



# Morris School District

## K-2 Elementary Schools

### Student Code of Conduct

2023 - 2024



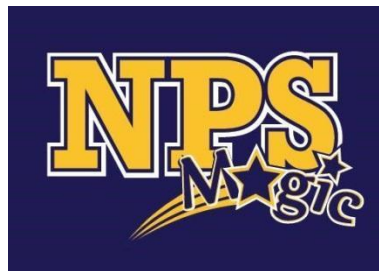
Alfred Vail



Hillcrest



Woodland



Normandy Park



## K-2 Character Code

We believe that students should commit themselves to learning and to the development of their unique potential. Students should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parents or legal guardians, all students can contribute to the effectiveness of the school and the value of their education. Our schools are places where Character Counts. Good character traits are Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Our students pledge to the following:

I will be a TRRFCC (terrific) student by practicing these pillars in my classroom, the hallways, the cafeteria, the playground, on the bus, and in my community.

### 1. TRUSTWORTHINESS

- Tell the truth even when it is difficult
- Have the courage to do what I know is right
- Respect others' belongings by not stealing

### 2. RESPECT

- Accept everyone, even those who are different from me
- Treat everyone with respect by using good manners
- Use polite language

### 3. RESPONSIBILITY

- Accept responsibility for my choices and their consequences
- Complete tasks with my best effort

### 4. FAIRNESS

- Listen and follow directions from adults
- Keep the feelings of others in mind
- Play by the rules

### 5. CARING

- Be patient with everyone
- Use positive language
- Be part of the caring majority

### 6. CITIZENSHIP

- Take care of school and personal property
- Care about my environment
- Help my school and community become a better place

If a problem occurs and I have difficulty following any of these pillars, my parents will be notified I will be asked to fill out a Student Reflection form. When completing the form, I will reflect on my actions and how my actions impacted others. I also will set goals for improving my behavior.

I will take responsibility for my actions and recognize that when necessary I may have consequences outlined in our school's Student Code of Conduct.

*Any action suspected to be harassment, intimidation, or bullying will undergo a full investigation as required by the H.I.B. law. (The H.I.B. policy can be found on the school's website.)*



## **What are Restorative Practices?**

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

## **RESTORATIVE DISCIPLINE**

- Acknowledges that relationships are central to building a positive school community.
- Must establish policies and procedures for misbehavior in a way that strengthens relationships.
- Focuses on harms done rather than rules broken.
- Gives voice to the person who has been harmed.
- Engages in collaborative problem-solving.
- Empowers change and growth for all involved.
- Enhances responsibility for actions and attitudes for all involved.

## **The goals of restorative practices are that...**

1. Our school will be a safe, friendly, and enjoyable learning environment.
2. Our school will foster an environment where everyone feels valued, respected, and included.
3. Our school will be a place where students are motivated to learn, and faculty and staff enjoy meaningful and fulfilling work.

## **Use of Personal Technology**

**Cell Phones, Mobile Devices, and Electronic/iWatches-** Students are not permitted to use cell phones/mobile devices or send/receive text messages during the school day. Students are expected to keep their devices in their backpacks during the school day.

**Chromebooks-** The rules and regulations are provided here so that students and parents/guardians are aware of the responsibilities students accept when they use a district-owned device. This requires efficient, ethical, and legal utilization of all technology resources. Violations of these rules and guidelines will result in disciplinary action.

### **Security Reminders:**

- Do not share logins or passwords except with parents/guardians
- Follow internet safety guidelines

### **Students are prohibited from:**

- Defacing MSD-issued equipment in any way. This includes but is not limited to, marking or drawing on any surface of the devices.
- If such action occurs, it will be viewed as intentional damage and the student will be billed the cost of the repair or replacement.

### **General Precautions/Caring for the Device**

- The Chromebook is school property and all users will follow this policy and the Morris School District's acceptable use policy for technology.



## Transportation

### **Bus Conduct**

The school provides **bus transportation** for all students to and from school. Students are expected to conduct themselves on the buses just as they would in school. The Ride with Pride program encourages students to work together to ensure a safe and respectful ride to and from school. Individual buses in which students demonstrate good behavior will be recognized at school.

### **Student's Pledge:**

#### **I agree to ride the bus safely.**

- I will stay seated until I arrive at my final destination.
- I will wear my seatbelt at all times and keep my feet and belongings out of the aisles.
- I will talk in a soft quiet voice.

#### **I agree to show RESPECT.**

- I will obey my bus driver and bus aide and follow the rules.
- I will keep the bus free from litter.
- I will keep my hands and feet to myself.
- I will respect other passengers and use kind words at all times.
- I will use appropriate language and kind words (not use curse words or profanity).
- I will not use my cell phone/mobile device to videotape or take pictures as this is strictly prohibited.

### **If I choose not to follow this contract, my parents/guardian will be notified and the following consequences may occur:**

- Verbal warning
- Assigned seating
- Missed recess
- Suspension from bus\*

\*If a student is suspended from the bus, he/she may not ride any MSD bus during the suspension.

Due to the fact that many buses are at the legal capacity allowed by law, students must ride home on the bus that has been assigned to them by the Transportation Coordinator. **Under No**

**Circumstances** can the school permit a student to ride on another bus. Any requests for a change of bus must be directed to the Transportation Department at 973-292-2066.

## Morris School District K-2 Student Code of Conduct

The Morris School District is committed to ensuring that all of our schools are predictable, consistent, safe, and supportive spaces for each student each day. Our enduring aspiration is that each child will have a sense of belonging to each school community through strong connections to his or her classmates, teachers, and staff. This is the essential condition for all students to ascend through our schools and reach their full potential. To this end, our Student Code of Conduct seeks to bring greater clarity to our expectations for student behavior, accountability, and supportive interventions as well as the promotion of positive social behaviors. It outlines the rights and responsibilities of all stakeholders.

### K-2 Levels of Behavior Concerns, Violations, and Responses

Key: Use Lowest Level of Response First		
<p><b>Level 1</b> <b>Classroom Infractions- Teacher Response</b></p>	<p><b>Level 2</b> <b>School Support and Teacher/Parent Contact Response</b></p>	<p><b>Level 3</b> <b>Specific Support with Parent/Counselor and Administrator Response</b></p>
<p>Behavior that involves a minor classroom infraction or interferes with the orderly operation of the school; such as lunch procedures. The student has had no prior incidents, and/or interventions have not been put in place. <b>Teacher aims to prevent minor discipline problem from becoming a major disciplinary incident.</b></p>	<p>May be appropriate when interventions and supports have been put in place in the classroom to address the behavior, but <b>the behavior has become persistent and has continued to negatively influence the learning of the student and others.</b></p>	<p>May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but <b>the behavior is escalating or presents a harmful situation for the other students.</b></p>
<p><b><u>At a minimum, teacher responses must include:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher-student conference</li> <li>● Teacher mediates interaction between students, if applicable</li> <li>● One or more interventions listed in Level 1</li> </ul>	<p><b><u>At a minimum, responses must include:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher-student conference to complete or review reflection sheet</li> <li>● Teacher-parent phone conference</li> <li>● Individual student behavior plan if needed</li> </ul>	<p><b><u>Responses may include:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher-counselor-administrator meeting</li> <li>● Teacher/parent conference</li> <li>● Loss of privilege</li> </ul>

## **LEVEL 1 Behaviors (Non-violent, uncooperative, non-compliant)**

**Infractions:** Behaviors that involve a minor classroom infraction, the student has had no prior incidents, and/or interventions have not been put in place. **Teacher aims to prevent minor discipline problem from becoming a major disciplinary incident. Teacher works with the student to understand the impact of his/her actions on the other students in the classroom and on his/her learning.**

- Classroom distractions and disrespectful behavior toward other students
- Unsafe behavior in the cafeteria and/or playground
- Minor bus infractions
- Student non-compliance with directions, rules, and requests by teacher or staff member
- Hallway misconduct
- Misuse of MSD technology

## **LEVEL 1 Intervention and Possible Teacher Responses**

**Classroom Interventions and Responses:** These interventions aim to interrupt undesired 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; including positive behavior supports and determining the story behind the behavior. Teachers are expected to collaborate and report concerns to support staff.

- Restate expectations
- Increase teacher proximity
- Teacher-created behavior incentive plans
- Positive and specific feedback
- Verbal prompt, redirection, and/or correction
- Re-teaching and rehearsal of skill or procedure
- Student/Teacher conference
- Develop a relationship with family
- Increase opportunity to respond during instruction
- Reflection activity
- Use restorative practices
- Other evidence-based student specific strategies

---

## **LEVEL 2 Behaviors (Disruptive & Disorderly Behaviors)**

**Infractions:** Misbehavior whose frequency and seriousness disrupts the learning climate in the classroom or school. These infractions could be Level 1 misbehaviors whose interventions did not correct or change the behavior; however, these misbehaviors do not represent a direct threat to the health and safety of others.

- Continuation of Level 1 behaviors despite the implementation of several Level 1 interventions
- Repeated bus infractions



- Disrespectful behavior (Including but not limited to talking back, ignoring, or disregarding rules and boundaries, and using rude or inappropriate language) toward adults and students
- Leaving school without permission
- Throwing materials

## LEVEL 2 Interventions and Possible Responses

**Classroom Interventions and Responses:** These interventions can build on or replace existing interventions and supports put in place by the teacher during Level 1.

- Restate classroom expectations and check student understanding
- Daily progress sheets on behavior
- Reflection sheet with teacher/student conference
- Collaborate with family
- Collaborate with School Counselor or other support staff

**Administrative Level and Student Support Team Interventions and Responses:** These interventions can involve support staff or administrative staff when needed and are designed to correct behavior by addressing the frequency or seriousness of the behavior.

- Reflection Activity
- Check-in with school staff
- Family conference with teacher, counselor, and principal
- Administrative and/or support team conference
- Lunch in the principal's office
- Individual behavior plan
- Conflict mediation
- Small group counseling
- Referral to school-based mental health provider

## LEVEL 3 Behaviors

**Infractions:** May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place and consistently applied but the behavior is escalating. In addition the behaviors could endanger the health and safety of others in the school community.

- Continued Level 2 behaviors with documented interventions
- Physical aggression (pushing, shoving, hitting)
- Unprovoked physical aggression toward another student or staff
- Damage of school property in an act of aggression - Ex. throwing chairs
- Fighting
- Theft

### **LEVEL 3 Interventions and Possible Teacher Responses (Injurious, Harmful or Habitual)**

**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. Teachers are expected to collaborate effectively and report concerns to support staff.

- Continue to use Level 1 or Level 2 interventions as appropriate (see above)

**Administrative Level and Student Support Team Interventions and Consequences:** These interventions and responses may include removing the student from the classroom or 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.

Administration and Support Staff should remain cognizant of any behavior plans currently in place with the classroom teacher or BCBA.

- Mediated conflict resolution conference
- Referral to school-based or community-based health or mental health provider
- Referral to I & RS (Intervention and Referral Services) for behavior evaluation
- Counseling
- Success plan
- Up to 5-day suspension from transportation\* (Parent must provide transportation during the suspension) . Staff is to adhere to the MSD Transportation Bus Code of Conduct on the back of the Bus Referral. \* If a student is suspended from the bus, they may not ride any MSD bus during the suspension.

<b>Behavior Violation</b>	<b>Level 1 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Notes</b>
<b>Absences</b>				
Excessive Absence				See Attendance Policy.
<b>Attack on Student</b>				
Hitting, pushing, shoving		X	X	
Fighting			X	
<b>Bullying - Verbal, Physical or Electronic</b>				Follow HIB investigation protocols.
<b>Bus Infraction</b>				
Minor disruptions on the bus (i.e. eating, drinking, being too loud, standing)	X	X		See transportation forms.
Serious disruptions on the bus		X	X	
<b>Classroom Distraction</b>				
Leaving classroom without permission	X	X	X	
Failure to follow classroom rules and directions	X	X	X	
Does not work without bothering others	X	X		
Throwing objects	X	X	X	Level determined case by case.
Talking out in class or talking out of turn	X	X		
Other behavior that distracts from student learning and is in violation of established classroom rules	X	X		
<b>Damage to Personal or School Property</b>				
Damage to another person's or school property less than \$500		X	X	Restitution for all damaged property is required.
Damage to another person's or school property greater than \$500			X	
<b>Disrespectful Behavior Against School</b>				

<b>Personnel</b>				
Name-calling and/or insults that are not an HIB infraction	X	X	X	
<b>Disrespectful Behavior Against Students</b>				
Name-calling, insults, making inappropriate comments that is not deemed a possible HIB infraction.	X	X	X	
<b>Electronic Devices</b>				
Use of cell phones, handheld mobile devices, electronic game devices, and other similar items	X	X		
<b>False Activation of Fire Alarm</b>				
Intentional false activation of fire alarm			X	
<b>Fighting</b>				
Physical aggression (pushing or shoving) with another student	X	X	X	
Hitting, kicking, or hurting a student without warning or provocation	X	X	X	
Fighting with premeditation or intent to harm			X	
<b>Hallway and Bathroom Misbehavior</b>				
Running, making excessive noise and loitering	X	X	X	
Unsafe behavior in the bathroom (climbing on bathroom toilets or ledges, water fights, screaming, or clogging toilets)	X	X	X	
<b>Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber-harassment, Against Members of the School Community</b>				Follow HIB investigation protocols.
Failure to comply with school rules, regulations, policies, or procedures	X	X	X	
<b>Technology Acceptable Use Policy Violation</b>				

Violation of the MSD Technology Acceptable Use Policy	X	X*		See MSD Technology Acceptable Use Policy (MSD AUP). *Continued infractions may result in loss of device per the MSD AUP.
<b>Theft</b>				
Under \$500	X	X	X	Restitution for stolen property is required.
Over \$500			X	
<b>Threat Against School Personnel</b>				
Verbal or written threat against school personnel			X	
<b>Weapons</b>				
Possession of instruments or objects that could be used as weapons or with the intent to use as a weapon			X	
Possession of instruments or objects used as weapons with intent to cause injury			X	
<b>Infractions that result in suspension:</b> Notwithstanding the provisions of N.J.S. 18A:37-2 or any other provision of law to the contrary, a student who is enrolled in grades kindergarten through two in a school district or charter school shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others.				
Making threats or providing false information about the presence of explosive materials or devices on school property.			X	
Sexual harassment* (e.g. unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature)			X	Follow HIB investigation protocols.
Sexual activity or sexual misconduct (e.g. indecent exposure, engaging in sexual activity, etc.)			X	Follow HIB investigation protocols.
Firearms (possession of a firearm as defined by 18 USC 921 of the federal code; e.g. handguns, rifles, shotguns, and bombs)			X	

Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns, etc.)			X	
--	--	--	---	--

**Harassment, Intimidation, Bullying - H.I.B.**

[The Morris School District Board of Education prohibits acts of harassment, intimidation, or bullying against pupils.](#) Harassment, intimidation, or bullying means any gesture, written, verbal or physical act, or any electronic communication **whether it be a single incident or a series of incidents**, that is **reasonably perceived** as being motivated 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 disability, or any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided by Section 16 of the Anti-Bullying Rights Act which substantially disrupts or interferes with the orderly operation of the school or rights of other students.



# K-2 Reflection Sheet:

Teacher should use to facilitate Level 2 conversation

## THINK SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What were you feeling?

<b>Sad</b> 	<b>Frustrated</b> 	<b>Confused</b> 	<b>Worried</b> 	<b>Angry</b> 
---	--	--	--	---

What happened? (Can be dictated to adult)

---



---



---

What did you want?

<input type="checkbox"/> Attention	<input type="checkbox"/> To cause a problem	<input type="checkbox"/> Control	<input type="checkbox"/> To get out of work
<input type="checkbox"/> Challenge a teacher	<input type="checkbox"/> To get even or revenge	<input type="checkbox"/> To talk to a teacher	<input type="checkbox"/> Other: _____

How did your behavior make other people feel?

<input type="checkbox"/> Happy	<input type="checkbox"/> Sad	<input type="checkbox"/> Confused	<input type="checkbox"/> Angry
<input type="checkbox"/> Scared	<input type="checkbox"/> Unsafe	<input type="checkbox"/> Worried	<input type="checkbox"/> Frustrated

Did you use a coping strategy? Yes or No? If Yes, which one? If No, which one could you have tried?

<input type="checkbox"/> Take 3 deep breaths	<input type="checkbox"/> Ignore	<input type="checkbox"/> Count backwards
<input type="checkbox"/> Move somewhere else	<input type="checkbox"/> Self-talk	<input type="checkbox"/> Do something else
<input type="checkbox"/> Think calm thoughts	<input type="checkbox"/> Talk to teacher	<input type="checkbox"/> Chill - Take a break

What do you need to do now to correct the problem?

<input type="checkbox"/> Apologize (say sorry)	<input type="checkbox"/> Clean up	<input type="checkbox"/> Complete work
<input type="checkbox"/> Make a plan	<input type="checkbox"/> Problem solve	<input type="checkbox"/> Do something nice

Adult Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Time in: \_\_\_\_\_ Time out: \_\_\_\_\_