

Camden Street Dream Academy



Disciplinary Handbook

Policies, Procedures, Protocols, & Accountability.....
Positive Student Mentorship & Support
2012-2013 SY



Camden Street Dream Academy
281 Camden Street
Newark, NJ 07108
973-733-6994
Sam Garrison, Principal

Meredith Foote, CIO
Telaya Parham, Vice Principal

Camden Street Dream Academy Disciplinary Handbook

Introduction & Goals

The *Camden Street Dream Academy's Disciplinary Handbook* is intended to serve as a guide the policies and procedures that support the expectations and responsibilities of students and parents, as well as the expectations and responsibilities of the school. While the *Handbook* complies with Discipline Plan and Policies of Newark Public Schools, it is also designed to specifically support the work of learning and teaching here at Camden Street Dream Academy (CSDA). As such, the *Handbook* will be a key lever in establishing and sustaining an instructional culture of academic excellence and continuous improvement. The policies and procedures set forth in the *Handbook* are grounded in the core values of commitment, respect, and positive communication that will be the signature of the *CSDA Learning Community*- parents, students, staff, administrators and community stakeholders. Finally, the *Handbook* will be a living, working document that will be closely monitored and updated regularly in order to ensure its policies and procedures reflect and serve the needs of Camden's of students and families. As we move forward with our new school, let us all strive to live and work as a **learning community** committed to the Vision, Mission and Core Values of Camden Street Dream Academy...

School VISION:

*“All students at **Camden Street Dream Academy** will be provided with the skills they need to achieve their dreams and to challenge themselves, and others, to become innovative, high achievers who will use all available resources to positively impact their world as global citizens.”*

School MISSION:

At **Camden Street Dream Academy (CSDA)** EVERY staff member and stakeholder will ensure that all students are provided with the skills they need to achieve their dreams. EVERY teacher will engage EVERY student in learning that is relevant, specific, rigorous and measurable. EVERY staff member will promote high academic achievement as evidenced by student performance measures that show 90% or more of **CSDA’s** students meet or exceed State Proficiency Standards in core subject areas. And, EVERY staff member will hold him/herself accountable to the students, parents and community we serve.

Core Operating Values

The following statements describe the core or operating values that parents, community stakeholders, school administrators, faculty, and staff agree to abide by because they see them as essential to the work learning and teaching at **Camden Street DREAM Academy**.

1. Our commitment is unwavering.
 - a. We are committed to High Achievement for **All** students.
 - b. We are committed to Teacher Growth and High Quality Teaching.
 - c. We are committed to serving Parents and the Community.
2. We respect each other and show constant appreciation.
 - a. We respect each other and value the work we each do.
 - b. We respect each other’s voices and value each other’s opinions.
 - c. We respect each other’s needs and stand ready to offer help and encouragement.
 - d. We respect each other by being responsible and doing our part.
3. We promote positive communication.
 - a. We deal with conflicts quickly, directly and honestly.
 - b. We are mindful of time and place when dealing with issues or controversy.
 - c. We take on one specific with issue at a time.
 - d. We seek to actively listen and understand in order to gain multiple perspectives and avoid “I win, you lose scenarios”.
 - e. We attack the issue, not person.
4. We value quality time.
 - a. We encourage common planning time to build professional community and promote reflective practice.
 - b. We encourage teachers to spend quality time with students.
 - c. We encourage relationship building among staff, parents and students.
 - d. We encourage input and seek help from everyone.

5. We overcome challenges together.

- a. We seek input and help from everyone.
- b. We make a difference together.
- c. We collaborate and appreciate the power of collective thought and action.

School Culture

Classroom Expectations	Desired Student Behaviors
<u>C</u> ommit to learning every day.	<ol style="list-style-type: none"> 1. Students come prepared to learn every day with notebook and pens/pencils 2. Students sit up in a learning position 3. Students track the speaker 4. Students ask and answer questions 5. Students raise a quiet hand to speak 6. Students actively use a multi response system 7. Students lead at least 80% of the learning under the teacher guidance 8. Students use electronic devices appropriately and not to distract from learning.
<u>A</u> chieve your personal best every day.	<ol style="list-style-type: none"> 1. Students do not disrupt the classroom environment. 2. Students show appreciation to the teacher and each other because they value learning 3. Students complete their reflection sheets after reviewing their academic performances 4. Students take advantage of opportunities to redo assignments. 5. Students complete their Demonstration of Learning every day
<u>M</u> ake every effort every day.	<ol style="list-style-type: none"> 1. Students give maximum effort. 2. Students make the most of their time by staying on task. 3. Students “make it happen”; they collaborate with peers to solve to complex tasks.
<u>D</u> ream Big.	<ol style="list-style-type: none"> 1. Students are not satisfied with a C or a B unless it is their best. They are always striving for an A. 2. Students do extra assignments to gain more skill and mastery because they desire more for themselves. 3. Students desire and demand more rigorous tasks and challenges because they want to push themselves.
<u>E</u> veryone is to be respected.	<ol style="list-style-type: none"> 1. Students respect the teacher and each other by listening when others are speaking. 2. Students correct other students when they are disrespectful to the teacher or each other.

Never quit.

1. Students never give up, failure is not an option.
2. Students ask for and accept help.
3. Students seek new and innovative solutions to their problems.

I.

II. CSDA Positive Behavior Support Plan (School Culture)

Morning Convocation – Each morning the entire school family will be convened for the daily morning convocation in a designated area in the school. There may be some occasions/times when students will be assembled by age/grade level and/or gender for separate meetings during this morning family time. The morning convocation will serve as a forum to convey the school's mission, establish periodic school goals, make announcements and acknowledge positive accomplishments to the entire student body. Most importantly, however, the morning convocation will serve as the vehicle by which we gather the entire school community together as a family to establish our daily focus.

- i. Convocation will be led initially by the principal and eventually by a rotating schedule of student leaders.
- ii. There will be a standard convocation agenda that involves a moment of silence, pledge of allegiance, singing of the school song, recitation of the school mantra, daily announcements and the Principal's daily message.
- iii. CSDA's quarterly Honor Roll Convocation will be designed to recognize students who have earned honor roll status.

II. Arrival, Late Arrival, Early Dismissal, Dismissal

- a. Students will not be admitted in the building until 8:25. Children should not arrive to school prior to 8:00 as supervision is not available until that time. Two school security guards will be on post in the school playground beginning at 8:00.

Attendance

Students are expected to arrive at school by 8:30 AM. Any student who does not arrive by 8:30 AM will be marked late. Being late to school robs students of precious educational time. Students who arrive late to school will report to the gym to receive a late pass. This pass must be presented to their teacher upon arriving to class.

Consequences for Unexcused Tardiness:

- Any tardy will result in an immediate call home
- 3 unexcused tardies will result in an "in school" suspension.
- Chronic lateness (more than 3 a month) will result in mandatory conferences with parents to discuss and solve the problem.
- Students who are late because of school buses will not be penalized and will be provided with a late pass.
- Students who are late because of transportation of any other type other than school buses will not be excused.

Student Arrival after 8:45 AM:

- Students who arrive after 8:45 AM, must be accompanied by an adult, or must provide documentation in the form of note or telephone call from the parent/guardian
- Students who arrive after 8:45 AM must report to the Security Desk where they are required to report to an administrator in order to be marked present for the day.

Student Absences

Learning can only happen in school if students are present. Therefore, absences should be avoided unless absolutely necessary.

- Attendance will be taken by the homeroom teacher and recorded in PowerSchool.
- If a student is absent for more than 3 consecutive days a 763 form must be completed by the homeroom teacher. All 763 forms are to be returned to the Attendance Counselor for proper investigation.
- Any concerns with a student's attendance are to be communicated with the guidance counselor, social worker and administration.
- Teachers are responsible for contacting parents and maintaining an up-to-date contact log to document their interventions.

Student Dismissal

Students will be dismissed at 2:55. Homeroom teachers are responsible for escorting their students to designated areas pick-up and/or dismissal. Early dismissals are only permitted prior to 2:30. After that time, parents will have to follow regular dismissal times/procedures.

- Students will not be permitted back in the building after being dismissed unless authorized by an administrator.
- Students will be dismissed according to the information provided by parents on the school's emergency contact form.
- Every adult that wishes to pick up a child from school must show a valid, government issued picture ID. There will be no exceptions.
- If a student is being picked up by anyone other than a parent/guardian, the person must be designated on the child's emergency contact form. In addition, he/she must show a valid, government issued picture ID. This precaution is in the interest of maintaining your child's security.

Students must be picked up promptly after dismissal. The parent/guardian is responsible for reviewing the school calendar and complying with all school dismissal times and procedures. The District requires signed permission for a student to be dismissed and to walk home unescorted. All documented arrangements will be considered permanent for the entire school year. Parents/Guardians may alter these special arrangements only by providing written notification to the principal or his designee. It is the responsibility of parents/guardians to pick-up their children at the end of each school day. Parents/guardians who leave children at school without making appropriate arrangements for pick-up will be reported to the proper authorities. In these extreme cases, a student will be held in the school's administrative office, if possible. However, if, after a

given time, the school cannot reach the parent/guardian, the child may be remanded to the local police precinct.

Discipline Policy and Procedure

Disciplinary Code

Camden Street Dream Academy'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) CSDA Internal Form)** and submitted to the appropriate administrator. 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 part of each disciplinary proceeding the administrator-in-charge will clarify the steps to be taken for each intervention and provide reference to the Newark Public Schools Discipline Plan and Policy.

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

- I. **"Three Before Me" Approach** – In the event a student or group of students is disruptive during the course of a lesson, 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 accomplish this end 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 from the classroom, a **"Discipline Referral" (Ex II (a) CSDA Internal Form)** must be completed and submitted to the supervising administrator.
- II. **"Discipline Referral" (Ex II (a) CSDA Internal Form)** – This form is the unified form that we will use at CSDA to document every 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 CSDA "P" drive. No disciplinary action will be taken without proper documentation and submission of this form. The ladder of referral is as follows:
 1. Teacher
 2. Support Staff (Social Worker, Crisis Teacher, CST, I&RS)
 3. Vice Principal
 4. Principal

Disciplinary Referral Process

- i. All disciplinary referrals should be documented and given to your administrator on your floor for appropriate action **"Discipline Referral" (Ex II (a) CSDA Internal Form)**. A disciplinary

response will be made according to the Newark Public Schools Discipline Plan and Policy.

Exhibit 1.

- ii. A copy of the referral should be made and forwarded to your administrator and placed into the student's file.
- iii. If the infraction requires an immediate response from the principal, it should be directly referred to his/her office for action.

In-School Suspension (ISS)

ISS provides students who present disruptive behavior patterns with additional support to improve their social skills. Students who are referred to ISS will report to a designated intervention room. The ISS teacher will monitor the students, have access to the Intervention Rooms and assist security in transitioning the students into their classrooms between periods. They will also respond to student disruptions in the classroom and common areas and make immediate decisions regarding **Level I & II** disciplinary responses outlined in the Newark Public School Discipline Plan and Policy **Exhibit 1**.

- I. **Students assigned ISS for an instructional period-** The ISS teacher will continue to maintain students in the class during their scheduled ISS period. The I.S.S. teacher will contact parents and document their presence on a disciplinary referral form which will be forwarded to the designated administrator each day. These forms will be placed in the student's disciplinary record.
- II. **Students assigned ISS for the entire day-** These students will be required to report directly to the designated school entry site each morning. They will, then, be escorted by the ISS teacher directly to the classroom.
- III. **Students assigned ISS for a specific portion of the day –** Such students will be required to report directly to ISS during that designated time of the day. The student will be escorted by the ISS teacher or support staff member directly to the classroom.
- IV. Students will be required to complete a set of predetermined class assignments designed to reinforce instruction and perform a self analysis of their conduct. These assignments will include a series of reading articles, open ended short answer and extended response questions and essay writing. Specific course assignments can also be provided by the student's instructors to be completed with the ISS teacher. All completed assignments will be forwarded to the teachers and copies will be maintained in their disciplinary file. **Exhibit IV**
- V. Students with repeated infractions will be referred to the I & RS team to develop a corrective action plan.
- VI. School Administrators can make immediate referrals to ISS in response to the gravity of the student's infractions. A disciplinary referral will be documented. The parent will be contacted and the referral placed into the student's disciplinary file.
- VII. Students can also be assigned ISS for a period of consecutive school days as an intervention.
- VIII. E-mails will be sent daily as a point of communication informing the staff who has been assigned to ISS.

I & RS Team

I&RS team will be employed to develop a corrective action plan for any student who presents chronic behavioral issues. Student data will be collected and the team will make appropriate referrals to school-based and/or external social service providers.

Conflict Resolution Sessions

Children often have conflicts that are ongoing and that lead to them to disrupt the class setting. In an effort to be proactive and reduce the chances of altercations among students, CSDA has designated “**Intervention Rooms**” where students can go on a self-referral basis to resolve their conflicts without consequences. These sessions are facilitated by a faculty member.

- IX. Students can be referred to a Conflict Resolution Session by a school administrator based on their involvement in a documented conflict.
- X. 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 folder.
- XI. A designated Intervention room will be utilized by the administration.

CSDA Disciplinary Sub-Committee

This committee consists of group of school stakeholders including faculty, staff and students who are dedicated to consistently review, monitor, implement and modify CSDA’s disciplinary policies, plans and procedures as they relate to the growth and development of CSDA students. Members of this sub-committee will determine adequate meeting schedules throughout the course of the school year to help guide our positive, proactive approach to student management.

Detention Policy

If a student fails to meet the academic and behavioral expectations of CDSA, teachers have the right to institute after school detention. Parents will be notified before any detention is served. If a student fails to serve the detention, they will be referred for In School Suspension. Students will not be excused from detentions unless there is a documented family emergency.

Parent Contact

Parents will be contacted for the majority of disciplinary infractions. Parent registration forms with secondary telephone numbers will be listed. Alternate adults will also be requested as a form of contacting parents. Teachers will be asked to have these forms completed by parents when they have conferences.

Memorandum of Understanding

A memorandum of understanding must be signed by all parents and students who attend CSDA. This memorandum stipulates that the parent has received a copy of the student disciplinary handbook and that the student and his/her parent is aware of the policies and procedures of the School and the District. A signed memorandum will be required for each student at the start of the school year. (Exhibit III)

Point of Reference Information & Documentation Forms

- a) "Discipline Referral" (**Ex II (a) CSDA Internal Form**)
- b) NPS Guide to Student Misconduct And Disciplinary Response Structure (**Exhibit I – File Code:5131**)
- c) NPS Student Code of Conduct (**Exhibit II – File Code:5131**)
- d) NPS Memorandum of Understanding (**Exhibit III – File Code:5131**)
- e) NPS Disciplinary Notification (**Exhibit IV – File Code:5131**)

Promotion/Retention Policy

FILE CODE: 6146.2 PROMOTION/RETENTION

The Newark Public Schools District recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth. However, the district does not support either social promotion or retention, since there is little scientific research substantiating its value and considerable research to the contrary. Therefore, a student may, at most, be retained once during grades K-8.

The State District Superintendent shall direct and adopt detailed regulations to govern progress of pupils through levels K-12. The regulations shall include:

- A. Standards of proficiency related to district goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Provisions for review of mastery;

D. Timely intervention to help all pupils achieve acceptable levels of proficiency, including the development and implementation of a Personal Refocusing Education Plan (PREP) and attendance at summer school for at-risk pupils;

E. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the pupils' progress is not sufficient to meet promotion and remediation standards;

F. Procedures for parents/guardians and adult pupils to appeal promotion/retention decisions;

G. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a pupil's normal progression from level to level. The final decision in all cases will rest with school authorities.

This policy should be read in conjunction with the district's Grading/Promotion Policy Handbook.

Student Expectations

Homework Policy

Homework will be assigned in every subject every day. Students will be expected record assignments in their student planners. Students will be expected to complete all assignments and to submit them according to the established due dates. Parents are asked check their children's homework nightly and sign off in their children's homework planners each day. Students must submit all assignments for grading; the student planners are to be submitted to each teacher for his/her signature.

Grading Policy

The Newark Public Schools recognizes that a system of grading student achievement will help students; teachers and parents/guardians assess progress toward educational goals. In developing

practices that seek to be fair, equitable, and useful to students, parents, and teachers, educators can rely on two guidelines:

- Provide accurate and understandable descriptions of learning;
- Use grading and reporting methods to enhance, not hinder, teaching and learning.

In a standards-based educational system, it is important for grades to reflect a student's mastery of the standards at his/her grade level. Grading shall be that system of measuring and recording student progress and achievement which enables students, teachers, and parents/guardians to identify a student's strengths and weaknesses and modify instruction accordingly in order to provide enrichment and/or remediation. Grades shall measure the student's progress against both individual potential for achievement and the achievement of others.

The implementation of a system of grading student achievement should result in the following:

- A. Each student should know what behavior and achievements are expected of him/her.
- B. Each student shall be kept informed of his/her progress during the course of the year.
- C. Methods of grading shall be appropriate to the course of study and the grade placement of students.
- D. Students shall be encouraged to review their own achievements.
- E.

Grade Variables: Student Achievement

A grade represents the total student academic achievement in a given course.

A minimum of nine grades is required in order to examine student progress over time. Student academic achievement includes, but it not limited to:

- Tests, including quizzes, unit tests, mid-term and final examinations.
- Class participation, as evidenced by asking and responding to questions, offering relevant comments and respecting the teacher's authority.
- Class assignments, including essays, problem solving, projects, and skill applications.
- In-class performance tasks, exhibits, demonstrations.
- Homework assignments, including essays, papers, research reports and projects.
- Performance-based assessments/project based assessments/portfolios.

Although student achievement should be the primary factor on which grades are based, it is appropriate to provide feedback to students on their effort, behavior, and attendance.

Determination of Grades

Grades in all core subjects are to be determined through the use of these guidelines:

65% of grades should be derived from assessment

- Note that assessment included, but it not limited to, curriculum embedded quizzes, unit tests, mid-term and final examinations.

25% of grades should be derived from class work and participation.

10% of grades should be derived from homework.

Grade Variables: Student Responsibility Factors

Teachers who consider effort or work habits when reporting on student learning are using *process criteria* which reflect not just the learning product, but how students got there (Guskey 1994). Student responsibility factors include, but are not limited to:

- Effort: participation and work completion.
- Behavior: following rules and teamwork.
- Attendance: tardiness and absenteeism.

Uniform Policy

With regard to uniforms, the District shall ensure the following: (1) a mechanism to assist students who are economically disadvantaged; (2) selection of the uniform for each school by the principal, staff and parents/guardians of that school; (3) sanctions for noncompliance with the uniform requirements for each school in which uniforms are mandatory; (4) provision for exceptions to the uniform requirements on the basis of a student's sincerely held religious beliefs; (5) provision for exceptions to the uniform requirement for other reasons, **if a school allows any other exceptions. Students must wear the prescribed uniforms everyday.**

Breach of Uniform

When a student comes to school out of uniform, a parent will immediately be notified and advised of the consequences for non-compliance. After three infractions, a student may be required to serve an in-school suspension and the parent will be required to attend a mandatory meeting with the administrator-in-charge to address and resolve the problem. All students who come to school out of uniform will be directed to the gym where their infractions will be recorded.

Student Advisories

Each month students are grouped for monthly advisories which are led by teams of faculty members. The advisories are scheduled to take place during designated hours throughout the school day and are built into each student's individual academic schedule. The advisories are designed to build relationships between students and teachers through a series of planned activities and workshops. Students are able to exchange ideas and provide feedback regarding their dreams, goals and mission.

Guidelines for Eighth Grade Promotional Year Activities

Student participation in special eighth grade promotional year activities will require conduct of the highest caliber in all school situations. Criteria for exclusion from these activities shall include, but not be limited to persistent behavioral patterns that result in repeated, high level disciplinary actions, i.e. suspensions; financial obligations due to loss of or damage of school property or the personal property of others; or as a result of the collective evaluation of administrative and instructional staff. Students and parents/guardians shall be given advance notification of these criteria.

Community Service

All 8th grade students will be required to complete 25 hours of community service as part of the requirements for graduation.

Appendix No.1 File Code: 5142

THE NEWARK PUBLIC SCHOOLS AGREEMENT FOR POSSESSION OF PERSONAL CELL PHONES

Student's Name _____ **Grade** _____

Parent/Guardian's Name _____ **Home Phone** _____

Make/Model of Phone _____ **Serial/ID Number** _____

Cell Phone Number _____

The undersigned agrees to defend, indemnify, and hold harmless the Newark Public Schools ("District"), its officers, agents, employees, and volunteers, from any and all loss, costs, and expense, arising out of any claim of liability for personal injury or property damage (including damage to the equipment/property listed above), or any other loss, sustained or claimed to have been sustained, arising out of or in any way connected with the above listed equipment/property.

The District assumes no responsibility whatsoever for any equipment brought on its premises. By signing this form, the undersigned certifies that he/she will assume all financial responsibility for damage or theft of this equipment.

I have read and I understand the District's policy on Student Possession of Personal Cell Phones. I represent that the equipment identified above is not a camera or video phone. Further, I agree that the cellular telephone must be kept off (not on a silent ring or "vibrate") and concealed at all times during the school day, on school premises, or at school functions. During an emergency, I agree to refrain from use of the cell phone until my teacher or administrators advise that it is safe to use the phone. I further understand that:

(i) the violation of this policy is punishable as a Level III offense under the District's Discipline Plan and Policy, and the privilege of carrying a cell phone onto the school campus may be revoked and the device will be impounded if I do not obey these rules;

(ii) phones left unclaimed for over 30 days may be disposed of accordingly as abandoned property;

(iii) in the event that a student uses a cell phone (or any component thereof) to facilitate the commission of a crime or the infliction of injury or harm to persons or property, the violation shall be deemed a Level IV offense and the student will be reported to law enforcement.

_____	_____
Student Signature	Date
_____	_____
Parent/Guardian's Signature	Date
_____	_____
Administrator's Signature	Date

Appendix No.2

Exhibit III
File Code: 5131

The Newark Public Schools Camden Street Dream Academy

Memorandum of Understanding

***This document should not be signed without accompanying "Student Code of Conduct" booklet.**

We the undersigned have read and reviewed the "Student Code of Conduct." We understand its content and will adhere to the rules and regulations of the district. My child understands that any threat to his/her person is to be reported immediately to the building principal for his/her safety.

It is my understanding that such reporting will be kept confidential. I also know that I may ask questions and review the "Student Code of Conduct" at a regularly scheduled meeting at my child's school every year.

_____	_____
Student's Signature	Date
_____	_____
School	Homeroom
_____	_____
Parent's/Guardian's Signature	Date

Home Telephone Number	

Teacher's Signature

Date

Appendix No.3

File Code: 1250 Visitors Policy

The Newark Public Schools welcomes visits to school by parents/guardians and other visitors, advisory board members, other adult residents of the community and interested educators, at times that do not interrupt the continuity of instruction for students.

A "visitor" is anyone other than a pupil enrolled in or a staff member employed in the particular school. Visitors may not consult with the teaching staff or pupils during class time without the principal's permission.

In order to ensure the rights of parents/guardians and other visitors, student safety, and the sanctity of the instructional program, the State District Superintendent has adopted the following regulations:

A. A "parent/guardian or other visitor" is anyone other than a pupil enrolled, or a staff member employed, in a particular school.

B. All parents/guardians and other visitors shall be required to present valid identification and required to report to the principal's office upon entering a district building.

C. Except in emergencies, parents/guardians and other visitors should schedule appointments to meet with school staff, so that staff can prepare to respond to specific questions and concerns. Parents/guardians and other visitors may not consult with the teaching staff or pupils during class time without the principal's permission.

D. No one may visit the school during school hours for the purpose of recommending or exhibiting books, maps, or other goods or services to staff. No person shall be allowed to deliver any address or lecture on any subject unless authorized by the State District Superintendent or designee.

E. No parents/guardians or other visitors are permitted to take photographs, digital images, or video while inside a school building (except during club competitions or interscholastic sporting events that are open to the public) without authorization by the State District Superintendent or designee.

F. All parents/guardians and other visitors shall be required to observe regulations prohibiting smoking and any other federal, state or municipal statute, regulation or ordinance designed to ensure orderly operation of the school.