

Student Code of Conduct (Policy #5600)
 Expectations for Pupil Conduct (Policy #5500)

The school environment is a safe and positive place to learn when everyone cooperates and works together. This atmosphere is prevalent when everyone knows the expectations and takes an active role in following and enforcing them. The district's professional and support staff understand their role as appropriate models for their students. Students are expected to be responsible for their own actions and ultimately for their school experience. When students, parents, teachers, and administrators all work together, a strong sense of school culture is developed, and everyone can grow and experience success. Self-discipline is the ultimate goal.

With these thoughts in mind, the Student Code of Conduct has been developed with input from students, parents, staff, and board members has been considered in the construction of this behavioral statement. This will be reviewed on a yearly basis and revised and updated as necessary.

Rumson Student Expectations
 As responsible, respectful and safe Rumson students we...

All	<ul style="list-style-type: none"> ● Encourage others to cooperate with school expectations by being an upstander. ● Use appropriate language. ● Demonstrate kindness and tolerance toward others. ● Listen to and show respect for all adults. ● Practice habits to ignite our greatest potential through academic behaviors and social skills.
Classroom	<ul style="list-style-type: none"> ● Are on time and prepared. ● Follow directions as given. ● Respect the ideas and personal space of others. ● Honor one's self and work, as well as the role of others, as speaker

	<p>and listener.</p> <ul style="list-style-type: none"> • Take care of all classroom materials and bring only necessary items
Hallway	<ul style="list-style-type: none"> • Use quiet voices. • Walk with a purpose on the right side of the hall. • Maintain lockers. • Keep hands and feet to self
Cafeteria/Playground	<ul style="list-style-type: none"> • Clean up after ourselves. • Care for our surroundings and materials; keep food items in Cafeteria. • Follow dismissal and arrival procedures. • Use all equipment safely.

Discipline Strategies/Disruptive Pupils (POLICY #5560)

Teachers and administration will determine and use a variety of approaches to deal with disciplinary situations. Corporal punishment by any staff member in any form is strictly forbidden. Teachers are required to treat each student with courtesy, respect, and with an understanding of individual needs. In many instances, the classroom teacher handles discipline. An administrator has the authority to become involved in disciplinary situations at any point in which he/she feels that it is appropriate.

Teachers are required to develop classroom expectations that support the Rumson School District Expectations for students and to share and review them with their students during the initial days of school each year. Teachers should also review them periodically for reinforcement. One or more members of the administrative team may handle major infractions of the Student Code of Conduct. Some of the strategies are listed below. This is not a comprehensive list.

1. Student-teacher conference
2. Parent-teacher contact via student incident report, telephone, or conference
3. Student-teacher-administrator conference
4. Behavioral contract / time out / work tasks
5. Teacher detention -as per S847 and Policy 5610

6. Administrative restrictions
7. Loss of certain school privileges, such as field trips, school events, or extracurricular activities
8. Central detention (assigned by an administrator)-as per S847 in Grades K-2 and Policy 5610
9. Suspension (In-school or Out-of-school) as per Policy 5610
10. Expulsion as per Policy 5620
11. Financial reimbursement for damages caused by a student
12. Reimbursement of expenses incurred in removing student from an out-of-district school function

When administrative restrictions are imposed by an administrator, pupils will be separated from peers and receive their appropriate instruction in a designated location with appropriate supervision. At the discretion of administration they may be permitted to attend some special subject classes with administrative approval.

Parents/guardians are to receive notice, by either a detention assignment slip or telephone call, one school day in advance when an after-school detention is assigned. When unique circumstances prevail, an administrator may contact the parent/guardian to see if this notice can be waived and the detention held the same day. In some instances, where the safety of students must be considered, students will be held by administration rather than dismissed and parents will be contacted. An administrator may assign a student a "central detention" that occurs before school, from 8:00 – 8:30 AM or after school, from 3:05 - 3:35.. Students must attend a central detention regardless of their extra-curricular or after-school commitments. It is the responsibility of the individual student to make all necessary arrangements to meet the obligations of the after-school detention. On days where detentions and suspensions occur, students may not participate in any extracurricular activities occurring in that same day. Detention is to be served on the day(s) assigned unless a medical appointment or religious obligation is scheduled. Parents must notify an administrator if a delay is requested for these reasons.

Disciplinary Issues and Consequences

While each infraction of the Student Code of Conduct will be reviewed on an individual basis, it is important that both students and their parents/legal

guardians know the consequences for behaviors that are not appropriate. All disciplinary consequences are intended to be reflective and restorative in nature.

The following illustrate the disciplinary categories with specific consequences and restorative measures:

Code of Conduct				
Target Behaviors	Description	LEVEL 1: Primary Response	LEVEL 2: Secondary Response	LEVEL 3/4: Tertiary Response (administration)
Language Misuse Verbal Abuse	inappropriate, derogatory, or degrading verbal or non-verbal communication	Classroom: Refer to Level 1 Interventions & Responses	Classroom: Refer to Level 2 Interventions & Responses	School Based Counselor / MO: Refer to Level 3/4 Interventions & Responses
Disrespectful	Mean behavior or unkind actions that damage the relationship or social status of a person (directives, exclusion, put-downs, teasing, mocking, gossip/rumors, verbal retaliation, etc.)	Classroom: Refer to Level 1 Interventions & Responses	Classroom: Refer to Level 2 Interventions & Responses	School Based Counselor / MO: Refer to Level 3/4 Interventions & Responses
Disruptive	Attention seeking, distractive, or disobedient behavior negatively impacting the	Classroom: Refer to Level 1 Interventions & Responses	Classroom: Refer to Level 2 Interventions & Responses	School Based Counselor / MO: Refer to Level 3/4 Interventions & Responses

	learning environment (noises, gestures, actions, late to class, distractions, etc.)			
Disobedient to Staff (Insubordination)	Willfully refusing to follow directions, being untruthful, blame, deflection, or defying a staff member or school authority	Classroom: Refer to Level 1 Interventions & Responses	Classroom: Refer to Level 2 Interventions & Responses	School Based Counselor / MO: Refer to Level 3/4 Interventions & Responses
Inappropriate Physical Contact	Poking, elbowing, rough-play, etc.	Classroom: Refer to Level 1 Interventions & Responses	Classroom: Refer to Level 2 Interventions & Responses	School Based Counselor / MO: Refer to Level 3/4 Interventions & Responses
inappropriate Use of Force	Aggressive behavior (pushing, shoving, throwing objects)	MO referral: Refer to Level 1 Interventions & Responses	MO Referral: Refer to Level 2 Interventions & Responses	MO Referral: Refer to Level 3/4 Interventions & Responses
Bystander Activity Falsifying / Forgery	Being present at an incident but taking no action Lying or being untruthful about a situation	Counselor referral: Refer to Level 1 Interventions & Responses	Counselor / MO	MO Referral: Refer to Level 3/4 Interventions & Responses

Theft / Damage / Defacement	Taking, damaging, or defacing non-school property willfully or by improper care	MO referral: Refer to Level 1 Interventions & Responses	MO Referral: Refer to Level 2 Interventions & Responses	MO Referral: Refer to Level 3/4 Interventions & Responses
Plagiarism / Cheating	Taking someone else's work or ideas and claiming them as one's own	Classroom: Refer to Level 1 Interventions & Responses	Classroom and Counselor; Refer to Level 2 Interventions & Responses	School Based Counselor / MO: Refer to Level 3/4 Interventions & Responses
Theft / Damage / Defacement	Theft, damage, or defacement of school property by improper car	MO referral: Refer to Level 1 Interventions & Responses	MO Referral: Refer to Level 2 Interventions & Responses	MO Referral: Refer to Level 3/4 Interventions & Responses
Obscene language / Extortion / Threats	Obscene language material, gestures or behavior. Obtaining something through force or threats. Threatening violence	Counselor / MO Referral: Refer to Level 1 Interventions & Consequence s	Counselor / MO; Refer to Level 2 Interventions and Response	School Based Counselor / MO: Refer to Level 3/4 Interventions & Responses
Severe Hitting / Fighting	Punching, kicking, throwing objects, or similar behavior that may injure others	MO referral: Refer to Level 1 Interventions & Responses	MO Referral: Refer to Level 2 Interventions & Response	MO Referral: Refer to Level 3/4 Interventions & Responses
Bias Incident /	Verbal or	Counselor /	Counselor /	School Based

Harassment, Intimidation, Bullying	non-verbal conduct, speech, or expression that is foul, profane and/or creating an imbalance of power based on perceived characteristics	MO Referral: Refer to Level 1 Interventions & Consequences	MO; Refer to Level 2 Interventions and Responses	Counselor / MO: Refer to Level 3/4 Interventions & Responses
Assault (Intent to do Harm)	Attack by punching, kicking, throwing objects, or similar behavior with intent to harm/injure others	MO referral: Refer to Level 1 Interventions & Responses	MO Referral: Refer to Level 2 Interventions & Responses	MO Referral: Refer to Level 3/4 Interventions & Responses
Vandalism	Permanent and/or substantial damage or defacement of school property	MO referral: Refer to Level 1 Interventions & Responses	MO Referral: Refer to Level 2 Interventions & Responses	MO Referral: Refer to Level 3/4 Interventions & Responses
Falsifying Alarm	Fire Alarm or Safety and Security Response Procedure	MO referral	MO Referral: Refer to Level 2 Interventions & Responses	MO Referral: Refer to Level 3/4 Interventions & Responses
Arson / Exploding Devices	Setting a fire, explosive device (ie: fireworks), etc.	MO referral: Refer to Level 1 Interventions & Responses	MO Referral: Refer to Level 2 Interventions & Responses	MO Referral: Refer to Level 3/4 Interventions & Responses

LEVELS OF BEHAVIOR CONCERNS, VIOLATIONS AND RESPONSES

LEVEL 1 BEHAVIOR

Classroom Interventions and Responses. These interventions aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies to best support restorative practices.

- *Positive directives that state
 - *Increase teacher proximity
 - *Family conference
 - *Restitution/Restoration expectations
 - *Verbal prompt, redirection
 - *Daily progress sheets strategies
 - *Positive and specific and/or correction on behavior feedback
 - *Reminders and redirection
 - *Create classroom check-
 - *Re-teaching and rehearsal
 - *Student/Teacher conference in plan of skill or procedure
 - *Use of Restorative questions
 - *Reset Pass
 - *Increased opportunity to
 - *Restorative conference
 - *Other evidence based respond during instruction student specific strategies
 - *Restitution/Restoration strategies
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LEVEL 2 BEHAVIOR

Classroom Interventions and Responses. These interventions may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.

- *Positive directives that state
- *Reminders and redirection
- *Reset Pass
- *Student/Teacher expectations
- *Student/Teacher conference
- *Other evidence based conference
- *Positive and specific feedback
- *Use of Restorative questions student specific strategies
- *Restorative practice
- *Re-teaching and rehearsal of
- *Restorative conference
- *Restitution/Restoration strategies skill or procedure
- *Family conference strategies
- *Peer Mediation
- *Increased opportunity to
- *Daily progress sheets on *Collaborate with family
- *Conflict resolution respond during instruction behavior
- *Collect progress monitoring
- *Potential for a
- *Increase teacher proximity
- *Create a classroom check data about the behavior & Behavior Intervention
- *Verbal prompt, redirection in plan interventions attempted Plan (BIP) and/or correction with support

LEVEL 3 BEHAVIOR & LEVEL 4

Classroom and Support Team Interventions and Responses. If a student is removed from the learning environment, teacher/staff are expected to:

- *Student/Teacher conference
- *Initiate a student-centered
- *Create, implement and monitor
- *Restorative conference discussion about the incident a transition plan for student returning
- *Collect progress monitoring (and Repair, Restore and to the classroom, with support data about the behavior and Re-teach expectations) interventions tried

Intensive Administrative Level and Support Team Interventions and Responses.

These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.

- *Mediated conflict resolution
- *Informal conference with principal and student
- *For grades 3-5, principal must immediately provide written notification to the Superintendent or designee upon suspension
- *Referral to school-based counselor
- *Restitution plan
- *Administrative and/or support team conference
- *Referral to CST/I&RS for behavior evaluation
- *Detention or Possible Suspension
- *Develop a Functional Behavioral Assessment and Behavior Intervention Plan

Additional Information about the code of conduct:

- For all target behavioral infractions, the administration may deliver additional consequences as appropriate such as student/parent conference, time out, detention or suspension.
- Any time a detention/suspension is issued, the student may not participate in extra/co-curricular activities on the date/day of the given consequence.
 - All target behavioral infractions are tracked by incident by our grade level team not by individual courses/teachers and continued behavioral infractions beyond Level 3/4 will result in a Code of Conduct Behavioral Action Plan at the discretion of the administration.
 - All student behavioral infractions will be recorded in our student information system, Genesis.
 - All target behavioral infractions that occur in the hallway, cafeteria/recess will be reported to the MO via 17 paper form to be provided.
 - Offenses of severe nature may result in a direct referral to MO

(SEE POLICIES: BYOT Policy #2363, PUPIL USE OF PRIVATELY-OWNED TECHNOLOGY AUI Policy #2361(Acceptable Use of Internet) & ECRD Policy # 5516)(Electronic Communication & Recording)