

J. Harvey Rodgers Code of Conduct

Philosophy & Intent

This procedural manual has been developed by Glassboro Public 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 Public Schools would like to give your child 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 children 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 reinforcing 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 behaviors 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 PBS (Positive Behavior Supports)

Glassboro Public Schools has established a Schoolwide PBS 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 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, *Bulldog Biscuits* (tickets for our daily prize drawings) and various extrinsic rewards. 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 PBS role-plays.

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

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| <ul style="list-style-type: none"> • The teaching & learning process takes place in an orderly educational environment with open communication, self-discipline, and clearly understood lines of authority and control. | <ul style="list-style-type: none"> • Share responsibilities when working as members of a group. <p><i>In "kid-friendly" terms all students are expected to:
Take care of yourself, your friends, & your school.</i></p> |
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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 prescribed 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 in order 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 in order 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 students 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.

Consequences for most behaviors are to be addressed by classroom teachers and include (but are not limited to) the following:

Classroom Managed Behaviors	Teacher Administered Consequences
<ul style="list-style-type: none"> • Tattling (which is different than "telling") • Negative Language • Excessive Talking/Calling out • Yelling • Not following directions, the first time • Pushing in line • Not keeping hands to one's self • Misuse of property 	<ul style="list-style-type: none"> • Reinforce Desired Behaviors • Conference w/Teacher • Apology • Reteach Rule • Loss of Privilege • Return room/materials to original condition • Parent Contact • Time-out • Loss of time at Recess w/ an alternative activity to be provided (no more than 2x a week) • Referral to I&RS (CAST)

In the case of more extreme behaviors that interfere with safety, general well-being, or the learning of our students, more serious consequences may be necessary. In these cases, the school Principal will work directly with the student and his/her family to help ensure behavioral success. Consequences for "office managed behaviors" include (but are not limited to) the following:

Office Managed Behaviors	Administrative Consequences
<ul style="list-style-type: none"> • Abusive Language • Defiance/Disrespect/Noncompliance • Fighting/Physical Aggression • Theft • Harassment/Bullying • Inappropriate Location • Purposeful Property Damage • Possession of tobacco, drugs, weapons* 	<ul style="list-style-type: none"> • Parent Contact • Loss of Privilege • Time in office • Conference with the Principal • Detention (lunch) • Individualized instruction • Time out/Mindfulness • Return room/materials to original condition • Referral to I&RS (CAST) • Bus Suspension • Suspension (when applicable as defined by the NJDOE) • HIB Investigation (when applicable, as defined by the NJDOE)

*Glassboro **PD** will immediately be contacted if a student comes to school in possession of any type of weapon or facsimile.

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. Guidance Counselor
4. 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.

Where 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, & the 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 suspended from school for more than ten days (only when applicable as defined by the NJDOE), 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), 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

