

WEST CAPE MAY SCHOOL DISTRICT

Student Code of Conduct

BOE Approved

8/11/2016

WEST CAPE MAY BOARD OF EDUCATION
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Student Code of Conduct

A safe and disciplined learning environment – one that focuses on safety and the wellbeing of its students – is a central component of an effective school. Students who are safe and secure, who learn basic values and the essentials of good citizenship, are better students. This is why one of the district's highest priorities has been to implement a safe, caring, and orderly school. We need to ensure that West Cape May School District promotes the standards necessary to maintain an environment that is safe and conducive to learning - where professionals want to work, and where children love to learn.

The West Cape May School District focuses on a healthy school culture in which there is an emphasis on prevention as well as management. Healthy school cultures include effective and consistent behavior management structures and systems that are essential to improving student discipline. A district-wide behavior management plan – a Student Code of Conduct – must outline expectations for student behavior and provide consistent guidelines for addressing and preventing misbehaviors. We want our students to know that diversity is valued, and that stereotyping and harassment will not be tolerated.

In order to become familiar with the various aspects of the Student Code of Conduct, families and staff members will receive copies of the document. Our students, families, and staff members need to work together to create an effective learning environment. Thank you for your support and cooperation.

Sincerely,

Dr. Alfred Savio
Chief School Administrator

West Cape May Elementary School Code of Conduct

Introduction

The West Cape May School District is committed not only to excellence in academic instruction but in joining with parents to enforce proper school behavior. The District recognizes the excellence of its student citizens and approaches student behavior issues with a positive, proactive philosophy. An effective academic and behavioral program is one that contains preventative strategies to assist students in behaving appropriately. It is also a program that provides support services for all students and assigns appropriate consequences for students who choose to be uncooperative and/or unresponsive to staff direction.

All students are expected to follow school rules in order to ensure a safe and healthy learning community. All staff members are expected to explain and enforce appropriate behavior as outlined in the code of conduct.

Mission Statement

The West Cape May Board of Education believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of students.

The Board of Education expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. Students are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority and respond to those who hold that authority.

The board of education believes that standards of student behavior must be set cooperatively by interaction among the students, parents/guardians, staff and community, producing an atmosphere that encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property.

West Cape May Elementary School Core Values

The West Cape May School District's Student Code of Conduct is based upon the following core ethical values adopted by the Board of Education.

- Respect for self and others
- Honesty/trustworthiness
- Responsibility
- Caring

All students need to fulfill the behavioral expectations of the school community and to:

1. Be respectful by:

- Showing concern and regard for everyone
- Avoiding the use of inappropriate language
- Being non-violent in speech and actions
- Adhering to school rules and regulations

2. Be trustworthy by:

- Being honest and telling the truth
- Refraining from cheating and stealing
- Respecting the property of others
- Honoring commitments to teachers, peers, family and parents

3. Be responsible by:

- Accepting the consequences of one's behavior
- Striving to do one's personal best
- Being prepared and on time for school
- Making academics the primary goal

4. Be caring by:

- Considering the feelings of others
- Asking for help if needed
- Valuing differences in self and others
- Peacefully solving student conflicts

We believe that this can be accomplished when:

- ✓ Teachers, parents, administrators, and other adult members of the West Cape May Elementary School community model respectful and respectable behavior toward one another in support of our core ethical values;
- ✓ Individuals acknowledge differences, demonstrate a respect for diversity, and recognize the worth of each individual;

- ✓ Individuals communicate concerns and/or suggestions in an appropriate and direct manner;
- ✓ Individuals utilize effective problem-solving and conflict-resolution strategies, and the dignity of every individual is protected and maintained.

Staff, Parent, and Other Adult Community Members' Responsibilities

The West Cape May Elementary School believes that in order to instill in each student an understanding of, and an ability to demonstrate, appropriate behavior, its members have a responsibility to:

- Clearly define behavioral expectations, boundaries, and behavioral supports;
- Provide positive recognition for good conduct and academic success that includes supportive interventions and referral services, when appropriate;
- Be firm, fair, and consistent in responses to violations of students' behavioral expectations;
- Provide an educational experience that enables each student to attain his/her full potential and contribute positively to the school community in support of our core ethical values;
- Act as an effective role model for students to emulate;
- Act respectfully toward students, as well as toward each other;
- Use appropriate and acceptable language when communicating with students.
- Keep appropriate, direct, and timely communication between home and school. Positive and effective communication serves as the foundation for the home-school partnership.
- Work in partnership to provide each student an appropriate educational program.

Student Conduct and Responsibilities

An important component of the West Cape May Elementary School Mission is to have students behave ethically and lawfully. Students will be recognized for appropriate behavior. Students who break school rules and regulations can expect specific consequences and/or other interventions. Certain disciplinary actions are guided by state and federal laws and may require a report to the police department; therefore, every student is called upon to:

- Learn the Student Code of Conduct;
- Learn the skills needed to follow behavioral expectations;
- Use behavior that reflects our core ethical values;
- Respect themselves and all members of the West Cape May Elementary community.
- Welcome visitors and all those who contribute to the school community and extend them courtesy, respect, and assistance.
- **Attend and be on time for school daily.**
- Report to homeroom and class on time.
- Be prepared for school and classes.
- Complete all academic work as assigned and be responsible for one's own learning. In the case of absence be responsible to contact the teacher(s) for all missed assignments.
- Refrain from gum chewing on school grounds and on the bus.

- Refrain from the recreational use of personal electronic devices in school unless otherwise specified by teachers for academic purposes.
- Maintain a drug free environment; students may not possess, consume, or sell tobacco, drugs, or alcohol in any form while at school, on school grounds, or attending a school-related function.
- Use appropriate and acceptable language.
- Refrain from fighting, gambling, and possessing dangerous or inappropriate objects or substances.

Enacting Disciplinary Measures

We are very fortunate to have such well-behaved students in our school and we are **West Cape May Proud** of every student; however, there are times when students have difficulties following the school and/or classroom rules and it becomes necessary to take disciplinary action.

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' abilities to grow in self discipline.

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- Student's age and maturation
- The student's prior disciplinary record and/or knowledge of student's behavior
- The nature of the offense and the circumstances which led to the offense
- The effectiveness of other forms of discipline
- Information from parents, teachers, child study team and/or others, as appropriate
- Student's intent
- Other extenuating circumstances

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Child Study Team and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability.

The School Principal or designee has the right to impose a consequence on a student for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600 and 5131,

pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Student Privileges

It is important for students to understand that the behaviors that reflect the Student Code of Conduct and the West Cape May Elementary Core Values are expected at all times. The following are considered privileges, not rights, and may be revoked by the principal/designee:

- Participation in assembly programs, dances, parties, and other school-related functions;
- Participation in day field trips and overnight field trips;
- Access to the school Internet and building network;
- Participation in co- and extra-curricular activities; and
- Participation in stepping-up exercises.

Action Plan Procedures:

The consequences of disciplinary action stated in the following chart will be imposed. In the daily operation of a school it is impossible to list every potential infraction which may occur; therefore, in situations where these circumstances exist, a determination by an administrator other than that listed below may be imposed.

Please note that any major infraction during the school year, particularly in the last marking period, may lead to the loss of end of the year activities that may include, but are not limited to, end of year picnics, school trips, award ceremonies and school dances.

If a student does not respond to redirection the following action will be taken in escalating order and each incident will be documented by the staff member.

Level 1 (Minor Infractions): Level I behaviors are usually handled at the teacher level. Teacher interventions may include parent contact and/or student-teacher conference. Additional measures may include, but are not limited to, behavioral contracts, loss of privileges, Intervention and Referral Services Committee (I&RS), and teacher detention. After multiple offenses or at teacher discretion, documentation utilizing the online *Discipline Referral Form* will be completed by the teacher then forwarded to the office.

Level 1 (Minor Infractions) : <i>Actions may include, but not be limited to, behavior such as:</i>	Possible Disciplinary Responses:
<ul style="list-style-type: none"> ● General Misconduct (classroom, hallway, cafeteria, assembly, etc.) ● Disruptive behavior, disruption of classroom ● Eating/drinking during class time without permission ● Walking out of class without permission ● Loitering in unauthorized areas ● Unprepared for class work ● Inappropriate language or gestures ● Taking another person's property without permission 	<ul style="list-style-type: none"> ● Teacher/student conference ● Lunch recess walking slip ● After school detention ● Seating arrangement change ● Behavioral contract ● Parent conference ● Loss of student privileges ● Confiscation ● Removal from group

<ul style="list-style-type: none"> ● Inappropriate displays of affection ● Tardiness to class or school ● Use of personal electronic devices or other prohibited school devices in the classroom ● Writing on school property/graffiti 	
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Level 2 (Moderate Infractions): Behaviors categorized as Level 2 merit office notification using the online *Discipline Referral Form* and/or follow HIB procedures. They will be investigated and handled by the teachers and/or building administration. Cooperative efforts with Intervention and Referral Services Committee (I&RS) or Child Study Team (CST) interventions will also be initiated, as appropriate.

<p>Level 2 (Moderate Infractions) : <i>Actions may include, but not be limited to, behavior such as:</i></p>	<p>Possible Disciplinary Responses:</p>
<ul style="list-style-type: none"> ● Disrespect of the authority of school personnel ● Leaving school premises ● Writing on or disrespecting of school property ● Disruptive behavior ● Disruption of classroom instruction ● Inappropriate/unauthorized use of school computers ● Inappropriate use of electronic devices ● Aiding/abetting in misconduct ● Neglect of safety rules and procedures ● Habitual offenders of Level 1 infractions 	<ul style="list-style-type: none"> ● Parent/Teacher/Administrator Conference ● Recommend/refer to counseling ● Loss of student privileges ● Removal from classroom/group activities ● School short-term suspension ● Behavioral contract ● Confiscation ● Removal from group ● Lunch recess walking slip ● After school detention ● Loss of computer privileges ● Notification of school superintendent/Anti-bullying Coordinator

Level 3 (Severe Infractions): Behaviors categorized as Level 3 are considered to be severe and are immediately referred to administration for investigation and resolution. The observer will complete and submit an online *Discipline Referral Form* and/or follow HIB procedures and report to appropriate personnel. The administrator investigates matter and additional written statements are taken/submitted as needed. Cooperative efforts with Intervention and Referral Services Committee (I&RS) or Child Study Team (CST) interventions will also be initiated, as appropriate. If appropriate, the administrator contacts law enforcement officials.

<p>Level 3 (Severe Infractions) : <i>Actions may include, but not be limited to, behavior such as:</i></p>	<p>Possible Disciplinary Responses:</p>
<ul style="list-style-type: none"> ● Gross disrespect of the authority of school personnel (physical aggression, threatening statements, inappropriate language to adults) ● Destruction or disrespecting of school property over \$100 ● Fighting on school property, buses, or sponsored events ● Academic dishonesty ● Disruption of classroom instruction ● Bullying, Intimidation, Harassment ● Altering or forging of document ● Taking possession of school property and/or property of another person without permission 	<ul style="list-style-type: none"> ● Parent/Teacher/Administrator Conference ● Recommend/refer to student support services ● Loss of student privileges ● Removal from classroom/group activities ● School suspension ● Behavioral Contract ● Confiscation ● Removal from group ● Lunch recess walking slip ● After school detention ● Loss of computer privileges ● Restitution ● Notification of School Superintendent and BOE

Level 4 (Judicial Infractions): Behaviors categorized as Level 4 are considered to be severe and are immediately referred to administration for investigation and resolution. The observer will complete and submit a *Discipline Referral Form* and/or follow the HIB procedures and report to appropriate personnel. The administrator investigates matter and additional written statements are taken as needed. Cooperative efforts with Intervention and Referral Services Committee (I&RS) or Child Study Team (CST) interventions will also be initiated, as appropriate. If appropriate, the administrator contacts law enforcement officials.

<p align="center">Level 4 (Judicial Infractions) : <i>Actions may include, but not be limited to, behavior such as:</i></p>	<p align="center">Possible Disciplinary Responses:</p>
<ul style="list-style-type: none"> ● Possession or use of any weapon (firearms, knives, explosives, fireworks, and any other objects deemed as dangerous) ● Possession of tobacco, drugs or alcohol ● Gross disrespect of the authority of school personnel (physical aggression, threatening statements) ● Destruction or disrespecting of school property over \$100 ● Theft/stealing as defined by the law ● Arson ● Harassment, Intimidation, and Bullying ● Disruption of classroom instruction ● Selling or giving drugs/alcohol ● False fire alarm or other significant alarm ● Assault or violation that results in any serious physical bodily harm to any persons ● Engaging in any gang activity during school time, on school property, or sponsored events 	<ul style="list-style-type: none"> ● Parent/Administrator Conference ● Recommend/refer to student support services ● Loss of student privileges ● Removal from classroom/group activities ● School suspension ● Behavioral Contract ● Confiscation ● Removal from group ● Lunch recess walking slip ● After school detention ● Loss of computer privileges ● Restitution ● Notification of School Superintendent and BOE ● Superintendent and BOE hearing ● Possible expulsion/reassignment and home instruction

Demerits System and After School Detention- Grades 2-6

In August 2015, the Board of Education approved the addition of a demerit system and after school detention as part of the Student Code of Conduct. Based upon school infractions, students who accumulate three demerits will be served with an after school detention notice. Detention is part of the discipline program and for that reason a student **MUST ATTEND** as assigned.

Demerit System

Students who violate the Student Code of Conduct may be served with demerit points. Teachers will use the online student discipline tracker to record the infraction and number of demerit points. Parents will be notified of reason for demerit in writing or electronically.

After School Detention

Classroom teachers will assign detention for students who accumulate three demerits based upon infractions within the Student Code of Conduct guidelines. Students are expected to complete their detention obligation at the designated time and place. When an after school detention is assigned, the school will attempt to cooperate, within reason, with parents on assignment dates. An additional detention day may be assigned for each day a detention slip is not returned. If it is necessary to re-schedule a detention, parents must notify the office **no later than 11:00 am** on the date of detention. Failure to serve assigned detention after such detention has been rescheduled will result in a student being issued an extended detention. It is imperative for parents to support the school's discipline procedures and to work with us to help each child to be successful.

Detention Expectations

1. Students will remain seated in assigned seats and work on teacher directed assignments; failure to work on assignments will result in further disciplinary action.

- 2. Students are not permitted to leave the room unless teacher approval is granted.
- 3. Talking or interacting with other students, lounging, eating or drinking at any time is not permitted.

West Cape May Elementary

DEMERIT SLIP

Dear Parents/Guardians:

Your child, _____, has received _____ demerit(s).
Your child has a total of _____ demerits.

Reason for demerit: _____ ACADEMIC _____ BEHAVIOR _____ OTHER

Explanation: _____

Signed By: _____ Date: _____

Student response:

Signed By: _____ Date: _____

I have read the information above and will discuss the reason for demerit with my child.

Parent's Signature

Date

West Cape May Elementary

301 Moore Street

West Cape May, NJ 08204

609-884-4614

DETENTION NOTICE

Today's Date: _____ Grade: _____

Dear Parents/Guardians:

Your child _____ has been assigned an after school detention on the following date, time, and room:

Date: _____ Time: _____ Room: _____

Reason for detention:

Please discuss this with your child, sign and return the detention notice.

Teacher Assigning Detention

Date

Parents/Guardians Signature

Date