OFFENSE

### Type One Offenses

**For Type One offenses, school officials shall refer to Level A of the Discipline Ladder**

Classroom Disruptions	Engaging in purposeful behavior to distract another student
Cutting Class	Scholastic Dishonesty
Disrupting a school activity	Unauthorized use of school equipment
Dress Code Violation	Use of cell phones or electronic devices at unauthorized times
Excessive Tardiness	Use of profanity or vulgar language
Horseplay	Verbal insults or put downs
Inappropriate Language	Type One Offenses apply to school transportation
Minor defiance of authority/disobedience (i.e. – not following directions)	Other minor school-based misconduct
Physical/verbal aggression with another student (e.g. – pushing, shoving)	

If behavior continues, it may progress to a Superintendent Review or a Board Hearing based on the severity of the offense and/or continual misconduct.

### Type Two Offenses

#### For Type Two offenses, school officials shall refer to Level D of the Discipline Ladder

Abusive Language	Severe defiance of authority/disobedience (e.g. – demonstrating gross disrespect for school personnel)
False activation of a fire alarm	Theft (under \$500)
Gambling	Tobacco and Electronic Smoking Device Offenses**
Inappropriate Physical Contact	Trespassing
Inappropriate Use of Technology	Other school-based misconduct that disrupts the school environment
Leaving School/ School Grounds without approval	Type Two Offenses apply to school transportation
Minor damage or defacement of school property	Other Type Two Level Offenses
Minor harassment, intimidation, or bullying based on race, ethnicity, sexual orientation, gender identity, disability, or religion	Recurring Type One Offenses (after going through Levels A through C of the Discipline Ladder)

If behavior continues, it may progress to a Superintendent Review or a Board Hearing based on the severity of the offense and/or continual misconduct.

### Type Three Offenses

#### For Type Three offenses, school officials shall refer to Level E of the Discipline Ladder

Being under the influence of drugs or alcohol	Theft (\$500 and over)
Destruction of school property, including graffiti (\$500 and over)	Other school-based misconduct that substantially disrupts the school environment
Inappropriate physical conduct leading to injury	Type Three Offenses apply to school transportation
Possession of drugs or alcohol	Other Type Three Level Offenses
Severe harassment, intimidation, or bullying based on race, ethnicity, sexual orientations, gender identity, disability or religion	Recurring Type Two offenses

If behavior continues, it may progress to a Superintendent Review or a Board Hearing based on the severity of the offense and/or continual misconduct.

### Type Four Offenses

#### For Type Four offenses, school officials shall refer to Level F of the Discipline Ladder

Assault, harassment, or false allegation of abuse against a school employee	Willfully causing damage to the property of a school employee
Possession of an explosive that seriously endangers the welfare or safety of the other students or school personnel	Other student behaviors that most seriously disrupt the school environment or seriously endanger the welfare of safety of other students or school personnel
Serious fighting (including incidents with significant injuries, but which do not rise to the level of the Type Five offense “1st or 2nd degree assault”)	Type Four Offenses apply to school transportation
Terrorist threats (pending a threat assessment)	Other Type Four Level Offenses
Unlawful Sexual Conduct	Recurring Type Three offenses

If behavior continues, it may progress to a Superintendent Review or a Board Hearing based on the severity of the offense and/or continual misconduct.

### Type Five Offenses

#### For Type Five offenses, school officials shall refer to Level F of the Discipline Ladder

Carrying, bringing, using, or possessing a knife or dangerous weapon w/o the authorization of the school or District	Sale of drugs and/or alcohol
First or second degree assault	Other Type Five Level Offenses
Habitual disruption	

If behavior continues, it may progress to a Superintendent Review or a Board Hearing based on the severity of the offense and/or continual misconduct.

## DISCIPLINE LADDER

Six levels of intervention are defined in the discipline ladder. Disciplinary action should begin and be resolved at the lowest level possible, consistent with the nature of the violation. If similar violations continue, the intervention moves to a higher level on the ladder (e.g., from Level A to Level B).

The discipline ladder is used to provide students with support to avoid future disciplinary action. At all levels of the disciplinary referral ladder, interventions considered may include any of the types referenced below:

### Level A – Teacher/Student

The student is provided with "due process", an opportunity to tell his/her version of the incident.

Adult-led discussion with the student about an action/behavior that may have caused harm to the community or to him/herself

The teacher or designated staff member may notify the student's parent or guardian.

One or more interventions are initiated as appropriate

Consequences at this level may include:

- \* Consequences and rewards within your classroom management framework and school Positive Behavioral Interventions and Supports.
- \* If a student needs to cool-off, contact the school counselor or CST for a student to cool-off for a specific time period. The purpose of the cool-off period is to remove the student from the situation and is to last no longer than 15 minutes. The student is to return to the class following the cool-off period.

Any interventions are documented in district Student Information System.

### Level B – Teacher/Student/Parent

The student is provided with "due process", an opportunity to tell his/her version of the incident.

The teacher or designated staff notifies the student's parent/guardian.

Adult-led discussion with the student about an action/behavior that may have caused harm to the community or to him/herself

One or more interventions are initiated as appropriate.

Consequences at this level may include:

- \* Consequences and rewards within your classroom management framework and school Positive Behavioral Interventions and Supports.
- \* Consequence may include assigning a lunch detention (Students must have work with them).
- \* Reflection Sheet is to be filled out during the lunch detention.

Any interventions are documented in district Student Information System.

### Level C – Teacher/Student/Parent

If intervention at Level B has not been successful, the teacher or designated staff will involve a case manager, nurse, school counselor, or any other member of the school's support staff.

The student is provided with "due process", an opportunity to tell his/her version of the incident.

The teacher or designated staff notifies the student's parent/guardian and documents the incident.

The teacher and any member of the support staff who has been involved will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior and discuss how the persistent behavior causes harm to the school community and him/herself. If possible, all of the student's teachers will be included in the conference.

One or more interventions are initiated as appropriate.

Consequences at this level may include:

- \* Grade level/ support team may refer student to restorative group during one Exploratory period (Middle School Only) and/or
- \* Student may be assigned a 1 hour after school detention, a reflection sheet will be completed during detention.
- \* No after-school activity the day of a detention.

Any referrals or interventions will be documented in district Student Information System.

### Level D – Administrative Level Referral

The student is referred to the appropriate administrator or designated staff person.

Documentation of the steps taken to intervene and change the student's behavior may be provided.

The student is provided with "due process", an opportunity to tell his/her version of the incident.

The administrator will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior and discuss how the persistent behavior causes harm to the school community and him/herself.

The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.

One or more interventions are initiated as appropriate.

Consequences at this level may include any/all of the following:

- \* Possible Detention(s) of 1-3 hours, a reflection sheet will be completed during detention.
- \* In-school suspension of up to three days.
- \* A behavior intervention plan for the student may be implemented.
- \* Administrator may refer student to restorative group during one or more Exploratory period (Middle School Only).
- \* Administrator may assign reflective project based on nature of infraction (Middle School Only).
- \* Volunteer service as agreed upon by the parent and administration.
- \* Activity suspension concurrent with days of ISS or Detentions.
- \* Ineligible for non-academic activities/events (during and/or after-school) for 10 school days.
- \* \*\* Tobacco and Electronic Smoking Device Offenses will result in a minimum 1 day out of school suspension and may result in mandatory screening for dangerous substances by a medical professional

Any referrals or interventions will be documented in district Student Information System.

### Level E – Suspension

The student is referred to the appropriate administrator or designated staff person.

Documentation of the steps taken to intervene and change the student's behavior may be provided.

The student is provided with "due process", an opportunity to tell his/her version of the incident.

The administrator will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior and discuss how the persistent behavior causes harm to the school community and him/herself.

The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.

One or more interventions are initiated as appropriate.

Consequences at this level may include any/all of the following:

- \* Elementary school students shall not receive out-of-school suspensions for Type One offenses.
- \* In-school suspension of up to three days or,
- \* 1-day out-of-school suspension with an option of an additional 1-day in-school suspension.
- \* Administrator may refer student to restorative group during one or more Exploratory period (Middle School Only).
- \* Administrator may assign reflective project based on nature of infraction (Middle School Only).
- \* School officials (administration, teachers, CST, counselors) are to develop a behavior intervention plan for the student.
- \* Upon return to school after suspension, further steps to encourage positive behavior are to be considered.
- \* Volunteer service as agreed upon by the parent and administration.
- \* Activity suspension concurrent with days of ISS or OSS.
- \* Ineligible for non-academic activities/events (during and/or after-school) for 20 school days.

Any referrals or interventions will be documented.

### Level F – Additional Suspension

The student is referred to the appropriate administrator or designated staff person.

Documentation of the steps taken to intervene and change the student's behavior may be provided.

The student is provided with "due process", an opportunity to tell his/her version of the incident.

The administrator will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior and discuss how the persistent behavior causes harm to the school community and him/herself.

The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.

One or more interventions are initiated as appropriate.

Consequences at this level may include any/all of the following:

- \* In-school suspension of up to four days or,
- \* out-of-school suspension up to four days.
- \* Administrator may refer student to restorative group during one or more Exploratory period (Middle School Only).
- \* Administrator may assign reflective project based on nature of infraction (Middle School Only).
- \* School officials (administration, teachers, CST, counselors) are to develop a behavior intervention plan for the student.
- \* If behavior continues, it may progress to a Superintendent Review or a Board Hearing based on the severity of the offense and/or continual misconduct.
- \* Upon return to school after suspension, further steps to encourage positive behavior are to be considered.
- \* Volunteer service as agreed upon by the parent and administration.
- \* Activity suspension concurrent with days of ISS or OSS.
- \* Ineligible for non-academic activities/events (during and/or after-school) for 40 school days.

Any referrals or interventions will be documented.