



# Morris School District 3-5 Elementary Schools Student Code of Conduct



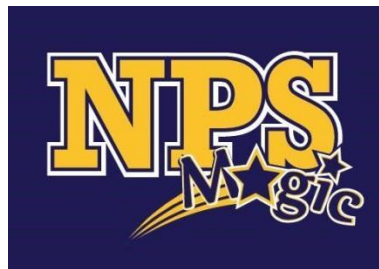
**Alexander Hamilton**



**Sussex Avenue**



**Thomas Jefferson**



**Normandy Park**



### 3-5 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, cafeteria, 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, and 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 of 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 to strengthen 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 ...**

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 where students are motivated to learn, and faculty and staff enjoy meaningful and fulfilling work.

## **Use of Personal Technology**

**Cell Phones and Mobile Devices**-Students are not permitted to use cell phones/mobile devices or send/receive text messages during the school day. Students must keep their cell phones/mobile devices in their backpacks or lockers during the school day. If necessary, students may request to use the classroom or main office phone to call home during the school day.

Consequences for unauthorized cell phone/mobile device use in Grades 3-5:

### **Unauthorized use of texting/calling:**

- **1st Offense**: Phone is confiscated, and parent/guardian will be contacted to pick up the phone.
- **2nd Offense**: Phone is confiscated and parent/guardian will be contacted to pick up the phone, and lunch detentions will be assigned.
- **3rd Offense**: Phone is confiscated, parent/guardian will be contacted to pick up the phone, and after-school detention will be assigned.

**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 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 always wear my seatbelt 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 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
- Lunch or after-school detention
- Suspension from the bus\*

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

Since many buses are at the legal capacity allowed by law, students must ride home on the bus assigned to them by the Transportation Coordinator. **Under No Circumstances** can, the school permits a student to ride on another bus. Any requests for a bus change must be directed to the Transportation Department at 973-292-2066.

## Morris School District K-5 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, and the promotion of positive social behaviors. It outlines the rights and responsibilities of all stakeholders.

### Grades 3-5 Levels of Behavior Concerns, Violations, and Responses

<b>KEY: USE LOWEST LEVEL RESPONSE FIRST</b>			
<b>Level 1</b> <i>Classroom Infractions</i>	<b>Level 2</b> <i>Intensive Support and Administrative Response</i>	<b>Level 3</b> <i>Short-term suspension</i>	<b>Level 4</b> <i>Request for long term or permanent suspension</i>
Behavior that involves a minor classroom infraction. The student has had no prior incidents, and/or interventions have not been implemented. <i>The teacher aims to prevent minor discipline problems from becoming a major disciplinary incident.</i>	May be appropriate when interventions and supports have been put in place in the classroom to address the behavior, but <i>the behavior has become persistent and has continued to negatively influence the learning of the student and others.</i>	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 the behavior is escalating.	May be appropriate when behavior presents an imminent threat of serious harm to the school community or when the student's behavior seriously affects the safety of others in the school and/or educational process.
At a minimum, teacher responses must include: <ul style="list-style-type: none"> <li>● Teacher-student conference</li> <li>● Teacher-parent phone conference</li> <li>● One or more interventions listed on the following page</li> </ul>	At a minimum, responses must include: <ul style="list-style-type: none"> <li>● Teacher-counselor-administrator- parent-student conference</li> <li>● Individual student behavior plan</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. *The teacher aims to prevent minor discipline problems from becoming major disciplinary incidents.*

- Classroom distractions
- Use of cell phones/electronics
- Student non-compliance with directions, rules, and or requests
- Misuse of MSD Technology
- Hallway misconduct
- Leaving class without permission

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

**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.

- Restate classroom expectations
  - Increase teacher proximity
  - Use of Restorative questions
  - Teacher-created behavior incentive plans
  - Positive and specific feedback
  - Verbal prompt, redirection, and/ or correction
  - Restorative conference
  - Create a classroom check-in plan
  - Restitution/Restoration strategies
  - Re-teaching and rehearsal of skill or procedure
  - Reminders and redirection
  - Develop relationship with families
  - Reflection activity
  - Increased opportunity to respond during instruction
  - Student/Teacher conference
  - Family conference
  - Other evidence based student specific strategies
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## **LEVEL 2 Behaviors (Non-violent, Disruptive, Disorderly Behaviors)**

### **Infractions:**

- Continuation of Level 1 behaviors despite interventions
- Minor bus infractions
- Physical aggression (pushing, shoving)
- Cheating/plagiarism
- Leaving school without permission

## **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.

- Continue to use Level 1 interventions as appropriate (see above)
- Daily progress sheets on behavior
- Collaborate with family
- Collaborate with School Counselor and staff

**Administrative Level and Student Support Team Interventions and Consequences:** These interventions can involve support staff or administrative staff when needed and are designed to correct behavior by addressing the seriousness of the behavior while keeping the student in school.

- Reflection activity
- Check-In with school staff
- Family conference with teacher, counselor and principal
- Service to the school community
- Restitution plan

- Small group counseling
  - Conflict mediation
  - Individual behavior plan
  - Mentoring
  - Lunch detention
  - Administrative detention
  - Referral to school-based mental health providers
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### **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 but the behavior is escalating.

- Continued Level 2 behaviors with documented interventions
- Unprovoked physical aggression toward another student
- Damage to property over \$500
- Fighting
- Verbal threat against staff
- Intentional, inappropriate physical contact with school personnel
- 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 communicate effectively and report concerns to support staff.

- Continue to use Level 1-2 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 school 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 adequately addressing the seriousness of the behavior.

- Mediated Conflict Resolution conference
- Referral to school or community-based health or mental health providers.
- Referral of the student to I&RS (Intervention & Referral Services) for behavior evaluation
- Restitution plan
- In-School Suspension up to 3 days (Family/Guardian notification of due process rights)
- Up to 5 day Out-of-School Suspension (Family/Guardian notification of due process rights)
- Up to 5-day suspension from transportation\*

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

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### **LEVEL 4 Behaviors (Highly serious or cause imminent danger to self or others)**

**Infractions:** May be appropriate when behavior presents an imminent threat of serious harm to the school community or when the student's behavior seriously affects the safety of others in the school and/ or educational process

### **LEVEL 4 Interventions and Possible Responses**

- Continue to use Level 1-3 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 school 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.

- Family/Guardian notification of due process rights and informal conference with principal and student
- Referral to school-based or community-based health or mental health providers.
- Administrative and/or Support Team conference.
- Develop Functional Behavioral Assessment and Behavior Intervention Plan
- Individualized case management for students with 504 plans or IEPs
- 5 days or more of Out-Of-School suspension
- Request for District hearing to request long-term suspension/alternative placement
- Develop, implement and monitor Transition Plan
- Long-term suspension from transportation\*
- Comprehensive student success plan meeting

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

<b>Behavior</b>	Level 1	Level 2	Level 3	Level 4	Notes
<b>Absences</b>					
Excessive Absence					See Attendance Policy.
<b>Arson</b>					
Starting a fire, destruction of property as a result of starting a fire				X	
<b>Attack on Student</b>					
Hitting, kicking, or punching a student without warning or provocation.			X	X	
<b>Bomb Threat</b>					
Making threats or providing false information about the presence of explosive materials or devices on school property.			X	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			See transportation forms.
Serious disruptions on the bus		X	X	X	
<b>Classroom Distraction</b>					
Does not work silently or independently without bothering others	X	X			

Throws objects without physical harm to others	X	X			
Talking out in class or talking out of turn	X	X			
Other behavior that distracts from student learning	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	X	
<b>Disrespectful Behavior Against School Personnel</b>					
Name-calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language		X	X		
Misleading or giving false information to school staff		X	X		
<b>Disrespectful Behavior Against Students</b>					
Name-calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language		X	X		
<b>Electronic Devices</b>					
Use of cell phones, handheld mobile devices, electronic game devices, and other similar items	X	X			Possession and/or transmission of child pornography is subject to prosecution and will be reported to the police.
Use of electronic devices that lead to the threat of harm to another person		X	X		
Recording and/or publishing a fight		X	X		
Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person			X	X	
<b>Extortion</b>					
Obtaining money or property from another student through coercion, intimidation, or threat of physical harm			X	X	
<b>False Activation of Fire Alarm</b>					
Intentional false activation of fire alarm			X	X	
<b>Fighting</b>					
Physical aggression (pushing or shoving) with another student		X	X		

Minor fighting			X	X	
Fighting with serious injury and/or premeditation			X	X	
<b>Hallway Misbehavior</b>					
Running, making excessive noise and loitering	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.
Leaving classroom without permission	X	X			
Leaving school without permission		X			
Confrontational and/or argumentative	X	X			Nonviolent/non-physical
Failure to comply with school rules, regulations, policies, or procedures	X	X			
Failure to follow directions	X	X			
Failure to respond to school staff directives, questions, or requests	X	X			
<b>Physical Contact with School Personnel</b>					
Intentional inappropriate physical contact with school personnel			X	X	
<b>Robbery</b>					
Taking money or property from another by force			X	X	
<b>Sexually-Based Infraction</b>					
Sexual harassment* (e.g. unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature)			X	X	Follow HIB investigation protocols.
Sexual activity or sexual misconduct (e.g. indecent exposure, engaging in sexual activity, etc.)			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		Restitution for stolen property is required.
Over \$500			X	X	
<b>Threat Against School Personnel, Written or Verbal</b>					
Verbal or written threat against school personnel			X	X	
<b>Weapons, Firearms, Explosives</b>					
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	
Possession of instruments or objects that could be used as weapons			X	X	
Possession of instruments or objects with intent to use as a weapon			X	X	
Possession of instruments or objects used as weapons with intent to cause injury				X	
Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substances or articles, other than a firearm)			X	X	

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

The Morris School District Board of Education prohibits acts of harassment, intimidation, or bullying against pupils ([5512.01](#)). 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.



## Grades 3-5 Think and Reflect

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

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

What was my behavior?

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When I made this choice I was not demonstrating:

Respect     Trustworthiness     Fairness     Responsibility     Care     Citizenship

What were the reasons for my behavior? \_\_\_\_\_

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How did my behavior affect others? \_\_\_\_\_

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What is my plan to improve my behavior? \_\_\_\_\_

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Do I need to apologize to anyone? If so, who? \_\_\_\_\_

To make the situation better I will.....

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Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_