

# J. Harvey Rodgers School

Code of Conduct 2022-2023



# J. Harvey Rodgers Code of Conduct

---

## **Philosophy & Intent**

This procedural manual has been developed by Glassboro Schools for the purpose of delineating school rules, practices & consequences. It is meant to be a general guide for students, teachers, and administrators. Certain situations may warrant measures different from those prescribed herein. In such instances, administrative discretion will prevail.

Glassboro Schools would like to give your children the best education possible. Cooperation of staff, parents and students is essential in obtaining our goal. Structure and discipline are needed to ensure that all students are given the opportunity to learn in a safe, undisturbed environment. Consistent rules and consequences will help students learn that there are logical consequences for not following expectations. They are used to help students to solve their problems through character building interactions with our school faculty. Parental support is also critical in teaching appropriate school behavior; therefore, parent communication is expected from all staff to ensure that children receive the same message from both home and school.

It is our hope that this manual will assist parents, students, and teachers in the identification of unacceptable behaviors and provide a clear and consistent explanation of consequences such behavior will merit. As a listing, it is not intended to be all-inclusive. This manual's intent is to identify commonly recognized behaviors that are unacceptable in the educational setting. The school administration and/or Board of Education have the right to administer discipline for any other offense that is in violation of the law of school district policy or procedures, or in violation of acceptable standards of conduct for our students.

## **Schoolwide PBIS (Positive Behavioral Interventions Supports)**

Glassboro Schools has established a Schoolwide Positive Behavioral Interventions Supports (PBIS) program, called the *Bulldog Buddies* Program. This research-based model has been proven to promote positive behavior and prevent bullying. Through the modeling of schoolwide expectations (rules), common vocabulary, student-centered rewards and data-driven decision-making, our children quickly learn what a positive learning environment "looks like." As our *Bulldog Buddies* motto states, every student at the Rodgers School will: *Take care of yourself, your friends, and your school!*

Teachers begin by teaching children that there are positive consequences for following expectations. This includes rewarding students with specific, positive praise statements. The schoolwide expectations and "what they look like" in practice are explained as needed and are modeled several times throughout the year as part of our Schoolwide PBIS role-plays.

<b>Student Rights &amp; Responsibilities</b>	<b>Expectations for Student Behavior</b>
<ul style="list-style-type: none"><li>• Equal opportunity &amp; equal treatment are provided to every student without discrimination.</li><li>• No disciplinary action will exceed the degree of seriousness of the offense and will take into consideration the history &amp; background of each student.</li></ul>	<p><i>Students are expected to:</i></p> <ul style="list-style-type: none"><li>• Come to school ready to learn.</li><li>• Show respect for people and property.</li><li>• Take responsibility for their own behavior and learning.</li><li>• Use time and other resources responsibly.</li><li>• Share responsibilities when working as members</li></ul>

<ul style="list-style-type: none"> <li>Standards of conduct forbid injury to persons or property.</li> <li>The teaching &amp; learning process takes place in an orderly educational environment with open communication, self-discipline, and clearly understood lines of authority and control.</li> </ul>	<p>of a group.</p> <p><i>In “kid-friendly” terms all students are expected to: Take care of yourself, your friends &amp; your school.</i></p>
--	---

### **Expectations for Parent Involvement**

The *Code of Conduct* is meant to be a general guide for students, teachers, and administrators. Certain situations may warrant measures different from those described herein. In such instances, administrative discretion will prevail. Parents are expected to:

- Review & discuss the *Code of Conduct* with their children.
- Understand and support the need for appropriate rules and regulations regarding safety and conduct
- Understand that all students are expected to adhere to the *Code of Conduct* and that interventions will reflect that student’s age, maturity level, and behavioral history/background.
- Participate in conferences as requested by teacher(s) and/or administration.

### **Teacher Statement of Responsibilities**

Teachers have the responsibility to make every effort to treat each instance with fair and impartial judgment reflecting the age, maturity level and behavioral history/background of their students. Teachers have a responsibility to make sure that every student understands his/her obligation to the school community by instilling social responsibility and self-governance. Students must be given the necessary information to understand the need for rules and the application of them. In the enforcement of the policies, the teacher must make every effort to apply the *Code of Conduct* with consistency, reasonableness, and common sense. Once a student has been referred to the office, the administrator’s discretion will prevail. Rules of confidentiality must be followed in all circumstances. Teacher expectations and responsibilities include:

- Conferencing with parents and/or principal. It is essential that parents are made aware of the problem in a timely fashion and are asked for their help in eliminating the problem.
- Teachers understand that all students are expected to adhere to the *Code of Conduct* and that interventions will reflect that student’s age, maturity level, and behavioral history/background. Harsh or unusual punishment should be avoided.
- Teachers will provide opportunities for students to role-play schoolwide expectations to instill student social responsibility and self-governance.
- Teachers must notify administration of repeated violations of the *Code of Conduct* via ODR (Office Discipline Referral) forms.
- All staff should model positive behavior patterns that student can emulate including positive praise statements. Proper dress, professional traits (such as no gum/food in the classroom) and tone/inflection are also very important.

## Tier-1 Offenses

Behaviors that impede orderly classroom procedures. These behaviors are non-violent, uncooperative, and non-compliant. A student charged with behavior that is classified as a “Tier-1 Offense” should receive corrective strategies in the classroom and/or building and should not be excluded from school.

<b>General Misconduct</b>	Noncompliance with established procedures for playground, hallway, assembly, lunchroom, or bus. Students found guilty of being an accessory to any violation of schoolwide expectations are subject to the same consequences as students that are actively committing such offenses.
<b>Disruptive Behavior</b>	Intentional acts, behaviors or conduct in the classroom/school that cause minor disruptions to the educational process. This may include physical contact such as hitting and/or horseplay, that does not rise to the level of fighting.
<b>Insubordination</b>	Refusing to comply with a reasonable request from school personnel or disobeying schoolwide expectations, including not following directions of teachers, school administrators, or other staff members.
<b>In an Unauthorized Area</b>	Leaving class during the designated class period without first obtaining permission from the teacher and/or not reporting to or returning from class activities.
<b>Misconduct During a Drill</b>	The act of engaging in conduct or behavior, which interferes with the orderly, safe, and timely transportation of students.
<b>Unauthorized Use of Cell Phone</b>	Use of a cellular telephone, electronic communication device, and other electronic devices in school and on school property while school is in session.
<b>Minor Use of School Technology</b>	Inappropriate or improper use of a school issued device.
<b>Inappropriate Bus Behavior</b>	Any behavior or action that distracts a bus driver, causes a dangerous situation, or disturbs the orderly operation of a bus. Being out of seat/not wearing seatbelt, throwing objects, or extending any body parts through a vehicle window.
<b>Inappropriate Language Towards Students or Staff</b>	Any profane or insulting remarks or gestures directed at any student, Glassboro Schools staff member, volunteer, visitor, student teacher or bus driver.
<b>Profanity</b>	Swearing/cursing in school buildings, on school buses or on school grounds is prohibited.
<b>Excessive Tardiness</b>	Repeated failure to report to school without an acceptable excuse, after the “tardy bell.” Excessive Tardiness is defined as: <ul style="list-style-type: none"> <li>• 4 consecutive unexcused tardies</li> <li>• 10 unexcused tardies in one month</li> <li>• 15 unexcused tardies in one school year</li> </ul>

**Truancy**

Repeated failure to report to school for reasons other than those outlined below.

- Student illness supported by notification to the school by the student's parent along with a physician's note if the absences exceed three consecutive days.
- Student required attendance in court.
- Family illness or death supported by a notification to the school by the student's parent.
- Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day.
- Take Our Children to Work Day as recognized by the New Jersey Department of Education.
- Any absence considered excused by a New Jersey Department of Education rule or State Board of Education resolution.

*After 10 cumulative unexcused absences, the school Principal or designee will file truancy charges with the municipal court once the student has turned 6 years old.*

**Tier-2 Offenses**

Behavior whose frequency or seriousness disrupts the learning climate of the school. These behaviors are non-violent, disruptive, and disorderly behaviors. A student charged with behavior that is classified as a "Tier-2 Offense" may or may not be excluded from school.

<b>Threatening Language Towards Students or Staff</b>	Intentional threat by word or action to do violence to a staff member or student, or his/her property; in addition, any act which creates a well-founded fear within the staff member/peer.
<b>Major Misuse of Technology</b>	Photographing/recording others while school hours are in session, cheating, bullying/cyberbullying, harassment, sexual misconduct, and the use of profane or obscene language/gestures.
<b>Defacing or Destroying School Property</b>	Loss, destruction, defacement or inappropriate use of school materials, technology or furniture is destruction of school property.
<b>Extortion</b>	Obtain money, property, or services from another school community member by expressed or implied threat of force.
<b>Theft of Property</b>	Unlawful taking or disposition of another's property with the intent to deprive the person of the property. Receiving stolen property or attempted theft by deception. Students are encouraged not to bring inappropriate non-instructional or valuable items and large sums of money to school. Glassboro Schools will not be liable for any lost, stolen, or damaged items brought to school.

### Tier-3 Offenses

Behavior which may threaten the health, safety, or welfare of a member of the school community. These behaviors are injurious, harmful, and/or habitual behaviors.

<b>Leaving School Grounds Without Permission</b>	Leaving the school/school grounds during the designated school day without first obtaining permission from the principal/designee and/or not reporting or returning to class or school activities.
<b>Incitement/Instigating a Fight</b>	Instigate or participate in an assault by multiple students on one or more other students. This is a physical confrontation in which participants can clearly be identified as aggressors and victims.
<b>Physical Aggression</b>	<p>Exhibiting one of the following (or similar) behaviors that have the potential to cause harm to another person.</p> <ul style="list-style-type: none"> <li>• Hitting: using a hand or arm with a closed or open fist to hit (make forceful physical contact) with another person.</li> <li>• Kicking: using the foot or leg to kick or hit another person</li> <li>• Headbutting: using the head or face to hit (make forceful physical contact) with another person.</li> <li>• Scratching: using the nails of the feet or hands to break the skin of another person.</li> <li>• Pinching: using the fingers to squeeze another person's skin hard enough to cause pain.</li> <li>• Biting: using the teeth or gums to make contact with another person's body or clothing.</li> <li>• Pushing: using any part of the body to forcefully contact another person's body.</li> <li>• Throwing objects: throwing an object that is not intended to be thrown that lands within two feet of another person.</li> <li>• Hair Pulling: using any part of the body to grip and pull on another person's hair.</li> <li>• Spitting: any instance of saliva leaving the mouth of a student (excluding while the student is talking or yelling) with the saliva landing within one foot of a person and not directed at another object (i.e. if the student is holding an object between themselves and the other person).</li> </ul>
<b>Fighting</b> (as defined by the NJDOE)	Mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include verbal confrontations or a minor confrontation such as a shoving match. All participants are classified as offenders. Age and developmentally appropriate behaviors must be taken into consideration prior to any disciplinary action.
<b>Assault of a Student</b>	A physical attack on a student that results in serious bodily injury and does not represent reasonable self-defense.
<b>Vandalism</b>	<p>The willful and malicious acts of any person that result in the destruction, defacement, or damage of any property, real or personal, belonging to or entrusted to the Board. Vandalism includes arson and an act of graffiti.</p> <ul style="list-style-type: none"> <li>• Arson: the willful and malicious burning or setting on fire of any building or part of any building owned or operated by</li> </ul>

	<p>the Board, by any person.</p> <ul style="list-style-type: none"> <li>• Graffiti: the drawing, painting, or making of any mark or inscription on school district real or personal property without the permission of the school district.</li> </ul>
<b>Inappropriate Physical Contact</b>	Fondling, touching, or kissing in school facilities, on school grounds, at school-related activities, or while on buses is prohibited.

### **Tier-4 Offenses**

Behavior which significantly threatens the health, safety, or welfare of a member of the school community. These behaviors cause infractions are highly serious or cause imminent danger to self or others.

<b>Possession or Use of Tobacco or Tobacco Related Products</b>	The use and/or possession of any form of tobacco products while in or upon the school premises, is prohibited. This also includes e-cigarettes, jewels and other smokeless products.
<b>Possession or Use of Alcohol or Illegal Substances</b>	The use and/or possession of alcohol or other drugs while in or upon the school premises, is prohibited. This includes drugs in edible form.
<b>Possession or Use of Medication without School Notification</b>	The use and/or possession of medication without proper notification to the school nurse while in or upon the school premises, is prohibited.
<b>Distribution of Illegal or Controlled Substances</b>	Sharing or selling alcohol or drugs. This includes drugs in edible form.
<b>Possession or Use of Weapons</b>	The use and/or possession of a weapon, device, instrument, material, or substance designed or used as a weapon that is capable of causing serious bodily injury is prohibited. This includes firearms, whether loaded or not, cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchaku, electronic hock devices or mace <i>Glassboro PD will immediately be contacted if a student comes to school in possession of any type of weapon.</i>
<b>Possession or Use of Incendiary Devices and/or Explosives</b>	Students who use or activate incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells and/or other explosives. This may include accidental or intentional fire starting.
<b>Assault to Staff</b>	A physical attack on a Glassboro Schools staff member, volunteer, visitor, student teacher or bus driver that results in serious bodily injury and does not represent reasonable self-defense.
<b>Harassment, Intimidation, Bullying (HIB)</b>	Any gesture, any written, verbal or physical act, or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory [handicap] disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function [or], on a school bus, or off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students.

*Please Note: All action steps/consequences listed throughout do not include an exhaustive list of strategies. The items in each step also are not listed in chronological/progressive. All strategies should be administered in the least restrictive manner possible. In all cases, administration will keep the age and/or developmental level of each student in mind when administering consequences.*

### **Tier 1/Universal Prevention Strategies**

<ul style="list-style-type: none"> <li>• Teach behavior expectations</li> <li>• Implement positive behavior management</li> <li>• Delivery of social skills/PBIS/SEL curriculum</li> <li>• Provide academic enrichment activities</li> <li>• Institute a system of rewarding behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Share expectations for behavior</li> <li>• Unify the disciplinary approach</li> <li>• Establish a formal home-to-school communication system</li> <li>• Implement behavior conferences</li> </ul>
--	--

### **Progressive Discipline Action Steps**

#### **1<sup>st</sup> Tier – 1<sup>st</sup> Offense**

<ul style="list-style-type: none"> <li>• Re-teach the behavioral expectations</li> <li>• Parent conference</li> <li>• Loss of privileges</li> <li>• Office Referral</li> </ul>	<ul style="list-style-type: none"> <li>• Student conference</li> <li>• Time-out</li> <li>• Review preventative strategies</li> </ul>
--	--

#### **2<sup>nd</sup> Tier – 1<sup>st</sup> Offense OR 1<sup>st</sup> Tier – 2 Offenses**

(in addition to strategies outlined above)

<ul style="list-style-type: none"> <li>• Office Referral</li> <li>• Restitution</li> <li>• Require the student to complete a community service task</li> <li>• Provide a peer/staff mentor</li> <li>• Provide PD/support for staff</li> <li>• Peer mediation</li> </ul>	<ul style="list-style-type: none"> <li>• Check-in/check-out (CICO)</li> <li>• Behavioral contract &amp; daily log</li> <li>• Intervention group</li> <li>• Student selected method of apologizing/making amends to those impacted</li> </ul>
---	--

#### **3<sup>rd</sup> Tier – 1<sup>st</sup> Offense OR 2<sup>nd</sup> Tier - 2 Offenses**

(in addition to strategies outlined above)

<ul style="list-style-type: none"> <li>• Office Referral</li> <li>• Referral for counseling</li> <li>• Complete a functional behavioral assessment</li> <li>• Establish targeted behavior modification plan</li> <li>• Enroll staff in additional PD/support sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Implement restorative consequences</li> <li>• Referral to school intervention team</li> <li>• Schoolwide behavioral contract w/student &amp; parent.</li> <li>• Out-of-School Suspension (minimal days)</li> </ul>
--	---

#### **3<sup>rd</sup> Tier – 2<sup>nd</sup> Offense OR 2<sup>nd</sup> Tier - 3 Offenses**

(in addition to strategies outlined above)

<ul style="list-style-type: none"> <li>• Office Referral</li> <li>• Possible out-of-school suspension (up to 10 days)</li> <li>• Enroll student in an intensive intervention</li> <li>• Provide staff w/specific behavior management PD</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to mental health agency</li> <li>• Referral to building intervention team</li> </ul>
--	--



### **4<sup>th</sup> Tier - 1 Offense OR 3<sup>rd</sup> Tier - 3 Offenses**

(in addition to strategies outlined above)

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Office Referral</li><li>• Out-of-school suspension (up to 10 days)</li><li>• Placement in alternative setting</li></ul> | <ul style="list-style-type: none"><li>• Referral to outside agency/law</li><li>• Superintendent and/or BOE hearing</li></ul> |
|---|--|

### **Procedure for Suspension from School**

Pupils may be suspended by the building administration for any of the reasons listed in the *Code of Conduct*. In case of suspension, the pupil will have an informal hearing with the building administration. This informal hearing shall include:

- Informing the pupil of the claim against him/her.
- Giving the pupil an opportunity to reply to the claim against him/her.

In most cases, suspension time begins at the end of the school day on the day that the suspension is issued. However, the administration has the right to suspend a pupil from school immediately when it is determined that waiting until the end of the school day will jeopardize the safety and well-being of other pupils. If this is the case and a parent/designated adult cannot be reached police and/or DCP&P contact may take place.

Parents will be notified of the suspension by telephone (if available in the home) and in writing. In cases that result in suspension from school a parent conference with the appropriate building administrator is required before the pupil may be permitted to return to regular classes.

### **Disciplinary Chain of Command**

If the principal is out of the building and is needed for a disciplinary action, it is imperative that a second or third in command be designated. This person would be granted discretionary power to handle the situation until the administrator returns or is able to act.

1. Principal
2. District Administrator/Supervisor
3. Lead Teacher
4. Guidance Counselor
5. Designated Staff

### **Disciplining Student with Disabilities**

For any student who misbehaves, a school should decide what action is most likely to correct the misconduct. In the case of a disabled student, the decision may need to consider the student's disability. For students whose disabilities have behavioral aspects, for example, preventative measures (such as behavior modification plans) should be considered and facilitated through the individualized education program (IEP). It is essential to work cooperatively to address concerns when signs of misconduct by students with disabilities first appear before drastic measures become necessary.

If these steps are not successful, the appropriate use of measures such as time-outs or restrictions in privileges should also be considered, so long as they are not inconsistent with a student's IEP.

No prior determination of whether the misconduct was a manifestation of the student's disability is required before any of the above measures can be implemented. This includes suspending a disabled student for up to two school days.

When a student is suspended or is to be suspended, the case manager should be notified. A copy of the suspension letter sent to parents/guardians should be sent to the Director of Special Services. This letter should contain the reason for the suspension and the number of days of the suspension.

If the misconduct is such that more measures would be called for, the case manager should review the student's current program/placement and consider whether a change in placement would be an appropriate measure to address the misconduct.

When educators believe that more measures are called for, a disabled student may be removed from the school for more than ten days only if the following steps are taken: First, the case manager is informed. The case manager convenes a meeting with a group of persons knowledgeable about the student. The group could consist of the case manager, other members of the CST, principal & student's teacher. The parent must also be invited to the meeting. At the meeting, this group will determine whether the student's misconduct was a manifestation of his/her disability.

If the group determines that the misconduct was not a manifestation of the student's disability, the student may be expelled or suspended from school for more than ten days, provided applicable procedural safeguards have been followed and educational services continue during the period of disciplinary removal.

If the group determines that a student's misconduct was a manifestation of his/her disability, the student may not be expelled or suspended from school for more than ten school days. Educators can still address the misconduct through appropriate instructional and/or behavioral management strategies, students and teacher training initiatives (measures such as study carrels, time-outs or other restrictions in privilege, for example), so long as they are not inconsistent with the student's IEP, or (as a last resort) through change of placement procedures in accordance with IDEA. Moreover, the school district has the option of seeking a court order at any time to remove the student from school or to change the student's placement if it believes that maintaining the student in the current educational placement is substantially likely to cause injury.