

2023-2024

CODE OF STUDENT CONDUCT

———— GRADES Pre-K - 6 ————



**CHESTERFIELD TOWNSHIP
SCHOOL DISTRICT**

BOARD OF EDUCATION

30 SADDLE WAY
CHESTERFIELD, NEW JERSEY 08515

WWW.CHESTERFIELDSCHOOL.COM

TABLE OF CONTENTS

Purpose	3
Student Rights	3
Student Responsibilities	4
Beliefs	4
Provisions for Students with Disabilities	4
Student Attendance	4
Leveled Behaviors and Responses	5
Behavior Levels, Supports and Responses	6
Behavior, Responses & Behavioral Supports	7-16
Further Response Protocols	17
Acknowledgement	18



PURPOSE

The Chesterfield Township School District (CTSD) Code of Student Conduct was developed with the goal of providing a fair, equitable, and understandable policy for student conduct and behavioral expectations whose ultimate intent is to provide equal access to a wide range of supports that promote positive behavior, help students develop self-regulation, and nurture positive social-emotional interactions among all members of the school community. It is the expectation that this document will establish common guidelines, set protocols, institute procedures, and foster supportive practices that will best support students and allow them access to an education system that is a safe, secure, civil, and caring environment.

The CTSD Code of Student Conduct shall be applied without regard to 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. The Code of Student Conduct also applies to all students at all times, on all Chesterfield Township School District property, buildings, buses and grounds. It also extends to all school-related, or district sponsored activities, including, but not limited to, school field trips and school sporting events, regardless if these activities are held on school property or at off-district locations.

In accordance with the New Jersey State Department of Education and the requirements of N.J.A.C. 6A:16-7.1, the Code of Student Conduct shall:

- Foster the health, safety and social and emotional well-being of students.
- Support the establishment and maintenance of civil, safe, secure, supportive and disciplined school environments conducive to learning.
- Promote achievement at high academic levels.
- Prevent the occurrence of problem behaviors.
- Establish parameters for the Behavioral Supports and remediation of student problem behaviors at all stages of identification.
- Establish parameters for school responses to violations of the Code of Student Conduct that take into account, at least, severity of behaviors, ages of student offenders and students' histories of inappropriate behaviors, in accordance with N.J.A.C. 6A:16-7.2 through 5 and 7.6.

STUDENT RIGHTS

1. An appropriate public education;
2. Advance notice of behaviors that result in suspensions and expulsions;
3. Education that supports students' development into productive citizens;
4. Attendance in safe and secure school environments;
5. Attendance at school irrespective of students' marriage, pregnancy or parenthood;
6. Freedom from unreasonable searches and seizures;
7. Due process appeal procedures consistent with Board policy, including the right to be informed of, respond to, and appeal any disciplinary action taken.
8. Parent notification consistent with the policies and procedures set forth in N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.2 through 7.8; and
9. The Protection of their records and information consistent with: The Family Educational Rights and Privacy Act; the Health Insurance Portability and Accountability Act; and other Federal and State statutes and regulations.

STUDENT RESPONSIBILITIES

1. Come to school on time, prepared, and ready to learn each day.
2. Respect self, others, and their property.
3. Plan for the future.
4. Ask for help when needed.

BELIEFS

The CTSD Code of Student Conduct is based on the following beliefs about children, learning, and behavior:

1. All students are capable of achieving high levels of success with the proper guidance and support.
2. Each student is unique and each student may need differentiated attention and supports to help them achieve at high levels, succeed academically, and behave responsibly.
3. Behavioral Responses and Behavioral Supports enable students to self-regulate, self-reflect, problem solve, make amends, learn new behaviors, and restore their good standing.
4. Effective Behavior Management occurs when the teacher and student interact together, talk to each other build rapport and develop trust. When this happens, most problems can be solved within the classroom.
5. Parents/Guardians are partners with the school and will be made aware of issues in need of resolution when appropriate and are encouraged to share any situations that may affect a child's behavior or general academic performance.

PROVISIONS FOR STUDENTS WITH A DISABILITY

Additional steps pursuant to N.J.A.C. 6A:14 must be taken with students with disabilities, including those with IEP's and Section 504 Plans.

Administrators and/or designee shall review our students' 504 Plans, Individual Education Plans (IEPs), and/ or Behavioral Plans; and, consult with the Director of Special Services or designee or with the Director of School Counseling & Related Services before applying the Student Code of Conduct as prescribed in this document.

STUDENT ATTENDANCE

In accordance with district policy (5113) and state policy (NJ18A:38-25) school administrators have an obligation under state law to enforce compulsory school attendance. Truancy and chronic absenteeism will also be addressed accordingly

LEVELED BEHAVIORS AND RESPONSES

Level I Behaviors

- Defiant Conduct
- Disrupting the Educational Process
- Dress Code Violation
- Forgery or False Identity or Plagiarism
- Inappropriate Objects (Not Requiring Police Notification)
- Prohibited Use of an Electronic Device (Not Requiring Police Notification)
- Technology Related Misconduct (Not Requiring Police Notification)

Level II Behaviors

- Technology Related Misconduct/ Computer Trespass (Requiring Police Notification)
- Damage to Property
- Defiant Conduct (Chronic/Severe)
- Disruption of the Educational Process (Chronic/Severe)
- Fighting (Minor Physical Injury)
- HIB (Confirmed)
- Inappropriate Objects (Requiring Police Notification)
- Leaving School Grounds
- Prohibited Substance
- Prohibited Use of an Electronic Device (Requiring Police Notification)
- Theft
- Threat/Simple
- Trespass

Level III Behaviors

- Assault (Student or District Personnel)
- Damage to Property (Chronic/ Severe)
- False Public Alarm/Bomb Threat
- Fighting (Major Physical Injury)
- Fireworks/Chemicals
- HIB (Confirmed – Chronic/ Severe)
- Prohibited Substance
- Inappropriate Contact
- Theft
- Weapons

Level I Possible Responses

- Parent/Guardian Contact
- Conference with Certified Staff
- Verbal Warning
- Confiscation
- Detention
- Loss of Privileges

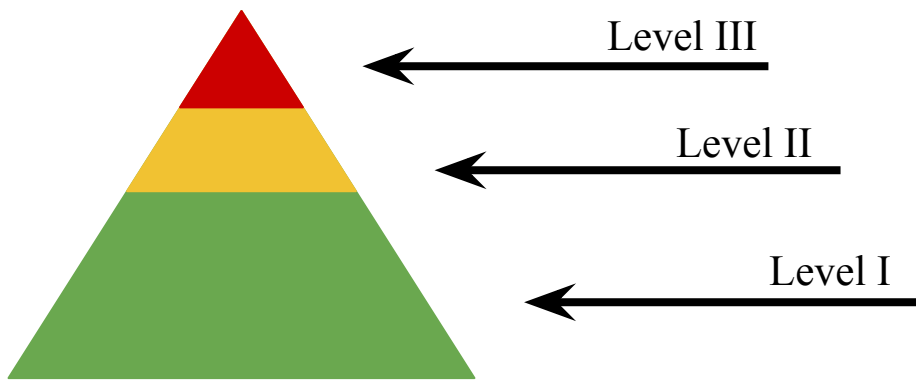
Level II Possible Responses

- Level I Responses
- Mandatory Conference with Parent/Administrator
- Police Notification
- Restitution/Amends
- Suspension

Level III Possible Responses

- Level I & II Responses (as applicable)
- Board of Education Hearing
- Expulsion

BEHAVIOR LEVELS, SUPPORTS AND RESPONSES



Level	Staff	Purpose	Example
III Supports	Student Support Team	Facilitate wrap around services for all students that engage in chronic or severe behaviors	Family Conferencing, Referral to Community Services, Reintegration Plan
	Building Administrator	Safety and security of all staff and students	Suspension, possible police notification, possible board hearing
II Supports	School Counselors and CST Managers	Reteach School Rules and Expectations, Development of problem solving skills, provide counseling on social-emotional skills	Problem Solving Conference, small group counseling
	Behaviorist and Student Assistance Counselor	Lessen problem behaviors and replace with more positive ones, Provide counseling on social-emotional skills	Behavior intervention plan, small group counseling
II Responses	Building Administrator	Lessen student problem behavior and promote positive behavior in the future	Notification of guardian, detention, possible suspension
I Supports	Administration, Staff, School Climate Team	Improve School Climate and develop social-emotional learning skills	School expectations, rules, and standard operating procedures
	School Counselors and CST Case Managers	Reteach Expectations, rehearse positive behaviors, facilitate remediation	Classroom Guidance lessons, reflection activity, problem solving conference
I Responses	Classroom Teachers	Address student problem behavior and keep students engaged in learning	Logical consequences, verbal prompt, redirection, and reminders
	Building Administrator	Address student problem behavior and return student to classroom ready to learn	Notification of Student Guardian, Conferencing with Administrator

BEHAVIORS, RESPONSES, AND BEHAVIORAL SUPPORTS

ASSAULT

A person attempts to cause – or purposely, knowingly, or recklessly causes – bodily injury to another.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> Notification of Parent/Guardian Notification of Police / Fire Department Notification of Superintendent's Office Detention Out of School Suspension Mandatory Administrator/Parent/Guardian Conference <p>* Possible Board of Education Disciplinary Hearing</p>	<ol style="list-style-type: none"> Problem Solving Conference Family Conference /Collaboration Referral to Student Support Team Referral to Community Services Reintegration Plan 	<ol style="list-style-type: none"> Notification of Parent/Guardian Notification of Police / Fire Department Notification of Superintendent's Office Out of School Suspension Possible Expulsion Mandatory Administrator/Parent/Guardian Conference <p>* Possible Board of Education Disciplinary Hearing</p>	<ol style="list-style-type: none"> Problem Solving Conference Family Conference /Collaboration Referral to Student Support Team Referral to Community Services Reintegration Plan

DAMAGE TO PROPERTY

Purposely, knowingly, or recklessly destroying or defacing school, contracted, or personal property, thereby causing an economic loss due to repair or for replacement.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> Notification of Parent/Guardian Conference with Administrator Detention <p>* Possible Restitution</p>	<ol style="list-style-type: none"> Verbal Prompt, Redirection, and/or Correction Positive And Specific Directives that State Expectations Reflection Activity Possible Facilitation of Apology 	<ol style="list-style-type: none"> Notification of Parent/Guardian Conference with Administrator Detention <p>* Possible Restitution</p>	<ol style="list-style-type: none"> Verbal Prompt, Redirection, and/or Correction Positive And Specific Directives that State Expectations Referral to Community Service Family Conference/ Collaboration

DEFIANT CONDUCT

Refusal to obey directive of school employee.

Staff will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 	<ol style="list-style-type: none"> 1. Positive And Specific Directives that State Expectations 2. Re-Teaching and Rehearsal of Desired Skill or Procedure 3. Facilitation of Apology 4. Verbal Prompt, Redirection, and/or Correction 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Detention 	<ol style="list-style-type: none"> 1. Possible Referral to Counseling Group 2. Referral to Student Support Team 3. Family Conference/ Collaboration 4. Referral to Community Services

DISRUPTING THE EDUCATIONAL PROCESS

Any act or behavior that disrupts the learning environment.

The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 	<ol style="list-style-type: none"> 1. Verbal Prompt, Redirection, and/or Correction 2. Positive And Specific Directives that State Classroom/School-Wide Expectations 3. Re-Teaching and Rehearsal of Desired Skill or Procedure 4. Facilitation of Apology 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Detention 	<ol style="list-style-type: none"> 1. Referral to Counseling Group 2. Family Conference/ Collaboration 3. Referral to Student Support Team 4. Referral to Community Services

DRESS CODE VIOLATION

Clothing that is inappropriate is prohibited.

The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> Notification of Parent/Guardian Verbal Warning 	<ol style="list-style-type: none"> Positive Directives that State Expectations 	<ol style="list-style-type: none"> Written Notification to Parent/Guardian w/ Expectations 	<ol style="list-style-type: none"> Positive Directives that State Expectations

FALSE PUBLIC ALARM/BOMB THREAT

Initiating or circulating a report or warning, via any means of communication of an impending fire, explosion, bombing, crime, catastrophe or emergency, knowing that the report or warning is false or baseless and that it is likely to cause evacuation of a school building, school bus, or other place of assembly on school grounds. This includes knowingly setting off a fire alarm when no fire exists or possession or handling of an object that has the appearance of an explosive device.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> Notification of Parent/Guardian Notification of Police/Fire Department Notification of Superintendent's Office Out of School Suspension Mandatory Administrator/Parent/Guardian Conference <p>*Possible Board of Education Disciplinary Hearing</p>	<ol style="list-style-type: none"> Problem Solving Conference Family Conference/Collaboration Referral to Student Support Team Referral to Community Service Reintegration Plan <p>*Possible Risk Assessment</p>	<ol style="list-style-type: none"> Notification of Parent/Guardian Notification of Police/Fire Department Notification of Superintendent's Office Out of School Suspension Mandatory Administrator/Parent/Guardian Conference <p>*Possible Board of Education Disciplinary Hearing</p>	<ol style="list-style-type: none"> Problem Solving Conference Family Conference/Collaboration Referral to Student Support Team Referral to Community Service Reintegration Plan <p>*Possible Risk Assessment</p>

PHYSICAL CONFRONTATION

*A physical confrontation that may result in bodily injury.
Any fighting that results in physical injury and/or requires medical attention may warrant Out of School Suspension.*

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Certified Staff 3. Detention * Possible Suspension	<ol style="list-style-type: none"> 1. Mediated Conflict Resolution 2. Problem Solving Conference 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administration 3. Detention * Possible Suspension	<ol style="list-style-type: none"> 1. Mediated Conflict Resolution 2. Family Conference/ Collaboration 3. Referral to Counseling Group 4. Referral to Student Support Team 5. Referral to Community Service

FORGERY OR FALSE IDENTITY OR PLAGIARISM

Altercations made on any type of school material ex. Passes, Notes, Grades etc. or Plagiarizing of any work.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Teacher 	<ol style="list-style-type: none"> 1. Initiate a Student Centered Discussion about the Incident 2. Family Conference/ Collaboration 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Detention 	<ol style="list-style-type: none"> 1. Referral to Counseling Group 2. Problem Solving Conference 3. Family Conference/ Collaboration 4. Referral to Student Support Team 5. Referral to Community Services

HARASSMENT, INTIMIDATION, & BULLYING

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 emotional harm to the student. All complaints of HIB shall be investigated and processed in accordance with District Policy and State Law.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
Responses will follow mandated NJ HIB guidelines.	<ol style="list-style-type: none"> 1. Reflection Activity 2. Possible Mediation 3. Possible Facilitation of Apology 4. Family Conference / Collaboration 5. Notification of Superintendent's Office 	Responses will follow mandated NJ HIB guidelines.	<ol style="list-style-type: none"> 1. Problem Solving Conference 2. Family Conference/ Collaboration <p style="color: red; margin-left: 20px;">Chronic/Severe:</p> <ol style="list-style-type: none"> 1. Referral to Counseling Group 2. Referral to Student Support Team 3. Referral to Community Services 4. Reintegration Plan

INAPPROPRIATE OBJECTS

Possession or use of any object that poses a disruption to the educational environment.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Confiscation <p>*Possible Police Notification</p>	<ol style="list-style-type: none"> 1. Reflection Activity 2. Problem Solving Conference 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Detention 4. Confiscation <p>*Possible Police Notification</p>	<ol style="list-style-type: none"> 1. Problem Solving Conference 2. Referral to Counseling Group 3. Family Conference/ Collaboration 4. Referral to Student Support Team 5. Referral to Community Services

LEAVING SCHOOL GROUNDS

Being away from school grounds without authorization.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Police Notification 3. Conference with Administrator 4. Detention 	<ol style="list-style-type: none"> 1. Positive Directives that State Expectations 2. Reflection Activity 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Police Notification 3. Conference with Administrator 4. Detention 	<ol style="list-style-type: none"> 1. Problem Solving Conference 2. Classroom Check-In Plan 3. Family Conference/ Collaboration

PROHIBITED SUBSTANCE TOBACCO/VAPING/E-SMOKING DEVICE

A student is found in possession of or using tobacco.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Confiscation 4. Detention <p>*Possible Police Notification *Sale will warrant Out of School Suspension</p>	<ol style="list-style-type: none"> 1. Referral to Student Assistance Counselor or Designee 2. Referral to Individual/Group Counseling 3. Family Conference /Collaboration <p>Chronic and Severe</p> <ol style="list-style-type: none"> 1. Referral to Student Assistance Counselor or Designee 2. Referral to Student Support Team 3. Referral to Community Services 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Confiscation 4. Detention <p>*Possible Police Notification *Sale will warrant Out of School Suspension</p>	<ol style="list-style-type: none"> 1. Referral to Student Assistance Counselor or Designee 2. Referral to Individual/Group Counseling 3. Family Conference /Collaboration <p>Chronic and Severe</p> <ol style="list-style-type: none"> 1. Referral to Student Assistance Counselor or Designee 2. Referral to Student Support Team 3. Referral to Community Services

PROHIBITED USE OF ELECTRONIC DEVICE

*Use of any electronic device such as a cell phone or other one-way or two-way remote communications device without permission. *With respect to this policy, private onsite or offsite behavior may have consequences in the school district (Sexting or Illegal Activity).*

The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Certified Staff 3. Possible loss of privileges 	<ol style="list-style-type: none"> 1. Verbal Prompt, Redirection, and/or Correction 2. Positive and Specific Directives that State Expectations 	<ol style="list-style-type: none"> 1. Parent/Guardian 2. Conference with Administrator 3. Possible Loss of Privileges <p>*Possible Suspension</p>	<ol style="list-style-type: none"> 1. Reflection Activity 2. Problem Solving Conference. 3. Family Conference /Collaboration

PROHIBITED SUBSTANCE

A student is found with one of the reportable substance types in his or her locker, or on his or her person.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Notification of Police 3. Notification of Superintendent's Office 4. Out of School Suspension 5. Mandatory Administrator/Parent/Guardian Conference <p>* Possible Board of Education Disciplinary Hearing</p>	<ol style="list-style-type: none"> 1. Referral to Student Assistance Counselor or Designee 2. Referral to Individual/Group Counseling 3. Referral to Student Support Team 4. Referral to Community Services 5. Family Conference & Collaboration 6. Reintegration Plan 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Notification of Police 3. Notification of Superintendent's Office 4. Out of School Suspension 5. Mandatory Administrator/Parent/Guardian Conference <p>* Possible Board of Education Disciplinary Hearing</p>	<ol style="list-style-type: none"> 1. Referral to Student Assistance Counselor or Designee 2. Referral to Individual/Group Counseling 3. Referral to Student Support Team 4. Referral to Community Services 5. Family Conference & Collaboration 6. Reintegration Plan

INAPPROPRIATE CONTACT

Intentional touching by the offender, either directly or through clothing, of the victim's or offender's intimate body parts.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Notification of Superintendent's Office 3. Mandatory Administrator/Parent/Guardian Conference <p>* Possible Board of Education Disciplinary Hearing * Possible Police Notification * Possible OSS</p>	<ol style="list-style-type: none"> 1. Initiate a Student Centered Discussion about the Incident (and Repair, Restore and Reteach Expectations) 2. Family Conference & Collaboration 3. Problem Solving Conference 4. Individual/Group Counseling 5. Referral to Student Support Team 6. Referral to Community Services 7. Reintegration Plan 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Notification of Superintendent's Office 3. Mandatory Administrator/Parent/Guardian Conference <p>* Possible Board of Education Disciplinary Hearing * Possible Police Notification * Possible OSS</p>	<ol style="list-style-type: none"> 1. Initiate a Student Centered Discussion about the Incident (and Repair, Restore and Reteach Expectations) 2. Family Conference & Collaboration 3. Problem Solving Conference 4. Individual/Group Counseling 5. Referral to Student Support Team 6. Referral to Community Services 7. Reintegration Plan

TECHNOLOGY RELATED MISCONDUCT/COMPUTER TRESPASS

Violation of district acceptable use policy or any other behavior violating district or building code involving the use of a district computer or personal device.

**With respect to this policy, accessing illegal content or using the device to commit illegal activity will warrant police notification.*

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Notification of Superintendent's Office <p>* Possible Police Notification * Possible Suspension</p>	<ol style="list-style-type: none"> 1. Verbal Prompt, Redirection, and/or Correction 2. Positive and Specific Directives that State Expectations 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Notification of Superintendent's Office 4. Detention <p>* Possible Police Notification * Possible Suspension</p>	<ol style="list-style-type: none"> 1. Reflection Activity 2. Problem Solving Conference 3. Family Conference /Collaboration

THREAT

Attempting by menace to put another in fear of well being.

Initial Administrative		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Notification of Superintendent's Office 4. Detention <p>* Possible Police Notification * Possible Suspension</p>	<ol style="list-style-type: none"> 1. Problem Solving Conference 2. Individual/Group Counseling 3. Referral to Student Support Team 4. Referral to Community Service 5. Family Conference & Collaboration 6. Reintegration Plan 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Notification of Superintendent's Office 4. Detention <p>* Possible Police Notification * Possible Suspension</p>	<ol style="list-style-type: none"> 1. Problem Solving Conference 2. Individual/Group Counseling 3. Referral to Student Support Team 4. Referral to Community Service 5. Family Conference & Collaboration 6. Reintegration Plan

TRESPASS

Entry onto school property or into a school building without permission when the individual knows that he/she is not privileged to be on the property.

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Notification of Superintendent's Office 4. Detention <p>* Possible Police Notification * Possible Suspension</p>	<ol style="list-style-type: none"> 1. Problem Solving Conference 2. Individual/Group Counseling 3. Referral to Student Support Team 4. Referral to Community Service 5. Family Conference & Collaboration 6. Reintegration Plan 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Conference with Administrator 3. Notification of Superintendent's Office 4. Detention <p>* Possible Police Notification * Possible Suspension</p>	<ol style="list-style-type: none"> 1. Problem Solving Conference 2. Individual/Group Counseling 3. Referral to Student Support Team 4. Referral to Community Service 5. Family Conference & Collaboration 6. Reintegration Plan

WEAPON POSSESSION

A weapon is any instrument readily capable of lethal use or of inflicting serious bodily injury. Components that can be readily assembled into a weapon are reported in this category. This category includes, but is not limited to: Knife/ blade (includes razor blade and box cutter); Bullet/Round, Spray (tear gas, pepper spray); Bomb; Handgun; Rifle, Air gun (bb gun, pellet gun, or other weapon of a similar nature in which may have the propelling force of a spring, elastic band, carbon dioxide, compressed or other gas or vapor, air or compressed air, or is ignited by compressed air, and ejecting a bullet or missile smaller than three-eighths of an inch in diameter, with sufficient force to injure a person).

Initial Administrative Involvement		Repeated Behaviors	
Possible Response	Behavioral Supports	Possible Response	Behavioral Supports
<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Notification of Police 3. Notification of Superintendent's Office 4. Pending of Possible Out of School Suspension 5. Mandatory Administrator/Parent/Guardian Conference <p>* Possible Board of Education Disciplinary Hearing * Possible Expulsion</p>	<ol style="list-style-type: none"> 1. Initiate a Student Centered Discussion about The Incident (And Repair, Restore and Reteach Expectations) 2. Problem Solving Conference 3. Individual/Group Counseling 4. Referral to Student Support Team 5. Referral to Community Service 6. Reintegration Plan 	<ol style="list-style-type: none"> 1. Notification of Parent/Guardian 2. Notification of Police 3. Notification of Superintendent's Office 4. Pending of Possible Out of School Suspension 5. Mandatory Administrator/Parent/Guardian Conference <p>* Possible Board of Education Disciplinary Hearing * Possible Expulsion</p>	<ol style="list-style-type: none"> 1. Initiate a Student Centered Discussion about The Incident (And Repair, Restore and Reteach Expectations) 2. Problem Solving Conference 3. Individual/Group Counseling 4. Referral to Student Support Team 5. Referral to Community Service 6. Reintegration Plan

FURTHER RESPONSE PROTOCOL

- If a student in any grade engages in pervasive or serious aggressive acts that cause injury or threaten the safety or security of others, or engage in prohibited or illegal acts, the Superintendent or his Designee can determine the most appropriate Behavioral Support and issue further consequences, including an out-of-school suspension or expulsion.
- Certain offsite behavior, including on a school bus, may have consequences in the school district if it materially and substantially interferes with requirements of appropriate behavior in the operation of the school and/or an environment conducive to teaching and learning.
- Any police notification requires the notification of the Superintendent or his Designee.
- Parents may be invited to be directly involved in the development of the Behavioral Supports plan to support their child's success.
- A student returning from a suspension or out of district placement may be reinstated upon completion of assigned disciplinary response. A student's reinstatement to the school must be accompanied by a meeting with a member of the Student Support Team.

ACKNOWLEDGEMENT OF RECEIPT AND REVIEW

Each parent/guardian of a student enrolled in the Chesterfield Township School District must sign and return this page to the student's school to acknowledge that he/she has obtained a copy of the Student Code of Conduct or viewed the electronic version.

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

Parent/Guardian Signature

Date