

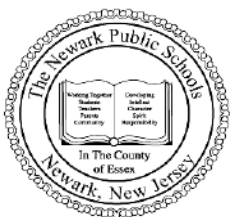


Newark Central High School

Small Learning Communities
for transformation

Positive Student Management... *Restorative Resource Guide*

Policies, Procedures, Protocol, Accountability, Mentorship & Support
2015-2016 SY



NEWARK CENTRAL HIGH SCHOOL

246 18th Avenue
Newark, NJ 07108
973-733-6897

Ms. Sharnee Brown, Principal

Ms. Terri Mitchell, Vice Principal

Mr. Kyle Thomas, Vice Principal

Vice Principals of Curriculum & Instruction

Ms. Shirley Eddings, Special Needs

Mr. Naseed Gifted, Math

Mrs. Myriam Montgomery, History

Ms. Lucinda Eason, Science

Ms. Nafisah Laboo-Curry, English

Ms. Syidah OBryant, Athletics





Newark Central High School

Positive Student Management

Restorative Resource Guide



Introduction & Goals

The primary goal of the ***Positive Student Management Restorative Resource Guide*** is to serve as an interactive handbook and model to work hand-in-hand with the Newark Public Schools Restorative Practices Discipline Plan and Policy to improve the quality of teaching and learning for all students while upholding safety and maintaining a positive school culture of growth at all times. Thus, the handbook is a point of reference uniquely tailored to the diverse needs of our students and staff here at Central and will be closely monitored and updated regularly to best fit the needs of our future leaders. Therefore, as we move forward in our future endeavors of sustained growth and development which is consistently aligned to our School's Mission, Core Values, Career Path Academic Academies and 4 Pillars, we are committed to exhaust ourselves in the robust culture of teaching and learning to radiate the aforementioned which is listed below:

Mission

"Central High School is comprised of great educators who believe the teacher is our most impactful resource. Hence, heavy emphasis is put on professional development and pedagogy. Upon graduation, our students must be ready for post-secondary opportunities and most importantly for college. Our students will be optimistic, ambitious, have character, and a good work ethic. To cultivate leaders and thinkers, our emphasis will be to produce well spoken, problem solvers and writers that are prepared to preserve and impact the world for the next generations. It is also our duty to offer out-of-the classroom experiences and internships to ensure the CHS graduates are marketable and ready for success."

Core Values

1. *"We teach kids and not just content..."*
2. *"All hands on deck we all sweat, we all win."*
3. *"The consequence for failure is more work..."*
4. *"We are more than a school, we are a community center."*

Career Path Academic Academies and 4

Pillars

Career Pathways 4 Pillar

Alignment

Dental Academy

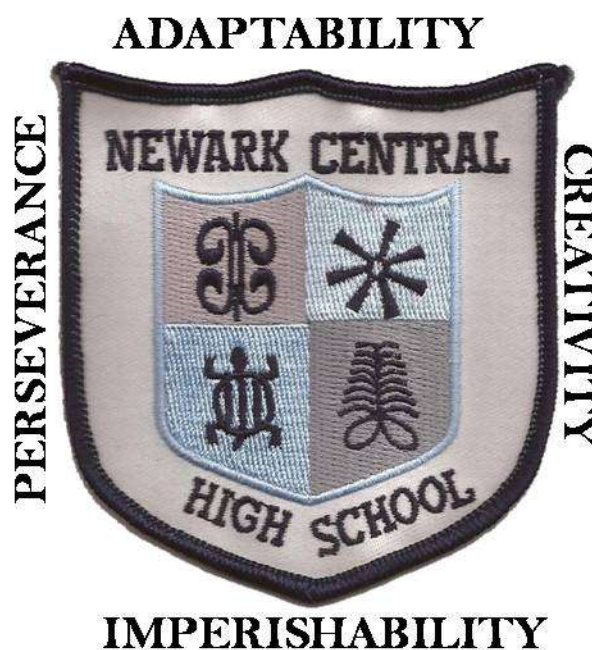
Adaptability

Environmental Studies Academy

Perseverance

Pre-Engineering Academy

Creativity



Social Justice Action Academy
Rites of Passage Freshman Academy
Sankofa Academy

Imperishability
(Inclusive of all 4 Pillars)
(Inclusive of all 4 Pillars)

CHS Positive Student Management Plan

School Culture – Mentorship, Support & Intervention

Daily A.M. Convocation – Each morning the entire school meets for a community meeting at 8:00 a.m. lead by adult staff and CHS student leaders in a designated area of the school which is usually the gymnasium. There are times when this daily ritual is directed by school leaders for students to meet in other specific locations throughout the school based on their grade level, academic career path academy, gender, peer support social group or athletic team involvement. Thus, convocation serves as a vehicle to promote positive school community and culture each day and is utilized as a forum to:

- ❖ Convey the school's mission and core values
- ❖ Radiate and promote school spirit & pride
- ❖ Articulate daily school wide focus
- ❖ Establish periodic school goals
- ❖ Make announcements and acknowledge positive accomplishments to the entire student body which include academic, athletic, social, behavioral, and community related recognition

➤ Standard Convocation Agenda

- Pledge of allegiance
- Signing of the school alma-mater
- School wide announcements & presentations
- Morning address by Principal and/or other School Administrators
- Moment of silence
- Report to first period at 8:20 a.m.

Student leaders or the principal has the option of reconvening “school-wide” convocation at anytime during the school day to meet as a school community in light of necessary action.

“BIG TUESDAY” Convocation – Each Tuesday the entire school meets in the auditorium at 9:00 a.m. for an hour long assembly specifically lead by students and facilitated by adult staff and school administrators. Big Tuesday serves the exact same purpose as the daily convocation and follows the standard convocation agenda for the beginning moments and then shifts into a presentational format in which the entire student body is exposed to any of the following student “Big Tuesday” assemblies:

- ❖ Student lead panel discussions
- ❖ Presentations from members of the community outside of CHS
- ❖ Student created performing arts showcases and presentations
- ❖ Student lead Honor Court
- ❖ Student lead Peer Support Social Group presentations
- ❖ College and career path readiness presentations
- ❖ Student Lead Debates, various Improvisation performances
- ❖ Etc...

“ACADEMY CIRCLE” Convocation – On Friday's each Career Path Academy along with the Freshman Academy will conduct its own “Academy Circle” convocation in a specific area of the school for the staff and students to participate in. During the Academy Circles the students of each academy will be assigned to specific group that is led by a teacher in their academy in an effort to link every

student to an adult. The topic of discussion is tailored to build positive relationships with the staff and students inclusive of the holistic approach of mentorship aligned to the restorative circle practice.

CHS Positive Student Management Plan

School Culture – Mentorship, Support & Intervention

Conflict Resolution Sessions (Restorative Circles) – Students often have conflicts that are ongoing and often lead to a disruptive class environment. In an effort to be proactive and reduce the chances of physical altercations amongst students CHS has designated “**Intervention Rooms**” that could be used to resolve student conflicts. Students are given the opportunity to enter these rooms during the course of the day and resolve their difference without consequences. These sessions are facilitated by member of the school’s administrative team, CHS Social Worker, faculty member or peer leader. Peer leaders are required to undergo peer mediation training at the start of the school year with their respected peer support social group advisor.

- ❖ Students can be referred to a Conflict Resolution Session by a school administrator based on their involvement in a documented conflict.
- ❖ Students are required to sign an agreement and abide by the terms of the resolution in which a copy of the agreement resolution will be placed into their disciplinary file.
- ❖ Designated Intervention Rooms have been assigned to each floor to be utilized by school administrators.

Peer Support Social Groups – Several peer support groups have been developed by support staff, faculty and building administrators. These groups are designed to modify behavior, provide peer support networks and develop student interests inclusive of establishing brotherhood and sisterhood at CHS and in the community abroad. Students are referred to these groups via our school’s (I & RS) team, Child Study Team, school administrators or teachers in an effort to contribute to their overall growth. These groups meet weekly before and after school and throughout the course of the school day primarily during their lunch periods to discuss and further develop the following areas of concern:

- ❖ **specific classroom behaviors with the goal of improvement**
- ❖ **self esteem**
- ❖ **personal conduct**
- ❖ **self confidence**
- ❖ **academic achievement**
- ❖ **attire**
- ❖ **language**
- ❖ **presentation**
- ❖ **personal hygiene**
- ❖ **financial literacy**
- ❖ **human relationships**
- ❖ **brotherhood/sisterhood & Community Service**
- ❖ **etc.**

Each peer support social group has a banner or symbol of their group posted in the atrium of the school as a symbol of school pride.

Community Service – Central High School has partnered with several community organizations to provide opportunities for students to perform community service as a form of intervention. As part of each student’s graduation requirement of obtaining 100 hours of volunteer service (20 off-site hours), a CHS guidance staff member will supervise the students while they are completing their hours. Advisors of the various peer support social groups also work closely to provide this service for students.

Community service is also used as a form positive disciplinary response for students and builds community awareness.

Men's & Women's Day – Each year it is a standing tradition at CHS for male & female members of the school freshman class to participate in the school's annual Men's & Woman's Day. The males spend Friday night in the school in which they are introduced to members of the CHS Male faculty and CHS student leaders and partake in a series of activities designed to teach them about the school's history, alma mater, prominent alumni, and the school's structure.

CHS Positive Student Management Plan

School Culture – Mentorship, Support & Intervention

Male Freshman Overnight – Each year it is a standing tradition at CHS for male members of the freshman class to participate in the school's annual Male Freshman Overnight. The males spend Friday night in the school in which they are introduced to members of the CHS Male faculty and CHS student leaders and partake in a series of activities designed to teach them about the school's history, alma mater, prominent alumni, and the school's structure. A strong team of male school stakeholders collaboratively plan this positive mentorship event which also includes presentations from members of the community and abroad in an effort to promote self-awareness, empowerment, goal setting and a culture of positive growth and development.

Female Freshman Overnight – Female members of the freshman class are invited to spend the one night (Friday Night) in the school in which they are introduced to members of the faculty and student leaders. They will partake in a series of activities designed to teach them about the school's history, alma mater, prominent alumni, and the school's structure. A strong team of school stakeholders will collaboratively plan this positive mentorship event which also includes presentations from members of the community and abroad.

CHS Student Honor Court – Honor court is a special in-house school court system that is run and operated by students and faculty of the Social Justice Academy, designed as a positive learning tool to increase the ethical code of conduct in the building as it relates to Level 1 & 2 violations and misbehavior. Each session is held during Big Tuesday Convocation inside the CHS Auditorium. The Honor Court Team consists of a total of 9 people, (4) adults and five (5) students. The breakdown of the team is six (6) jurors (3 adults & 3 students); one (1) faculty member serves as the judge, one (1) prosecuting peer mentor and one (1) defending peer mentor.

❖ Court Composition

- Judge
- Attorneys (Prosecutor & Defense)
- Jury (3 students and 3 adults)
- Bailiff
- Witnesses

Each case will be deliberated before the judge and jurors who decide sanctions. Prior to a case, the team will review the **Honor Court Referral & Case Information** and establish a series of student interventions. The defending peer mentor and student accused of misconduct will also review the case and provide an adequate form of defense. The parent of the defending student will receive notification and a signed agreement to abide by the court's outcome.

❖ Court Procedures

- Calling of Case by Bailiff
- Opening Statement
- Prosecution or Plaintiff Case
- Defendant Case
- Closing Statement
- Ruling & Sentencing

The goal of CHS Honor Court is to develop global learners, increase the ethical code of conduct in the building, develop good productive parts of society and help students become more verse about accountability and character.

Intervention & Referral Service (I &RS) STUDENT SUPPORT TEAM (SST) – The

Intervention & Referral Service/Student Support Team is a proactive team of school stakeholders that work to improve school safety, build strong culture, and ensure the delivery of integrated student support service. Members of this team meet twice a month throughout the course of the school year to help guide our restorative approach to positive student management, intervention and support. Referrals for students to obtain support can be made directly to the Disciplinary VP or Social Worker.

CHS Positive Student Management Plan **School Culture – Mentorship, Support & Intervention**

Sankofa Academy of Excellence (SAE) - The Central HS *Sankofa Academy of Excellence*, is a special program designed to better meet our student's academic, social and behavioral needs with the overall goal of becoming a proficient student. Individuals are placed in this special in-house program for 45-days based upon data of academic failure, the need for credit recovery, daily attendance issues, and frequent disciplinary misconduct documented by the I&RS team and its recommendation. Thus a transition conference is conducted with the parents, student and I&RS team to further explain the goals, objectives, scope and sequence of the program at the beginning of the program and at the end of the 45-days which will determine if the student should remain in the program, transition back into the regular comprehensive program or be placed in a different setting. The name Sankofa is derived from West African roots which means, *"it is not taboo to go back and fetch what you forgot."* Sankofa seeks to provide enlightenment of self-development and improvement through educational, cultural, and social events and activities. The symbol of Sankofa is a bird flying forward while looking backward with an egg in its mouth to symbolize the future. Thus, the idea of this program is to empower our students to move forward by learning from the past.

- ❖ **Sankofa (NINE)** – This component of the Sankofa program is specifically designed for CHS Freshman students with any of the said difficulties mentioned above. As a part of this program, students arrive to school 7:30 a.m. and report to the Cafeteria for breakfast before they move on to the small gymnasium for their daily ***Sankofa Nine Convocation***, which is a very special activity that starts promptly at 7:40 a.m. and last until 8:20. The Convocation consists of a series of educational and cultural awareness activities which include fine arts and critical thinking, all essential to help our students create a clear focus for the school day ahead of them. **NO ONE IS EXEMPT FROM CONVOCATION AND MUST ATTEND DAILY! IT IS A REQUIREMENT!** Not attending daily Convocation will result in disciplinary action and recourse. After Convocation students proceed to class and follow their daily schedule which consists of their educational graduation requirements of core subjects and electives as well as social counseling and mentorship sessions throughout the course of the week. Also each Sankofa NINE student will participate in mandatory Saturday tutoring from 9 am-12 noon as part of the program. Also each Sankofa student will be placed on a strict student management contract designed to monitor their academic progress and social growth and development.
- ❖ **Sankofa (TWILIGHT)** – Is a special credit recovery program designed to help students recover failed credits they have cumulated throughout their years of high school. As a part of this program the Sankofa Twilight students **MUST** arrive to school at 10:00 a.m. and report to the Cafeteria for ***Sankofa Twilight Convocation*** before they move on to follow their modified academic schedule which will consists of their graduation requirement courses and classes in need of recovery. Our Twilight students will also receive social counseling and mentorship sessions throughout the course of the week as well. In addition to receiving a modified schedule each Sankofa Twilight student will be placed on a strict student management contract designed to monitor their academic progress and social growth and development. Each Sankofa Twilight Academy student will be dismissed at 4:30 p.m.



CHS Positive Student Management Plan

Policy, Procedure, Protocol & Accountability

CHS MANDATORY Uniform Policy

- ❖ All students must wear white or sky blue button up collar shirt with that has a CHS logo.
- ❖ All students must wear neck ties Monday through Thursday.
- ❖ All students must wear a navy CHS blazer, navy V-Neck pullover sleeveless Oxford sweater vest or a navy and white button up sweater with the CHS logo. No other outer garments will be acceptable.
- ❖ Students are permitted to wear the footwear of their desired choice, however shoes are recommended.
- ❖ All boys and girls must wear khaki colored pants only. **Cargo pants will not be allowed.**
- ❖ Girls are allowed to wear uniform dresses with CHS logo, uniform skirts and/or khaki colored pants.
- ❖ All students must purchase the gym uniforms and get dressed every day for gym.
- ❖ Traditional sky-blue and white polo shirts with the CHS logo, Central T-shirts or Academy appropriate attire must be worn on **Friday's ONLY**.
- ❖ **NO OTHER ATTIRE WILL BE PERMITTED!**

CHS MANDATORY I.D. Policy (School Identification Card)

- ❖ Each CHS student will be issued a CHS Identification card in which each student must visibly wear at all times and maintain within their possession while at school and while at school related events.
- ❖ CHS I.D. cards will serve as a student passport for all school related events such as games, shows, event, etc., as well as academic opportunities such as testing and college/career readiness activities.
- ❖ There will be a mandatory \$3.00 charge to replace an identification card be it lost, stolen or damaged.
- ❖ Upon entry into school each day, students must present and scan in using their CHS I.D. Card.
- ❖ If any CHS ID cards are recovered they should be taken immediately to room 146 and turned in to an adult staff member.
- ❖ **When a student arrives to school without their I.D. they must:**
 - **Pay \$3.00 for a replacement**
 - **Receive Saturday Detention**
- ❖ When students are gathered during routine Hall Sweeps and Disciplinary Infractions they must present their I.D. to staff for processing their consequence and parental notification.



CHS Positive Student Management Plan

Policy, Procedure, Protocol & Accountability

Disciplinary Code – Central High School’s disciplinary code and procedures have been established according to the guidelines of the Newark Public Schools Discipline Plan and Policy for the overall district. Infractions are codified Level I thru IV with appropriate interventions and consequences. All infractions are to be documented with the **“Discipline Referral” (Ex II (a) CHS Internal Form)** and submitted to your department chairman and then to the V.P. in charge of discipline. These infractions along with their dispositions will be logged into the district’s data collection program. Copies of the disciplinary referral will be placed into the student’s disciplinary record. As you proceed we will clarify the procedures for each intervention and reference the Newark Public Schools Discipline Plan and Policy.

Memo of Understanding – A memo of understanding must be signed by all parents and students who attend CHS. This memo stipulates that you have received a copy of the student disciplinary handbook and the students and their parents are aware of the policy and procedures. A signed memo will be required at the start of the school year. **(Exhibit III)**

Parent Contact – Parents will be contacted for all disciplinary infractions. Each parent/guardian must be properly listed in the school’s Power School directory to confirm contact. It is not permitted to contact any other person not listed in Power School in lieu of an infraction related specifically to any CHS student. Also, in the event a parent is requested to come into Central High School, only the parent listed in Power School is permitted to address the specific need of the student unless otherwise approved by the Principal. Furthermore, parental contact is to be updated in Power School regularly to ensure all contact information is current.

Locker Policy – Students will be assigned a school locker for their personal use during the school year. Students are not allowed to share lockers and any reported violations their locker privileges will be rescinded.

Random Locker Checks - Student lockers will be checked randomly throughout the school year. The checks will be initiated at the discretion of the disciplinary V.P. and the building principal. Students will not be notified in advance of locker checks.



CHS Positive Student Management Plan

Policy, Procedure, Protocol & Accountability

Student Point of Entry

7:30 a.m. – 8:25 a.m. (Security Check Point)

- **BOYS ENTRY**
 - 9th & 10th Grade – Boyd Street Door
 - 11th & 12th Grade – Football Field Door
- **GIRLS ENTRY**
 - 9th & 10th Grade – 18th Ave. Door
 - 11th & 12th Grade – 17th Ave. Door

8:30 a.m. – 9:00 a.m. (Security Check Point)

- **LATE DOOR (ALL STUDENTS BOYS/GIRLS) 17th Ave. Door**

Student Point of Exit

3:22 p.m. – 17th Ave. Door ONLY (ALL STUDENTS)

Excessive School Absences – When students are excessively absent from school, which is considered, 3 consecutive days from school, the parent of the said student **MUST** be notified and a Form 763 must be filled out and reported to the CHS Administrative Staff. For re-occurring incidents or a pattern on poor attendance, referrals should be made to the I & RS/SST for intervention. Also teachers are responsible for contacting parents and utilizing their parent contact log to record intervention.

Late to School – Each morning the doors of Central High School open for students at 7:30 a.m. for breakfast. Convocation begins at 8:00 a.m. and period 1 begins at 8:24 a.m. Security Units check all students who enter into the building at all 4 of the Student Points of Entry as mentioned above. **THE LATE DOOR (17th Ave. Door) will be open from 8:30 to 9:00 a.m. After 9:00 a.m. parental contact is required for admittance. This means that students must be accompanied by an adult, possess documentation or a parental phone call if they arrive after 9:00 a.m. and conference with a school administrator.** When students are late to school they will be given a “**LATE –TO –SCHOOL**” pass and the following will occur before proceeding to class:

- ❖ **STRIKE ONE (ALWAYS CALL PARENT)**
 - **Automatic Saturday Detention (PARENT MUST BE CALLED)**
 - If you do not attend Saturday Detention you will receive 1 day suspension
- ❖ **STRIKE TWO (ALWAYS CALL PARENT)**
 - For students who are late 2 or more times during the school week they must return to school the following day with their parent to meet with the CHS Administrators.**
 - **Parent Meeting & Tardy Improvement Plan (TIP)**
 - Parent & Student must meet with CHS administrators and support staff to develop an individual Tardy Improvement Plan which will be signed and serve as the students TIP contract.
- ❖ **STRIKE THREE (ALWAYS CALL PARENT)**

For students who do not follow the Tardy Improvement Plan (TIP) they will be referred to the Intervention & Referral Services I & RS/SST.

➤ **I & RS/SST Meeting**

- Parent & Student must meet with CHS I & RS Team to further diagnose this attendance problem and establish an action plan before legal action takes place.

CHS Positive Student Management Plan **Policy, Procedure, Protocol & Accountably**

STUDENT MOVEMENT

Entry into the Classroom – Upon transitioning into the classroom each teacher must be standing at their doors to greet all students and to serve as an active monitor of both their classroom and the hallway vicinity encouraging students to move to their destination timely.

LATE TO CLASS POLICY – **NO STUDENT WILL BE TURNED AWAY FROM THE DOOR!** When a student is late the teacher must mark them tardy in Power School and allow them entry into the classroom. Immediate follow up & documentation must be made by the teacher to the parent to document this infraction listed below. This must not be done during instructional time. Again, no student is to be sent away from the classroom if they are late.

❖ The following protocol for students late to class:

- **1st tardy** – Call parent & Conference with student;
- **2nd tardy** – Call parent, Conference with student, Saturday Detention;
- **3rd tardy** – Call parent, Parent Required to come to school for Conference;
- **After 3rd tardy** – I&RS/SST Meeting, Tardy Improvement Plan

Departure from the Classroom – **NO STUDENT IS TO BE DISMISSED EARLY BEFORE THE DURATION OF THE CLASS! (Bell-to-Bell Instruction)** At the end of the classroom period, the teacher is required to exit with the students and stand in front of their door to serve as an active monitor of both the classroom and hallway vicinity encouraging students to move to their destination timely. The teacher should be diligent, visible and greet all students entering and exiting the classroom serving as an adult deterrent of potential misconduct.

Hall Passes – Each student who departs from a classroom must be given permission by the teacher **and issued a visible CHS HALL PASS** upon leaving the classroom. The following guidelines must be followed in regards to hall passes:

FIRST 15/LAST 15 – There are no passes to be issued during the FIRST 15 minutes and LAST 15 minutes of the 40 minute classroom period. This is vital instructional time in which during the FIRST 15 minutes the Lesson Introduction, DO NOW, 1st CFU & Direct Instruction takes place. The LAST 15 minutes the Lesson Closure, Independent Learning Activity, 3rd & 4th CFU & DOL take place.

NO MOVEMENT PERIODS – There are no passes to be issued during the following periods:

- **1st Period (8:24 – 9:06)**
- **Following LUNCH PERIODS (5th , 6th, 7th) – [11:12 – 1:16]**
- **8th Period (1:18 – 1:58)**
- **10th Period (2:42 – 3:22)**

Passes to Nurse – There must be signs of immediate assistance or necessary relief to warrant a pass to the nurse. If a pass is to be issued, security must be notified to alert units that a student is transitioning to the Nurse.

Passes to Other destinations – Passes to Guidance, School Social worker, CST, clubs, social

groups, activities, etc., must be approved by a CHS administrator before issued.

Student Disruption & Distractions – NO STUDENT MOVEMENT should take place until the CHS adequate chain of command and protocol is followed as listed below.

CHS Positive Student Management Plan

Policy, Procedure, Protocol & Accountability

Adequate Chain of Command & Protocol – The following steps must be taking when situations of student management and mentorship occur:

- ❖ **“Three Before Me” Approach** – In the event a student or group of students are disruptive during the flow of instruction, it is the sole responsibility of the teacher to make three strong strategic attempts to re-engage the student or said students back to the flow of instruction. Strategies to do such may vary based on the creative classroom management and discipline pedagogy of the teacher. However if a situation arises when the student has to be removed a **“Discipline Referral” (Ex II (a) CHS Internal Form)** must be filled out and submitted to your supervising administrator.
- ❖ **“Discipline Referral” (Ex II (a) CHS Internal Form)** – This form is the unified form that we will use at CHS to document ever situation of misconduct. The form is aligned to the Newark Public Schools Guide to Student Misconduct and Disciplinary Response Structure. This form can be found electronically on the CHS “P” drive. **No disciplinary action will be taken without proper documentation and submission of this form.**
 - Teacher
 - Academy Vice Principal
 - Support Staff (Social Worker, SAC, SOS, I&RS)
 - Vice Principal
 - Principal

Hall Sweeps – Are conducted both randomly and scheduled throughout the day by the school administrators and the security staff. Students detained in the sweep are walked to Room 146 where their parents are contacted and the student is given Saturday Detention. **Students who are detained 3 or more times in a hall sweep will receive additional disciplinary action.**

Class Cutting – When students are determined to be cutting class, teachers should fill out a **“Discipline Referral” (Ex II (a) CHS Internal Form)** and submit it accordingly.

- ❖ The following course of action should be taken if a student is determined to be cutting class:
 - 1st cut requires a teacher conference with student and contact parent;
 - 2nd cut - teacher contacts parent and student receives Saturday Detention;
 - 3rd cut – parent conference with Vice Principal and further disciplinary action

Disciplinary Referral Process – All disciplinary referrals should be documented and given directly to the Vice Principal’s Office in Room 130 for appropriate action **“Discipline Referral” (Ex II (a) CHS Internal Form)**. A disciplinary response and consequences will be issued according to the Newark Public Schools Discipline Plan and Policy. **Exhibit 1.** A copy of the referral will be made and placed into the students file. Referrals may be emailed to the Vice Principal in charge of discipline also.

- ❖ **When highly disruptive situations arise and several attempts to redirect have not been successful, the adult instructor should NEVER leave the class or students unattended. The**

adult educator should send a student to get the nearest security guard and have the security guard escort the disruptive student immediately to room 130.

CHS Positive Student Management Plan

Policy, Procedure, Protocol & Accountability

Saturday Detention – Will be used as a course of action against misconduct of the student code of conduct based on the documented information listed in **“Discipline Referral” (Ex II (a) CHS Internal Form)**. Saturday detention will be determined by school administrators based on the infraction listed on the Discipline Referral. The student parent will be notified of the Saturday detention prior to serving the detention. If a student is assigned Saturday detention and fails to attend, the student will be suspended from school on Monday morning and must return the following school day with a parent or legal guardian. Saturday detention is from 9 a.m. to 12 noon.

Suspension From School – Suspension from school will be conducted in compliance with the NPS Discipline Plan & Policy and will be determined by the Principal and disciplinary Vice Principal. When a student is suspended from school, the student’s teachers are notified and make up work must be given to the student upon returning to school. When a student is suspended from school for more than 3-days, the student’s teacher will be notified and academic assignments must be forwarded to room 130 for the student to complete. When students return to school from suspension they must return with a parent or guardian and a conference with the disciplinary Vice Principal.

Point of Reference Information & Documentation Forms

- ❖ **“Discipline Referral” (Ex II (a) CHS Internal Form)**
- ❖ **NPS Guide to Student Misconduct And Disciplinary Response Structure (Exhibit I – File Code:5131)**
- ❖ **NPS Student Code of Conduct (Exhibit II – File Code:5131)**
- ❖ **NPS Memorandum of Understanding (Exhibit III – File Code:5131)**
- ❖ **NPS Disciplinary Notification (Exhibit IV – File Code:5131)**

CHS

IN-HOUSE

(PSM)

Positive

Student

Management FORMS

(EX II (a) CHS internal form)

Central High School

Discipline Referral – Level I & Level II Misconduct

Student's Name: _____ Student ID # _____

Teacher's Name: _____ Date & Time: _____ Room: _____

<p style="text-align: center;">Level I Misconduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disruptive behavior <input type="checkbox"/> Unexcused tardiness/class cutting/absence <input type="checkbox"/> Failure to wear identification badge when provided <input type="checkbox"/> Cheating <input type="checkbox"/> Failure to complete assignments <input type="checkbox"/> Failure to follow instructions <input type="checkbox"/> Wearing hats or other apparel disruptive to the educational process or other Dress Code Violations 	<p style="text-align: center;">Action Taken for Level I Misconduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Contact parent <input type="checkbox"/> Peer mediation <input type="checkbox"/> Conference <input type="checkbox"/> Withdrawal of privileges <input type="checkbox"/> Detention <input type="checkbox"/> Behavioral contract <input type="checkbox"/> Behavioral Improvement Program <input type="checkbox"/> Honor Court Appearance <input type="checkbox"/> ISS – In-School Suspension
<p style="text-align: center;">Level II Misconduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuation of unmodified Level I Misbehavior <input type="checkbox"/> Improper public display of affection <input type="checkbox"/> Defamation <input type="checkbox"/> Indecent exposure <input type="checkbox"/> Insubordination <input type="checkbox"/> Leaving school without permission <input type="checkbox"/> Defying (disobeying the authority of school personnel) <input type="checkbox"/> Disruptive behavior on the school bus/public transportation <input type="checkbox"/> Interfering with school authorities and programs through walk-outs or sit-ins <input type="checkbox"/> Profane, obscene, indecent and immoral or seriously offensive language and gestures <input type="checkbox"/> Using forged notes or excuses <input type="checkbox"/> Scholastic dishonesty <input type="checkbox"/> Unauthorized sale or distribution of printed material <input type="checkbox"/> Unauthorized use of portable electronic communication devices <input type="checkbox"/> Improper urination/defecation <input type="checkbox"/> Truancy/ absences / lateness 	<p style="text-align: center;">Action Taken for Level II Misconduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confiscated items will only be returned to parents <input type="checkbox"/> Peer counseling <input type="checkbox"/> Peer mediation <input type="checkbox"/> Counseling <input type="checkbox"/> Parent/guardian conference required <input type="checkbox"/> Referral to Student Assistance Coordinator <input type="checkbox"/> Behavioral contracts <input type="checkbox"/> Probation contracts <input type="checkbox"/> Request for assistance I&RS committee member <input type="checkbox"/> Referral to outside agency <input type="checkbox"/> Suspension upon the approval of the Regional Superintendent <input type="checkbox"/> Honor Court Appearance <input type="checkbox"/> ISS – In-School Suspension

Incident Description:

Parental Contact Confirmation

Name of Parent or Guardian: _____

Action Taken Description:

Teacher Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: (If present) _____ Date: _____

(EX II (a) CHS internal form)

Central High School

Discipline Referral – Level III & Level IV Misconduct

Student's Name: _____ Student ID # _____

Teacher's Name: _____ Date & Time: _____ Room: _____

Level III Misconduct

- ☐ Gambling
- ☐ Graffiti
- ☐ Contaminating food
- ☐ Fighting
- ☐ Stealing
- ☐ Threats to others
- ☐ Harassment, intimidation and bullying (including cyber bullying)
- ☐ Continued disruptive behavior
- ☐ Smoking on school property
- ☐ Possession of fireworks
- ☐ Reckless endangerment
- ☐ Unauthorized possession, use or distribution of medication
- ☐ Trespassing
- ☐ False alarm
- ☐ Vandalism/destruction of property-between \$25 and \$500
- ☐ Extreme defiance
- ☐ Gender, racial or ethnic harassment
- ☐ Sexual harassment
- ☐ Wearing gang related apparel or accessories which indicate gang membership of affiliation.

Action Taken for Level III Misconduct

- ☐ Clean graffiti
- ☐ Restitution for vandalism
- ☐ Confiscated items will not be returned
- ☐ Parent/guardian conference required
- ☐ Counseling
- ☐ Referral to Student Assistance Coordinator
- ☐ Request for assistance I&RS committee member
- ☐ Referral to outside agencies
- ☐ Alternative programs/Suspension Off-Site
- ☐ Suspension On-Site
- ☐ Suspension Off-Site
- ☐ Suspension
- ☐ Honor Court Appearance

Level IV Misconduct

- ☐ Weapons
- ☐ Pulling fire boxes
- ☐ Extortion
- ☐ Physical attack on staff
- ☐ Possession and/or use of biohazard materials
- ☐ Bomb threat
- ☐ Possession, use or distribution of explosives
- ☐ Theft/possession/sale of stolen property
- ☐ Possession/use/transfer of dangerous weapons
- ☐ Assault and battery
- ☐ Vandalism/destruction of Property- above \$500
- ☐ Arson
- ☐ Possession, use, distribution of alcohol, marijuana, prescription drugs, controlled dangerous/illegal substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
- ☐ Use/furnishing/selling/possession of unauthorized or illegal substance
- ☐ Use of cellular phone to facilitate the commission of a crime or to inflict injury or harm to persons or property.
- ☐ Terroristic threats
- ☐ Alcohol
- ☐ Sexual assault

Actions Taken for Level IV Misconduct

- ☐ Suspension on Site
- ☐ Suspension Off Site
- ☐ Alternative schools/services
- ☐ Alternative school/Evening High School
- ☐ Other Superintendent action which results in appropriate placement
- ☐ Expulsion

Incident Description:**Parental Contact Confirmation**

Name of Parent or Guardian: _____

Phone Number: _____ Date & Time _____

Contacted Parent after _____ attempts. Did **Not** Contact Parent after _____ attempts.**Action Taken Description:**

Teacher Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Student Signature: _____

Date: _____

Parent Signature: (If present) _____

Date: _____



Christopher D. Cerf
State District Superintendent

Sharnee Brown
Principal

THE NEWARK PUBLIC SCHOOLS**Central High School**

246-250 18th Avenue
Newark, New Jersey 07108
Phone: 973-733-6897
Fax: 973-733-8212

Terri Mitchell
Vice Principal

Kyle Thomas
Vice Principal



David Hespe
Commissioner of Education

Robin Scipio
Vice Principal



Central High School

Saturday Detention Referral

**Student Information**

Name & Grade: _____

Level of Behavioral Misconduct**Level I**

- ☐ Disruptive behavior
- ☐ Unexcused tardiness/class cutting/absence
- ☐ Failure to wear identification badge when provided
- ☐ Cheating
- ☐ Failure to complete assignments
- ☐ Failure to follow instructions
- ☐ Wearing hats or other apparel disruptive to the educational process or other Dress Code Violations

Level II

- ☐ Continuation of unmodified Level I Misbehavior
- ☐ Improper public display of affection
- ☐ Defamation
- ☐ Indecent exposure
- ☐ Insubordination
- ☐ Leaving school without permission
- ☐ Defying (disobeying the authority of school personnel)
- ☐ Disruptive behavior on the school bus/public transportation
- ☐ Interfering with school authorities and programs

Briefly Describe Behavioral Misconduct

Date & Location:

Description:

through walk-outs or sit-ins

- ☐ Profane, obscene, indecent and immoral or seriously offensive language and gestures
- ☐ Using forged notes or excuses
- ☐ Scholastic dishonesty
- ☐ Unauthorized sale or distribution of printed material
- ☐ Unauthorized use of portable electronic communication devices
- ☐ Improper urination/defecation
- ☐ Truancy/ absences / lateness

NOTICE TO APPEAR – SATURDAY DETENTION

Date & Location:

Report Time:

Student Signature _____

Date _____

Student Support Staff Signature _____ Date _____

School Administrator Signature _____ Date _____



Christopher D. Cerf
State District Superintendent

Sharnee Brown
Principal

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Commissioner of Education

Robin Scipio
Vice Principal

Central High School**Student Honor Court Referral****Student Information**

Name & Grade:

Level of Behavioral Misconduct**Level I**

- ☐ Disruptive behavior
- ☐ Unexcused tardiness/class cutting/absence
- ☐ Failure to wear identification badge when provided
- ☐ Cheating
- ☐ Failure to complete assignments
- ☐ Failure to follow instructions
- ☐ Wearing hats or other apparel disruptive to the educational process or other Dress Code Violations

Level II

- ☐ Continuation of unmodified Level I Misbehavior
- ☐ Improper public display of affection
- ☐ Defamation
- ☐ Indecent exposure
- ☐ Insubordination
- ☐ Leaving school without permission
- ☐ Defying (disobeying the authority of school personnel)
- ☐ Disruptive behavior on the school bus/public transportation
- ☐ Interfering with school authorities and programs

Briefly Describe Behavioral Misconduct

Date & Location:

Description:

- ☐ through walk-outs or sit-ins
- ☐ Profane, obscene, indecent and immoral or seriously offensive language and gestures
- ☐ Using forged notes or excuses
- ☐ Scholastic dishonesty
- ☐ Unauthorized sale or distribution of printed material
- ☐ Unauthorized use of portable electronic communication devices
- ☐ Improper urination/defecation
- ☐ Truancy/ absences / lateness

NOTICE TO APPEAR - STUDENT HONOR COURT

Honor Court Date, Time & Location:

Student Signature _____ Date _____

Student Support Staff Signature _____ Date _____

School Administrator Signature _____ Date _____



Central High School Student Management Contract



Student's Last Name: _____ First Name: _____

Contract Areas of Concern

- Academic _____ X
- Attendance _____ X
- CHS School Climate & Culture _____ X
- Behavior/Social _____ X

The aforementioned student above must adhere to the content of this **"Student Management Contract"** as it pertains to their continued enrollment into the Central High School under the said "special circumstances" that will be listed below.

This contract will serve as documented proof and a bonded agreement between the CHS Administrative Team, staff and the said student to be apart of our rigorous academic community. Thus, the special circumstances and guidelines listed must be followed at all times by the said student to guarantee their continued enrollment here at CHS.

Each cycle the said student's academic records will be review to ensure the student's compliance with the "student management contract." In the event this contract is found to be bridged the aforementioned student will be called in for a hearing with the Administrative Team for specific action to be taken, which could lead to the student's dismissal from CHS.

The said student must adhere to the following as it is listed below specific to the type of contract:

Student Signature _____ Date _____

Parent Signature (if present) _____ Date _____

School Administrator Signature _____ Date _____

Central High School Tardy Improvement Plan (TIP)

(PARENT/GUARDIAN ATTENDANCE CONTRACT)

Student Name: _____ Student ID: _____

Address: _____

Parent/Guardian Name: _____

Home Phone: _____ Cell _____ E-mail: _____

Attendance Counselor: _____ Court Representative: Ms. Ramona Smith

Date: _____

Tardy Infraction History:

Action Taken to Address Infractions:

Tardy Improvement Plan:

As a result of the above the said student will follow and adhere to the following:

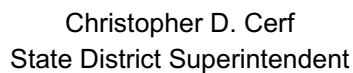
The parent/guardian acknowledges that if the above Tardy Improvement Plan is not upheld, the school reserves the right to forward this case to court in accordance with established NJ State Laws, District and School Policy of the Newark Public Schools. Thus, by signing below all are in agreement of the said TIP Plan (Tardy Improvement Plan) listed above.

Parent/guardian Signature: _____

Student Signature: _____

I &RS Team Member Signature: _____

CHS Administrator Signature: _____



Central High School

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Principal

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Vice Principal

Kyle Thomas
Vice Principal

Robin Scipio
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Conflict Resolution Restorative Worksheet



Date and Time of Session:

[illegible][illegible]

Briefly Describe the Conflict	

Was the Conflict Resolved: (circle Yes or No) Explain outcome below	



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Vice Principal

Restorative Conference Report

Student _____

Date	Purpose	Restorative Recommendation Plan

Student Signature _____

Parent Signature _____

Teacher/Counselor /Support Staff Signature _____

Administrator Signature _____

Central High School Student Daily Report

Student Name: _____

Date: _____

Issued By: _____

Submit to: _____

Comment Bank: (Select all that apply)

1. Y / N Student arrived to the class period on time
2. Y / N Student entered class prepared with required learning materials, pen/pencil, notebook, text, etc.
3. Y / N Student completed and/or submitted classwork/homework/assessment
4. Y / N Student participated in learning activities for the entire period
5. Y / N Student's language and conduct was appropriate and conducive to his/her learning
6. Y / N Student contributed in a positive manner to the learning process
7. Y / N Student adhered to all class rules, policies and learning practices
8. Other Comment

Comments				Teacher's Signature
Period	1Y	2N	3Y	
Example Response	8.) Once student given a pen he/she participated and completed the assignment.			<i>Central Teacher</i>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

CENTRAL HIGH SCHOOL

2015-2016 MONTHLY PARENT/GUARDIAN CONTACT LOG

TEACHER _____ ACADEMY: _____ CYCLE: _____ MONTH OF: _____

FIRST NAME	LAST NAME	COURSE/ PERIOD	*TYPE OF CONTACT	REASON FOR CONTACT	DATE/ TIME	OUTCOME
				<input type="checkbox"/> Good Performance <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Disruptive <input type="checkbox"/> Disrespectful / Profanity <input type="checkbox"/> Defiance <input type="checkbox"/> Attendance <input type="checkbox"/> Unprepared <input type="checkbox"/> Lateness <input type="checkbox"/> Incomplete Assignments <input type="checkbox"/> Poor Attitude Poor Performance Other: _____		
				<input type="checkbox"/> Good Performance <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Disruptive <input type="checkbox"/> Disrespectful / Profanity <input type="checkbox"/> Defiance <input type="checkbox"/> Attendance <input type="checkbox"/> Unprepared <input type="checkbox"/> Lateness <input type="checkbox"/> Incomplete Assignments <input type="checkbox"/> Poor Attitude Poor Performance Other: _____		
				<input type="checkbox"/> Good Performance <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Disruptive <input type="checkbox"/> Disrespectful / Profanity <input type="checkbox"/> Defiance <input type="checkbox"/> Attendance <input type="checkbox"/> Unprepared <input type="checkbox"/> Lateness <input type="checkbox"/> Incomplete Assignments <input type="checkbox"/> Poor Attitude Poor Performance Other: _____		
				<input type="checkbox"/> Good Performance <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Disruptive <input type="checkbox"/> Disrespectful / Profanity <input type="checkbox"/> Defiance <input type="checkbox"/> Attendance <input type="checkbox"/> Unprepared <input type="checkbox"/> Lateness <input type="checkbox"/> Incomplete Assignments <input type="checkbox"/> Poor Attitude Poor Performance Other: _____		
				<input type="checkbox"/> Good Performance <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Disruptive <input type="checkbox"/> Disrespectful / Profanity <input type="checkbox"/> Defiance <input type="checkbox"/> Attendance <input type="checkbox"/> Unprepared <input type="checkbox"/> Lateness <input type="checkbox"/> Incomplete Assignments <input type="checkbox"/> Poor Attitude Poor Performance Other: _____		

FIRST NAME	LAST NAME	COURSE/ PERIOD	*TYPE OF CONTACT	REASON FOR CONTACT	DATE/ TIME	OUTCOME
				____ Good Performance ____ Positive Reinforcement ____ Disruptive ____ Disrespectful / Profanity ____ Defiance ____ Attendance ____ Unprepared ____ Lateness ____ Incomplete Assignments ____ Poor Attitude Poor Performance Other: _____		
				____ Good Performance ____ Positive Reinforcement ____ Disruptive ____ Disrespectful / Profanity ____ Defiance ____ Attendance ____ Unprepared ____ Lateness ____ Incomplete Assignments ____ Poor Attitude Poor Performance Other: _____		
				____ Good Performance ____ Positive Reinforcement ____ Disruptive ____ Disrespectful / Profanity ____ Defiance ____ Attendance ____ Unprepared ____ Lateness ____ Incomplete Assignments ____ Poor Attitude Poor Performance Other: _____		

*FOR TYPE OF CONTACT USE :

HP- HOME PHONE

WP- WORK PHONE

CP- CELL PHONE

L- LETTER V-VISIT O-OTHER (EXPLAIN)

TEACHER’S SIGNATURE:_____

DATE SUBMITTED :_____

CONTENT VICE PRICIPAL’S SIGNATURE:_____

DATE SUBMITTED TO VICE PRINCIPAL:_____

ACADEMY VICE PRINCIPAL’S SIGNATURE:_____

DATE RECEIVED:_____REVIEWED_____

-BACK-

**NPS
DISTRICT
DISCIPLINARY
FORMS**

GUIDE TO STUDENT MISCONDUCT AND DISCIPLINARY RESPONSE STRUCTURE

LEVELS	EXAMPLES	PROCEDURES	DISCIPLINARY OPTIONS/RESPONSES
<p>I. Misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school.</p> <p>This misbehavior can usually be handled by an individual staff member but sometimes requires the intervention of other school support personnel.</p>	<ul style="list-style-type: none"> Disruptive behavior Unexcused tardiness/class cutting/absence Failure to wear identification badge when provided Cheating Failure to complete assignments Failure to follow instructions Wearing hats or other apparel disruptive to the educational process or other Dress Code Violations. 	<p>There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.</p> <p>Misbehavior requires a teacher to contact parent; conference with the counselor and/or administrator. All student misbehavior and parent contacts must be documented.</p> <p>Parent must be notified if a student is kept for detention and no student in grades K-5 may be kept beyond 3:15 p.m. (If parent not contacted that day, the detention may be lunch time or the next day)</p> <p>A proper and accurate record of the offenses and disciplinary action is maintained by the staff member.</p>	<p>Verbal reprimand</p> <ol style="list-style-type: none"> teacher administrator <ol style="list-style-type: none"> Contact parent Peer mediation Conference Withdrawal of privileges Detention Behavioral contract Behavioral Improvement Program Refer to and follow attendance and truancy policies.

GUIDE TO STUDENT MISCONDUCT AND DISCIPLINARY RESPONSE STRUCTURE

LEVELS	EXAMPLES	PROCEDURES	DISCIPLINARY OPTIONS/RESPONSES
<p>II. Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school.</p> <p>These infractions, which usually result from the continuation of Level I misbehavior, require the intervention of personnel on the administrative level because the execution of Level I disciplinary options has failed to correct the situation. Also included in this level is misbehavior which does not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.</p>	<ul style="list-style-type: none"> • Continuation of unmodified Level I misbehavior • Improper public display of affection • Defamation • Indecent exposure • Insubordination • Leaving school without permission • Defying (disobeying the authority of school [personnel]) • Disruptive behavior on the school bus/public transportation • Interfering with school authorities and programs through walk-outs or sit-ins • Profane, obscene, indecent and immoral or seriously offensive language and gestures • Using forged notes or excuses • Scholastic dishonesty • Unauthorized sale or distribution of printed material • Unauthorized use of portable electronic communication devices • Improper urination/defecation • Truancy / absences / lateness 	<p>The student is referred to the administrator for appropriate disciplinary action.</p> <p>The administrator meets with the student and/or teacher and effects the most appropriate response.</p> <p>The teacher is informed of the administrator's action.</p> <p>A proper and accurate record of the offense and the disciplinary action is maintained by the administrator.</p> <p>A parental conference is held.</p> <p>Suspension is only an option for the most serious infraction in Level II and only upon approval of the Regional Superintendent.</p>	<ol style="list-style-type: none"> 1. Confiscated items will only be returned to parents 2. Peer mediation 3. Peer counseling 4. Counseling <ol style="list-style-type: none"> a. guidance counselor b. social worker c. psychologist d. attendance counselor 5. Parent/Guardian conference required 6. Referral to SAC coordinator 7. Behavioral contract 8. Probation contract 9. Request for assistance I&RS committee 10. Referral to outside agency 11. Suspension upon the approval of the Regional Superintendent

GUIDE TO STUDENT MISCONDUCT AND DISCIPLINARY RESPONSE STRUCTURE

LEVELS	EXAMPLES	PROCEDURES	DISCIPLINARY OPTIONS/RESPONSES
<p>III. Acts directed against persons or property.</p> <p>These acts can most frequently be handled by the disciplinary mechanism in the school. Corrective measures which the school undertakes, however, depend on the extent of the school's resources for remediating the situation in the best interests of all students.</p>	<ul style="list-style-type: none"> • Gambling • Graffiti • Fighting • Wearing gang related apparel or accessories which indicates gang membership or affiliation • Contaminating food • Stealing • Threats to others • Harassment, intimidation , and bullying (including cyber bullying) • Continued disruptive behavior • Smoking on school property • Possession of fireworks • Reckless endangerment • Unauthorized possession, use or distribution of medication (parent and student should have medication registered with school nurse and on file) • Trespassing • False alarm • Vandalism/destruction of property- between \$25 and \$500 • Extreme defiance • Gender, racial or ethnic harassment • Sexual harassment 	<p>An administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences.</p> <p>An attendance record form (763) to be issued to attendance counselor by teacher.</p> <p>An administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action.</p> <p>An administrator to notify police when appropriate.</p> <p>A proper and accurate record of offenses and disciplinary actions is maintained by the administrator and staff member.</p> <p>Contact SAC coordinator.</p> <p>There is restitution of damages by the parent or guardian of any minor, to be collected in any court of competent jurisdiction, together with costs of suit.</p>	<ul style="list-style-type: none"> • Clean graffiti • Restitution for vandalism • Confiscated items will not be returned • Parent guardian conference required • Counseling <ul style="list-style-type: none"> a. guidance counselor b. social worker c. psychologist d. attendance counselor • Referral to SAC coordinator • Request for assistance I & RS committee member • Suspension • Suspension On-Site • Referrals to outside agencies • Suspension Off-Site • Alternative Programs

GUIDE TO STUDENT MISCONDUCT AND DISCIPLINARY RESPONSE STRUCTURE

LEVELS	EXAMPLES	PROCEDURES	DISCIPLINARY OPTIONS/RESPONSES
<p>IV. Acts which result in violence to another person or property or which pose a direct threat to the safety of others in the school.</p> <p>These acts are often criminal and are so serious that they may require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by central office administrators.</p>	<ul style="list-style-type: none"> • Weapons • Pulling fire boxes • Extortion • Physical attack on staff • Possession and/or use of biohazard materials • Bomb threat • Possession, use or distribution of explosives • Theft/possession/sale of stolen property • Possession/use/transfer of dangerous weapons • Assault and battery • Vandalism/destruction of property- above \$500 • Arson • Possession, use, distribution of alcohol, marijuana, prescription drugs, controlled dangerous/illegal substances, imitation Controlled Substances, inhalants, other intoxicants, controlled or drug paraphernalia • Use/furnishing/selling/ possession of unauthorized or illegal substances • Use of a cell phone to facilitate the commission of a crime or to inflict injury or harm to persons or property • Terroristic threats • Alcohol • Sexual assault 	<p>The administrator verifies the offense, confers with the staff involved and meets with student.</p> <p>The student is immediately removed from the school environment. Parents are notified.</p> <p>In criminal offenses, school officials contact law enforcement agency and assist in prosecuting offender.</p> <p>A complete and accurate report of the student's infraction is immediately submitted to the Superintendent for action.</p> <p>In an appeal the student is given a full due process hearing before the Superintendent or designee.</p> <p>Any weapon violation by a student results in an immediate suspension by the principal. A student found to have been in violation of the policy would be immediately removed and sent to another site (See Exhibit VII, File Code 5131).</p> <p>A classified student may be suspended for up to ten days while a reevaluation is undertaken to determine the student's most appropriate placement.</p> <p>Refer to the Child Study Team.</p>	<ul style="list-style-type: none"> • Alternative schools/services • Suspension • Other superintendent actions which result in appropriate placement. • Expulsion • Call DYFS • Suspension On Site • Suspension Off Site • Alternative Education <p>For students 18 years old and over</p> <ul style="list-style-type: none"> • Alternative school/Evening High School • Other superintendent actions which result in appropriate placement • Suspension Off-Site • Expulsion • Call police

* The list of "Examples" at each level is not intended to be exhaustive. Discipline may apply to other instances of wrongdoing not specifically listed herein.

The Newark Public Schools

School



Student's Name: _____

Date: _____

<p align="center"><u>Level I Misconduct</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Disruptive behavior <input type="checkbox"/> Unexcused tardiness/class cutting/absence <input type="checkbox"/> Failure to wear identification badge when provided <input type="checkbox"/> Cheating <input type="checkbox"/> Failure to complete assignments <input type="checkbox"/> Failure to follow instructions <input type="checkbox"/> Wearing hats or other apparel disruptive to the educational process or other Dress Code Violations 	<p align="center">X. <u>Action Taken for Level I Misconduct</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Contact parent <input type="checkbox"/> Peer mediation <input type="checkbox"/> Conference <input type="checkbox"/> Withdrawal of privileges <input type="checkbox"/> Detention <input type="checkbox"/> Behavioral contract <input type="checkbox"/> Behavioral Improvement Program 	<p align="center">XI. <u>Notes</u></p> <p>Parent must be notified if student is kept for detention.</p> <p>No student K to 5 may be kept beyond 3:15PM</p>
<p align="center">XII. <u>Level II Misconduct</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuation of unmodified Level I Misbehavior <input type="checkbox"/> Improper public display of affection <input type="checkbox"/> Defamation <input type="checkbox"/> Indecent exposure <input type="checkbox"/> Insubordination <input type="checkbox"/> Leaving school without permission <input type="checkbox"/> Defying (disobeying the authority of school personnel) <input type="checkbox"/> Disruptive behavior on the school bus/public transportation <input type="checkbox"/> Interfering with school authorities and programs through walk-outs or sit-ins <input type="checkbox"/> Profane, obscene, indecent and immoral or seriously offensive language and gestures <input type="checkbox"/> Using forged notes or excuses <input type="checkbox"/> Scholastic dishonesty <input type="checkbox"/> Unauthorized sale or distribution of printed material <input type="checkbox"/> Unauthorized use of portable electronic communication devices <input type="checkbox"/> Improper urination/defecation <input type="checkbox"/> Truancy/ absences / lateness 	<p align="center">XIII. <u>Actions Taken for Level II Misconduct</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Confiscated items will only be returned to parents <input type="checkbox"/> Peer counseling <input type="checkbox"/> Peer mediation <input type="checkbox"/> Counseling <input type="checkbox"/> Parent/guardian conference required <input type="checkbox"/> Referral to Student Assistance Coordinator <input type="checkbox"/> Behavioral contracts <input type="checkbox"/> Probation contracts <input type="checkbox"/> Request for assistance I& RS committee member <input type="checkbox"/> Referral to outside agency <input type="checkbox"/> Suspension upon the approval of the Regional Superintendent 	<p align="center">XIV. <u>Notes</u></p> <p>Confiscated items will only be returned to parents.</p>

The Newark Public Schools

_____ School



Student's Name: _____

Date: _____

<u>Level III Misconduct</u>	<u>XV. Action Taken for Level III Misconduct</u>	<u>XVI. Notes</u>
<input type="checkbox"/> Gambling <input type="checkbox"/> Graffiti <input type="checkbox"/> Contaminating food <input type="checkbox"/> Fighting <input type="checkbox"/> Stealing <input type="checkbox"/> Threats to others <input type="checkbox"/> Harassment, intimidation and bullying (including cyber bullying) <input type="checkbox"/> Continued disruptive behavior <input type="checkbox"/> Smoking on school property <input type="checkbox"/> Possession of fireworks <input type="checkbox"/> Reckless endangerment <input type="checkbox"/> Unauthorized possession, use or distribution of medication <input type="checkbox"/> Trespassing <input type="checkbox"/> False alarm <input type="checkbox"/> Vandalism/destruction of property-between \$25 and \$500 <input type="checkbox"/> Extreme defiance <input type="checkbox"/> Gender, racial or ethnic harassment <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Wearing gang related apparel or accessories which indicate gang membership of affiliation.	<input type="checkbox"/> Clean graffiti <input type="checkbox"/> Restitution for vandalism <input type="checkbox"/> Confiscated items will not be returned <input type="checkbox"/> Parent/guardian conference required <input type="checkbox"/> Counseling <input type="checkbox"/> Referral to Student Assistance Coordinator <input type="checkbox"/> Request for assistance I&RS committee member <input type="checkbox"/> Referral to outside agencies <input type="checkbox"/> Alternative programs/Suspension Off-Site <input type="checkbox"/> Suspension On-Site <input type="checkbox"/> Suspension Off-Site <input type="checkbox"/> Suspension	Confiscated items will only be returned to parents (i.e. beepers, cell phones)