

**CODE OF CONDUCT**  
**STUDENT BEHAVIOR EXPECTATIONS**  
**AND RESPONSIBILITIES**

# RIVERTON PUBLIC SCHOOL

## STUDENT BEHAVIOR/CODE OF CONDUCT

### Student Code of Conduct Mission Statement

The mission of the Riverton School District, in partnership with the home and community, is to provide all children with the opportunity to develop their intellectual, physical, emotional and social potential to become confident, capable, life-long learners. It is the expectation of the Board of Education, that students at all grade levels achieve the New Jersey Core Content Curriculum Standards and the New Jersey Common Core Curriculum Standards. Together, we are committed to fulfill our mission by providing the necessary resources to foster a safe, caring, supportive environment of mutual respect, communication, teamwork, and appreciation of the individual.

### Purpose of the Code of Conduct

The Riverton School District Code of Conduct is based upon the goal of promoting a positive and safe atmosphere for teaching and learning that includes acceptance and mutual respect. The fundamental mission we have for our students is that they will develop the ability to manage their own behavior through a comprehensive school-wide set of strategies supporting positive behavior for all students. Students will grow to conduct themselves in a respectful manner, act appropriately, and be responsible for their own actions through the consistent, impartial, and fair implementation of the Code of Conduct. Parental and community member support is integral to achieving the goals of the Code of Conduct.

### Code of Conduct Overview

The Code of Conduct establishes high expectations for our entire school community, which includes students, their families, school staff, and administration. In order to proactively create an environment that fosters behavioral success, the Riverton School District has established a consistent, district-wide approach for supporting student behavior. Our approach includes a small number of positively-stated behavior expectations across all school environments. Our behavioral expectations describe how everyone can reach for the **STARS** by putting **Safety first, Trying hard and always doing their best, Acting responsibly, Respecting themselves and others, and Solving problems peacefully.**

Procedures for actively teaching these behavioral expectations, as well as for encouraging and recognizing their use are also integral to our district-wide approach to positive behavior support. Procedures for discouraging and responding to rule violations are incorporated as part of our comprehensive, district-wide approach. All students will adhere to the HIB Policy. Students in grades 4-8 should also pay special attention to the Plagiarism and Copyright sections of our student handbook.

# Stars Program



This year we are continuing to use our STARS/ Bucket-Filling character-development program. Everyone carries an invisible bucket that holds our good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad. You can fill buckets when you do and say things that are kind, considerate, caring, and respectful. You dip into buckets and remove those good feelings when you are inconsiderate, uncaring, or disrespectful.

During the 2015-2016 school year we will continue to encourage, remind, and recognize everyone's efforts to be bucket fillers at home, school, and everywhere you go.

Each classroom in grades 1-3 will have a bucket. The bucket will be filled with "tickets" whenever students are caught showing STARS/bucket filling behaviors. Each student in grades 1-3 who receives a ticket will then receive a letter home, their name on a STAR for the school bulletin board and a special bucket filler reward!

At the end of each week, tickets from grades 1-3 classroom buckets will be emptied into a larger bucket in the cafeteria and students' names will be chosen at random to earn a snack coupon for being a bucket filler during your lunch period.

For grades 4-8, classroom guidance lessons with various character education themes will be conducted throughout the year. In addition, whenever a 4-8<sup>th</sup> grade student is caught showing STARS/bucket filling behaviors their name will be written on a STAR (located in the main office) which will then be placed on a bulletin board. A letter will be sent home with a detachable snack coupon.



**Student Responsibilities “REACH for the STARS”**

In order to continue to foster a positive learning environment through clear expectations the Code of Conduct Committee (which includes students, parents, faculty, staff, and administrators) have created a rubric-based model emphasizing positive behavior support. Riverton students will reach for the STARS by putting safety first, trying hard and always doing their best, acting responsibly, respecting themselves and others, and solving problems peacefully in all school environments.

	<b>S</b>	<b>T</b>	<b>A</b>	<b>R</b>	<b>S</b>
	<b>SAFETY FIRST</b>	<b>TRY HARD &amp; DO YOUR BEST</b>	<b>ACT RESPONSIBLY</b>	<b>RESPECT YOURSELF &amp; OTHERS</b>	<b>SOLVE PROBLEMS PEACEFULLY</b>
<b>Classroom &amp; Building</b>	<ul style="list-style-type: none"> <li>-Keep my hands, feet, and objects to myself</li> <li>-Sit appropriately</li> <li>-Use materials (e.g. pencils, scissors, templates, etc.) appropriately</li> <li>-Will not have or use anything readily capable of inflicting serious bodily harm.</li> </ul>	<ul style="list-style-type: none"> <li>-Be neat</li> <li>-Stay focused</li> <li>-Participate in classroom activities</li> <li>-Use proper English</li> <li>-Take my time</li> <li>-Refrain from profanity, derogatory, or threatening remarks</li> <li>-Arrive at school on time</li> </ul>	<ul style="list-style-type: none"> <li>-Follow directions of adults</li> <li>-Do my work</li> <li>-Ask for help</li> <li>-Take care of materials</li> <li>-Do not bring or chew gum in school</li> <li>-Leave electronic games &amp; equipment at home unless requested by an teacher</li> </ul>	<ul style="list-style-type: none"> <li>-Use good manners</li> <li>-Treat others as I would want to be treated</li> <li>-Treat the belongings of others respectfully</li> <li>-Cooperate</li> <li>-Remain respectful in words &amp; actions</li> <li>-Follow guidelines for appropriate dress in the handbook</li> </ul>	<ul style="list-style-type: none"> <li>-Show empathy</li> <li>-Use my calm down strategies</li> <li>-Use my problem-solving strategies to find safe and fair solutions</li> <li>-Ask for help when needed</li> <li>-Report to an adult any situation where you feel another student may need help</li> </ul>
<b>Hallway</b>	<ul style="list-style-type: none"> <li>-Walk on the right side of the hallway</li> <li>-Walk in a straight line</li> <li>-Exit &amp; enter through the correct doors</li> </ul>	<ul style="list-style-type: none"> <li>-Be courteous to classrooms who are learning</li> </ul>	<ul style="list-style-type: none"> <li>-Walk promptly and directly to/from your destination</li> <li>-Look at (but not touch) hallway displays</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to myself</li> <li>-Walk quietly</li> <li>-Keep my personal space</li> </ul>	<ul style="list-style-type: none"> <li>-Calmly walk and find my place in line</li> <li>-Use my problem-solving strategies to find safe and fair solutions</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>-Go to and from the assembly in an orderly manner</li> <li>-Sit appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Be a good listener and participate appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Display self-control</li> </ul>	<ul style="list-style-type: none"> <li>-Be considerate of visitors and presenters as well as peers</li> </ul>	<ul style="list-style-type: none"> <li>-Respect everyone’s personal space</li> </ul>

	<b>S</b>	<b>T</b>	<b>A</b>	<b>R</b>	<b>S</b>
	<b>SAFETY FIRST</b>	<b>TRY HARD &amp; DO YOUR BEST</b>	<b>ACT RESPONSIBLY</b>	<b>RESPECT YOURSELF &amp; OTHERS</b>	<b>SOLVE PROBLEMS PEACEFULLY</b>
<b>Recess</b>	<ul style="list-style-type: none"> <li>-Play by the rules</li> <li>-Use equipment appropriately and with care</li> <li>-Stay in assigned areas</li> <li>-Obey teachers &amp; safeties on duty (this includes elimination of ball games at the teachers discretion)</li> </ul>	<ul style="list-style-type: none"> <li>-Listen</li> <li>-Follow directions</li> <li>-Return equipment to correct areas</li> </ul>	<ul style="list-style-type: none"> <li>-Take turns</li> <li>-Share</li> <li>-Use good sportsmanship</li> <li>-Stop playing upon hearing the whistle or bell</li> <li>-Line up quietly and wait for an adult to give instructions</li> <li>-Dispose of trash/litter in the proper receptacles</li> </ul>	<ul style="list-style-type: none"> <li>-Keep my hands, feet, and any unkind words to myself</li> <li>-Respect others</li> <li>-Welcome and include everyone</li> <li>-Respect the property owners surrounding the school</li> </ul>	<ul style="list-style-type: none"> <li>-Use my problem-solving strategies to find safe and fair solutions</li> <li>-Immediately report problems I cannot solve to an adult</li> </ul>
<b>Lunch</b>	<ul style="list-style-type: none"> <li>-Keep my hands, feet, and objects to myself</li> <li>-Walk at all times</li> <li>-Let an adult know when I have a spill</li> <li>-Sit appropriately with my feet under the table</li> <li>-Eat only my food</li> <li>-Take an assigned seat until called for lunch/milk</li> </ul>	<ul style="list-style-type: none"> <li>-Stay in my seat and raise my hand</li> <li>-Use my inside voice</li> <li>-Use good manners at all times</li> </ul>	<ul style="list-style-type: none"> <li>-Keep my area clean</li> <li>-Make sure all my trash is in the proper recycle or trash can</li> <li>-Pay for what I take</li> <li>-Line up quietly and wait for an adult to give me instructions</li> <li>-Follow directions of adults in charge</li> <li>-Request permission to use the bathroom before leaving lunchroom</li> </ul>	<ul style="list-style-type: none"> <li>-Respect others</li> <li>-Keep my hands, feet and any unkind words to myself</li> <li>-Say please and thank you-be polite!</li> <li>-Offer help to others</li> <li>-Talk quietly</li> </ul>	<ul style="list-style-type: none"> <li>-Show empathy</li> <li>-Use my calm down strategies</li> <li>-Use my problem-solving strategies to find safe and fair solutions</li> <li>-Respect everyone's personal space</li> </ul>
<b>Field Trips</b>	<ul style="list-style-type: none"> <li>-Stay with my group</li> <li>-Follow directions of all group leaders</li> </ul>	<ul style="list-style-type: none"> <li>-Be an active participant in the learning experience</li> </ul>	<ul style="list-style-type: none"> <li>-Proudly represent my school through my good choices</li> </ul>	<ul style="list-style-type: none"> <li>-Allow others to share equally in the experience</li> </ul>	<ul style="list-style-type: none"> <li>-Work with the leader and my peers to make choices that benefit the group</li> </ul>

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	<b>SAFETY FIRST</b>	<b>TRY HARD &amp; DO YOUR BEST</b>	<b>ACT RESPONSIBLY</b>	<b>RESPECT YOURSELF &amp; OTHERS</b>	<b>SOLVE PROBLEMS PEACEFULLY</b>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>-Flush</li> <li>-Keep bathroom clean</li> <li>-Wash hands</li> <li>-Use bathroom structures appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Only spend the time I need in the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>-Not abuse my bathroom privilege</li> <li>-Make sure all trash is in the trash can</li> </ul>	<ul style="list-style-type: none"> <li>-Be courteous to other students in the bathroom</li> <li>-Do not get in the way when a peer is using the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>-Use my problem-solving strategies to find safe and fair solutions</li> <li>-Report any problem to an adult</li> </ul>
<b>To and From School</b>	<ul style="list-style-type: none"> <li>-Obey rules for safety</li> <li>-Use sidewalks</li> <li>-Cross at crosswalks</li> <li>-Obey safeties &amp; crossing guards</li> <li>-Obey traffic laws</li> <li>-Wear bike helmets</li> <li>-No riding double</li> </ul>	<ul style="list-style-type: none"> <li>-Arrive at school on time</li> </ul>	<ul style="list-style-type: none"> <li>-Follow the most direct route to &amp; from school</li> <li>-Do not throw snowballs</li> <li>-Walk bicycles on school property</li> <li>-Park bikes in the designed area &amp; utilize an anti-theft device</li> </ul>	<ul style="list-style-type: none"> <li>-Refrain from trespassing on private property</li> </ul>	<ul style="list-style-type: none"> <li>-Report any problem to an adult, teacher, or crossing guard</li> </ul>

## **RIVERTON SCHOOL DISTRICT CODE OF CONDUCT**

The Riverton School District Code of Conduct is based upon the goal of promoting a positive, safe atmosphere of teaching, learning, and mutual respect. In order to accomplish this goal, the entire school community must work cooperatively. Our teachers are the primary facilitators of our code. They work together with our students to ensure the meeting of our district behavioral expectations. Parental involvement is encouraged at all times.

While this Code of Conduct is comprehensive, it is not all-inclusive. The Riverton School District Administration will exercise proper professional judgment with the best interests of the school community in mind when dealing with students who do not meet our district's expectations that are not necessarily outlined in our Code of Conduct.

Students who continually do not meet our district's expectations face more severe consequences with each subsequent violation. The Code of Conduct charts have been developed to address these issues. It is divided into three levels that are described below.

### **Level One Description**

The first three incidents of Level One behaviors are handled at the teacher level. Documentation utilizing the Discipline Report Form may be filed by the teacher and then forwarded to administration on the fourth offense. Interventions for the first three incidents will include some combination of the following: warning, student-teacher conference, parent contact, and/or a teacher consequence. Teachers will initiate cooperative efforts with the school psychologist and social worker to assist students with behavioral improvement strategies. Additional measures may include but are not limited to behavioral contracts, action plans and/or consequences assigned by the teacher. The fourth and subsequent incidents of Level One behaviors are presented to the administration.

### **Level Two Description**

Behaviors categorized as Level Two are immediately referred to the administration, and may include minor infractions. They will be investigated and handled by administration. Cooperative efforts with the school psychologist and social worker will be initiated. Collaboration with support services such as the Intervention & Referral Services Team or the Child Study Team may be utilized.

### **Level Three Description**

Behaviors categorized as Level Three are considered to be the most serious and are immediately referred to administration for investigation and resolution. Collaboration with support services such as the Intervention & Referral Services Team, or the Child Study Team may be utilized. In addition, 8<sup>th</sup> grade students have additional responsibilities to adhere to the Mt. Misery Guidelines.

### **MT. MISERY**

Eighth grade students must also adhere to the Mt. Misery guidelines. Any infraction that warrants a detention may also warrant a Mt. Misery strike. Parents of eighth grade students will receive specifics. Tardiness interferes with a student's learning. After three unexcused latenesses, a student will receive a detention. A note from home that does not mention a doctor's appointment or illness is not an excused lateness. Chronic lateness will lead to a Mt. Misery strike.

## Level One

### **Minor, infrequent misbehaviors which interfere with learning or the orderly operation of the school.**

Behaviors categorized as “Level 1” are handled at the teacher level. Part of the level one approach includes teaching the student the desired school behavior through demonstration, modeling, and/or step by step instruction. Teachers may consult the school psychologist or other support personnel and/or administration. Documentation includes completing the discipline report. Interventions for the first three incidents may include one or any combination of the following:

- Warning or verbal reprimand
- Parent note home
- Parent-teacher conference
- Loss of recess
- After school detention
- Counseling
- Administratively assigned reading and/or writing assignments
- Behavior contract
- I&RS referral
- Loss of school activity
- Written description of incident by students involved
- Written apology to student harmed by behavior

As a “**STARS**” student, I will:

- Exercise, eat balanced meals, and rest so that I can be on time and prepared to learn each morning.
- Be on time for school.
- Follow all school and classroom rules.
- Be truthful and honorable in all that I say and do. I will not lie, cheat, or plagiarize.
- Be responsible in completing my assigned work.
- Only sign my own name.
- Show respect for my fellow students and faculty/staff by using only appropriate speech/gestures.
- Be respectful of the cafeteria staff and classroom assistants by following cafeteria and recess rules.
- Keep myself and other people in the school building safe by walking at all times.
- Use electronic devices or toys when I am not in school or on school property.
- Show respect to the school facilities and environment.
- Practice good behavior while attending assemblies and field trips.
- Not chew gum in school.



## **Level Two**

### **Misbehaviors whose frequency or seriousness disrupts the learning climate and interferes with the orderly operation of the school.**

Behaviors categorized as “Level 2” are immediately referred to the administration at which time they will be investigated and actions may be taken.

Possible actions taken:

- Student conference with administrator which may include a warning, verbal reprimand, and/or any other appropriate administrative action
- Administrative loss of recess and/or detention
- Administratively assigned reading and/or written reflection
- Note to parent from the administrator
- Telephone/personal conference with parent by administrator
- Withdrawal of classroom and/or extracurricular privileges (social probation)
- Confiscation of contraband (e.g. electronic device, cell phone, etc.)
- Restitution
- Behavioral contracts
- Counseling
- Intervention & Referral Services referral
- Suspension in- and /or out of school
- Board of Education notification

As a “**STARS**” student, I will:

- Exercise, eat balanced meals, and rest so that I can be on time and prepared to learn each morning. I realize that my parents will need to conference with an administrator if I am out for five (5) days or more per marking period.
- Adhere to the school dress code.
- Be respectful of others and treat them as I would wish to be treated. I will not bully or permit others to be bullied.
- Show respect for my fellow students and faculty/staff by using only appropriate speech/gestures. I will respond to my elders respectfully. I realize that offensive behavior and disrespect will not be tolerated.
- Use appropriate language at all times.
- I will respect school property and the property of others. I will not abuse, deface, destroy, or steal property.
- Leave school grounds only when supervised and given permission.
- Only bring appropriate items and materials to school.

### **Level Three**

**Misbehavior which is serious enough to endanger the health, safety or property of others OR which violates Board Policy OR violates the law.**

Behaviors categorized as “Level 3” are considered to be the most serious and are immediately referred to administration for investigation and resolution. Collaboration with support services such as the school psychologist and social worker, the Intervention & Referral Services Team or the Child Study Team may be utilized.

#### **Unacceptable Behaviors Include:**

- Gross Disrespect to Another
- Incitement to Fight
- Repeatedly Encouraging Others to Fight
- Possession or Use of Medication (Prescription or non-prescription) without Specific Medical and School Authorization on School Property or During a School Sponsored Activity
- Possession or Sale of Fireworks
- Attempt to Obtain Money or Something of Value by Force or Threat of Harm
- Setting off Alarms/Calling 911
- Punching/Hitting
- Inappropriate Physical Contact/Fighting
- Vandalism
- Smoking/Lighting Combustible Materials
- Verbal/Physical Threat of an Assault
- Illegal drugs/alcohol – Possession of, or distribution of intoxicants or narcotics (\*Please Note: Any student exhibiting behavioral, physical, and/or emotional characteristics of substance abuse will be required to undergo a drug/alcohol screening as per BOE policy)
- Weapons – Possession, Intent to harm and/or Use of

#### **Consequences Assigned Based on Developmental Level of the Student(s) Involved as Well as 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> Offense:**

- Parent Contact
- Community Service
- Social Probation (Loss of participation in extracurricular or school sponsored activities)
- I & RS Intervention and Referral Services
- CST Child Study Team
- Detentions (after school)
- Suspensions (in school)
- Suspensions (1 – 10 days)
- Police Notification

\*Grade level and developmental level are considered in leveling behaviors. The Superintendent has final determination.

## **BULLYING/HARASSMENT**

The Riverton Board of Education prohibits acts of harassment, intimidation or bullying. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying. The complete policy (#5131.1 –Harassment, Intimidation, and Bullying) including definitions, behavior, response to behavior, and legal references is available through the Superintendent's Office or may be accessed from the school district's website.

Fighting, bullying, harassment, and intimidation are not permitted and will be treated as serious infractions. Consequences may include: suspension, after school detention, loss of school privileges including recess time and extra-curricular activities. Infractions will be dealt with by the administration and/or the appropriate authorities.

## **CHEATING**

Riverton School District believes that the school and the home should be engaged in a partnership to teach the values of integrity, truth, personal accountability, and respect for the rights of others.

Students should understand that, among other things, cheating includes communicating with another student during an exam, copying material during an exam, allowing another student to copy from their paper, using unauthorized notes or devices, copying another person's assignment(s), allowing another student to copy his or her assignment(s), or taking home exams without the knowledge and consent of the instructor. Plagiarism is also considered cheating.

Consequences for cheating include but are not limited to:

- The test or assignment on which the cheating occurred will receive a grade of zero.
- Parent will be notified by the teacher and a conference will be held.
- Future consequences including a strike against the 8<sup>th</sup> grade trip will be considered.

## **CELL PHONES/IPODS/HAND HELD DEVICES**

We understand cell phones are a great means of communication between you and your child. If a student brings his/her phone to school, it must be off and put away in their locker. Detention will be assigned if a staff member sees or hears a cell phone in the building. During the lunch hour, cell phones are not to be out on school grounds.

## **STUDENT DRESS**

The way students dress affects their attitude and behavior. Our dress regulations are intended to make the student body, staff, parents, and visitors proud of our students' appearance. Students may not wear hats or caps unless it is deemed appropriate as part of a school activity. We expect all students to wear clean appropriate attire at all times. Apparel must not be ragged or torn. Students who look unkempt will be asked to dress more appropriately. Bare midriff shirts, flip-flop sandals, cut-off trousers, underwear type T-shirts, or those with offensive pictures or messages will not be permitted.

Our goal is for students to show respect for our school and for themselves by giving thought to the clothes they wear to school. Shorts/skirts need to cover at a minimum one-half upper leg. If students are deemed inappropriately dressed by a staff member, they will first have a chance to modify their outfit with a sweatshirt, etc. A second offense would mean a call home to change and additional infractions will result in lunch detentions or even Mt. Misery strikes. We appreciate your support as we work to create the most appropriate learning environment.

### **PLAGIARISM/COPYRIGHT**

We respect the ethical use of copyrighted materials. To do so, our staff embraces best practice, and teaches our students how to properly use print, images, art, music, software, and other copyrighted materials. Students are provided instruction in their library classes as well as with their classroom teachers as to how to perform research, take notes, and how to cite material in their production of papers and projects in order to avoid plagiarism. What is plagiarism? "Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism."

We will not tolerate students who use the work of others without giving proper credit, or who knowingly copy someone else's work and/or pass someone else's work as their own. Plagiarism is cheating. There are serious consequences for plagiarism, especially for those students in the middle school. Students caught cheating or plagiarizing will lose credit for the assignment, and further consequences, including loss of class privileges, will be assigned.

### **Board of Education Policies**

Further clarification can be found under the following subheadings available within the policies of the Riverton School District Board of Education:

- Suspension and Expulsion – 5114
- Reporting to Parents – 5124
- Conduct Discipline – 5131
- Harassment, Intimidation and Bullying – 5131.1
- Vandalism/Violence – 5131.5
- Substance Abuse/Drugs/Alcohol/Tobacco – 5131.6
- Weapons and Dangerous Instruments – 5131.7

- Sexual Harassment of Pupils – 5131.9
- Student Grievance Procedures – 5145.6
- Search & Seizure – 5145.12
- Technology – 6142.10

\*Although this list is comprehensive, it is not all-inclusive. Board of Education policies are available on the district website or by hard copy per individual request.

### **Suspension/Expulsions**

#### **N.J.A.S.A. 18A:37-2. Causes for suspension or expulsion of pupils.**

Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment, suspension, or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not be limited to, any of the following:

- a. Continued and willful disobedience;
- b. Open defiance of the authority of any teacher or person, having authority over him;
- c. Conduct of such character as to constitute a continuing danger to the physical well-being of other pupils;
- d. Physical assault;
- e. Taking, or attempting to take, personal property or money from another pupil, or from his presence, by means of force or fear;
- f. Willfully causing, or attempting to cause, substantial damage to school property;
- g. Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility;
- h. Incitement which is intended to and/or does result in unauthorized occupation by any group of pupils or others of any part of the school or facility;
- i. Incitement which is intended to and/or does result in truancy by other pupils;
- j. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises.

### **Student's Rights**

The policies and procedures stated under the Board of Education as well as Code of Conduct will be applied without bias and without discrimination. Fairness and reasonableness will be afforded to each student. Consequences will be delivered with uniformity. Patterns of student behavior may be considered when determining appropriate consequences.

### **Due Process**

All alleged violations will be investigated by a school administrator (and when appropriate within the duties of a staff member) with pupils accorded due process of law. Due process of law requires that in the case of suspension, the student must have an informal hearing by a school official which includes: Informing the student of the charges against him/her and affording the student the opportunity to respond to these charges. A conference between an administrator or an assigned designee, the parent(s), and student will be held prior to the student's re-entry to school.

### **Grievances and Appeals**

The discipline code shall be administered fairly and equitably. A student who feels his rights have been violated during the suspension process has the right to appeal that decision. The first level of appeal is to the Chief School Administrator who will render a written decision on the matter. The next steps in the appeal are to the Board of Education to which a written statement of the problem must be given, then to the State Commissioner of Education, and finally to the State Board of Education within 30 days after the Commissioner has made his decision (N.J.A.C. 6A:16-7.5, N.J.S.A. 18A: 6-9, and N.J.A.C. 6A:3-13 through N.J.A.C. 6A: 3-1.17). The administration and staff will apply the following guidelines in the consistent administration of discipline with the Riverton School District. Decisions regarding disciplinary matters will depend on the following:

- 1) A complete investigation and presentation of evidence in detail.
- 2) Consideration of the severity of the offense.
- 3) Consideration of the repetitive behavior of the offender.
- 4) Consideration of mitigating circumstances.

It must be emphasized that actions taken by teachers and/or administrators are intended to remediate problems as well as provide a safe and secure environment for learning.

### **I & R S Referral and/or Child Study Team Evaluation**

Any student who has been suspended from school one time may be referred to the Intervention and Referral Services Committee. According to N.J.A.C. 6A:16-8.1, the Intervention and Referral Services Committee is a multidisciplinary team that coordinates a system in each school building in which general education students are served, for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties, and to assist staff who have difficulties in addressing students' learning behavior or health needs. Any student who has been suspended from school three times may be referred to the Child Study Team to determine whether or not a complete CST evaluation is warranted. According to the Special Education regulations, N.J.A.C. 6A: 14-3.5, a Child Study Team is an interdisciplinary group of appropriately certified persons, a school psychologist, a learning disabilities teacher/consultant, and a school social worker. Their

function is to evaluate and determine eligibility of pupils for special education and provide preventive and support services.

**ACCEPTABLE USE POLICY FOR INTERNET SAFETY/TECHNOLOGY (POLICY# 6142.10 Internet Safety & Technology and REGULATION # 6142.10r Internet Acceptable Use Procedure)**

**Student Safety Practices**

Students shall not post personal contact information about themselves or others. Nor shall students engage in any kind of personal contact with individuals they meet online. Attempts at contact from such individuals shall be reported immediately to the staff person monitoring that child's access to the Internet. Personal contact information includes, but is not limited to names, home/school/work addresses, telephone numbers, or personal photographs.

**ACCEPTABLE USE POLICY FOR INTERNET SAFETY/TECHNOLOGY  
CONTINUED**

**Prohibited Activities**

Users shall not attempt to gain unauthorized access (hacking) to the district system or to any other computer system through the district system, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.

Users shall not deliberately attempt to disrupt the district's computer system performance or destroy data by spreading computer viruses, worms, "Trojan Horses", trap door program codes, or any similar product that can damage computer systems, firewalls, servers or network systems.

Users shall not use the district system to engage in illegal activities.

Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.

Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.

Users shall not infringe on copyrighted material, and shall follow all dictates of copyright law and the applicable policies of this district.

**Prohibited Language**

Prohibited language applies to public messages, private messages, and material posted on web pages.

Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language.

Users shall not use the system to spread messages that can reasonably be interpreted as harassing, discriminatory or defamatory.

### **System Security**

Users are responsible for their accounts and should take all reasonable precautions to prevent unauthorized access to them. In no case should a user provide his/her password to another individual.

Users shall immediately notify the supervising staff person or data processing department if they detect a possible security problem. Users shall not access the system solely for the purpose of searching for security problems.

Users shall not install or download software or other applications without permission of the supervising staff person.

Users shall follow all district virus protection procedures when installing or downloading approved software.



### **Anti-Big Brother Act**

Please know, a laptop computer, cellular telephone, or other electronic device may record or collect information on the student's activity or the student's use of the device. If the electronic device is equipped with a camera, global positioning system, or other features capable of recording or collecting information on the student's activity or use of the device, this may also be collected. The school district shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student.

### **School's Webpage**

Student images engaged in school activities may be posted on the website. Any student work posted will only include first name.