

FAIR LAWN SCHOOLS - ELEMENTARY CODE OF CONDUCT

Rights & Responsibilities

I have a **RIGHT** to learn and grow.

It is my **RESPONSIBILITY** to be in attendance at the beginning of school each day and be prepared to do my best work.

I have the **RIGHT** to have my ideas and feelings heard by others.

It is my **RESPONSIBILITY** to express myself, listen to others, and participate in an appropriate manner.

I have the **RIGHT** to be safe from hurtful words and actions.

It is my **RESPONSIBILITY** to respect individual differences, ideas, and feelings and avoid physical confrontations with my classmates.

I have a **RIGHT** to have my personal property protected.

It is my **RESPONSIBILITY** to respect items which belong to others.

I have a **RIGHT** to go to an adult when I have a problem I cannot solve on my own.

It is my **RESPONSIBILITY** to try to include others in work and play activities and ask others to help solve problems.



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Positive Behavior Supports

It is crucial that students' positive behaviors are celebrated and recognized. These supports include preventative and responsive approaches that are implemented with all students in the classroom and intensified to support small groups or individual students as needed. The following strategies and techniques are utilized throughout the school year:

Classroom Behavior Systems: Teachers utilize a reward system(s) of their preference for individual, group, and class behavior. For individual behavior, teachers use Class Dojo, sticker charts, ticket systems and other techniques. Teachers use positive behavior strategies to reward cooperative partner and group work such as "table tallies" or "B.U.G.S". Additionally, teachers use whole class rewards such as marble jars, learning stones, and catching compliments to support whole class positive behavior.

School Wide Incentives: School wide incentives also take place to acknowledge behaviors in a positive way. Examples include, but are not limited to: Class of the Week, "Caught Being Kind" Awards, School Wide Words of Wisdom, Attendance Awards, Random Acts of Kindness and other School Wide Incentive Projects.

Principal Read Alouds and Story Sharing: Each marking period, the school principal visits classrooms to share a positive message and story. This continues to reinforce a positive culture and shared climate for making smart choices essential for learning and character development.

Pillars of Character: Character Education has a prominent role in the lives of young children. Through our district students engage in a multitude of activities to promote acts of kindness, good citizenship and tasks that develop skills and strategies to become good problem solvers. All students will recognize the worth, quality, and importance of themselves, other people and their community.

It is our belief that teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The aforementioned examples of positive behavior supports assist us in establishing a climate in which appropriate behavior is the norm.

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Code of Conduct Violations and Potential Interventions

Level 1	<ul style="list-style-type: none"> ● Aggression, Physical, no bodily harm ● Cheating or Plagiarizing ● Defiance of Authority ● Disruptive Behavior ● Disruptive Behavior To and From School (bus violations) ● Tardiness ● Verbal Abuse ● Willful Disobedience 	<i>Classroom interventions may be appropriate when a student has had minimal or no prior conduct violations and interventions have not been put in place.</i>
Level 2	<ul style="list-style-type: none"> ● Leaving the Building/School Grounds ● Theft ● Trespassing, including during periods of dismissal or suspension ● Verbal threat with intent to cause physical or mental harm ● Truancy, unexcused absence ● Unauthorized or inappropriate use of technology ● Willful Damage to Property of Others ● Willful Damage to School Property ● Willful Disobedience, continual 	<i>School and administrative interventions may be appropriate when behavior has a negative impact on learning of student and others.</i>
Level 3	<ul style="list-style-type: none"> ● Aggression, Physical, resulting in bodily harm (including staff members) ● Fighting 	<i>Detention or suspension from school for one full school day or more if deemed appropriate by the school administrator.</i>
Level 4	<p><i>For each violation on the chart, the level is the minimum disciplinary action. When violations are repeated offenses or represent a pattern, it will be considered a higher level violation.</i></p>	<p><i>Possible suspension from school for two or more days may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses). Referral for expulsion may be appropriate when student's behavior has a serious impact on the safety of others in the school or disrupts the rights of others to an education or the ability of school staff to perform their duties.</i></p>

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Individualized interventions may include (examples):

- Behavior contracts
- Plan with parent(s)
- Strategic use of placement in another room and/or loss of privilege
- Social skills or anti-bullying curriculum
- Mentoring
- Self-monitoring with reporting to designated staff member
- Teach refocusing and self-control skills
- Modify individual schedule
- Increased supervision and monitoring
- Daily report card
- Analysis/observation of past intervention strategies and behavioral and academic performance

Definition of Student Code of Conduct Violations:

Aggression, Physical: An intentional act by a student resulting in unwelcome physical contact with another person. It includes, but is not limited to, pushing and slapping.

Cheating, Including Plagiarism: Academic dishonesty including, but not limited to, copying the work of others, using the ideas or writings of another person.

Defiance of Authority: Willful refusal to follow directions given by a staff member.

Disruptive Behavior: Situations and/or actions that staff believe interfere with or have the potential to interfere with effective operations of the school.

Disruptive Behavior To and From School: Behavior which endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver's attention from driving.

Fighting: Mutual physical altercation in which both parties have contributed to the situation (may be verbal or physical).

Leaving the Building/School Grounds: Leaving school grounds during school hours without authorization/permission.

Tardiness: Arriving late to school or to class.

Theft: The unauthorized taking of the property of another. Restitution may be required.

Trespassing: Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises. Being on school grounds during a dismissal or suspension period is considered trespassing.

Truancy/Unexcused Absence: Unauthorized absence from school or class.

Truancy, Chronic: Continued unauthorized absences. Student will be referred to the I&RS committee.

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Unauthorized or Inappropriate Use of Technology: Any act that violates the Board of Education's Information Technology Usage Policy or constitutes an unacceptable or illegal use of the School District's computer facilities, systems, networks or software. This includes but is not limited to sending or posting harmful text or images using the Internet, wireless phones, or other communications devices. This policy applies to student acts occurring on or off school property and during or after school hours. Student consequences include possible loss of technology access privileges, dismissal, and/or police notification.

Verbal Abuse: Use of disrespectful or threatening language.

Willful Damage to Property of Others: Willful damage to property of staff members and/or others.

Willful Damage to School Property: Willfully cutting, defacing, or otherwise injuring in any way any property, real or personal, belonging to or used by the School District. The parent/guardian shall be liable for all damage caused by the student.

Willful Disobedience: Refusal to follow published classroom rules and regulations and school rights and responsibilities.

Willful Disobedience, Continual: Repeated refusal to follow classroom rules and regulations and school rights and responsibilities after student and/or parent conference resulting from first violation.

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Student Code of Conduct Violations	Level 1	Level 2	Level 3	Level 4
Aggression, Physical, no bodily harm	X	X	X	
Aggression, Physical, resulting in bodily harm (including staff members)		X	X	X
Cheating or Plagiarizing	X	X	X	
Defiance of Authority	X	X	X	
Disruptive Behavior	X	X	X	
Disruptive Behavior To and From School (bus violations)	X	X	X	
Fighting			X	X
Leaving the Building/School Grounds		X	X	
Tardiness	X	X		
Theft		X	X	X
Threats	X	X	X	X
Trespassing, including during periods of dismissal or suspension		X	X	X

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Truancy, Unexcused Absence		X		
Student Code of Conduct Violations	Level 1	Level 2	Level 3	Level 4
Truancy, Chronic		X	X	
Unauthorized or Inappropriate Use of Technology		X	X	X
Verbal Abuse	X	X	X	X
Willful Damage to Property of Others		X	X	X
Willful Damage to School Property		X	X	X
Willful Disobedience	X	X	X	X
Willful Disobedience, Continual		X	X	X

Level 1

Classroom interventions may be appropriate when a student has had minimal or no prior conduct violations and interventions have not been put in place.

Level 2

School and administrative interventions may be appropriate when behavior has a negative impact on learning of student and others.

Level 3

Detention or suspension from school for up to and including one full school day.

Level 4

Possible suspension from school for two or more days may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).

Level 5

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Referral for expulsion may be appropriate when student's behavior has a serious impact on the safety of others in the school or disrupts the rights of others to an education or the ability of school staff to perform their duties.

*For each violation on the chart, the first * is the minimum disciplinary action.*