

East Greenwich Township School District

Code of Conduct

The East Greenwich Township School District's Code of Conduct is aligned with our mission statement. This mission statement exemplifies our goal to provide a safe and secure learning environment for students in grades Beginners through Six. Our district uses a multi-tiered system of supports as a framework to promote a school climate that supports the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community.

Multi-tiered systems of support create school environments where standards for behavior are taught, problem behaviors are prevented, students and adults have positive relationships, and students understand what is expected of them as learners at school. All students are supported through a tiered model of increasingly intense interventions or enhancements that are available based upon a student's individual academic and behavioral needs. With the use of prevention and intervention strategies that support students' behavior and social-emotional needs, school staff facilitate both academic and social development of all students.

EGTSD promotes the following universal expectations for all students and staff based on the following traits: kindness, respect, responsibility, acceptance, integrity, and perseverance.

In order to accomplish these goals, *all* stakeholders must work in collaboration to foster mutual respect within the school community.

- Students grow to conduct themselves in a manner that reflects our character traits with the support of parents/guardians, administrators, teachers, and staff.
- Staff members engage students in prevention and intervention strategies that promote positive behavior and address problem behavior. Student behavioral concerns are addressed with corrective and restorative responses, as well as logical consequences.
- Administrators intervene when the discipline offenses are repeated, are severe in nature, and/or when interventions are not successful.
- Parents and guardians of students are responsible for understanding the district's behavior expectations and supporting the child's adherence to the code of conduct.

SOCIAL EMOTIONAL LEARNING & CHARACTER EDUCATION

The East Greenwich Township School community is dedicated to providing positive support systems to our students. The six traits of respect, responsibility, integrity, perseverance, acceptance, and kindness are highlighted and infused in our character education and social emotional learning curriculum.

We have many ways to help children learn and to ensure those who need additional supports are successful. A multi-tiered system of support provides increasingly intensive instruction and support to promote the success of all children. Individual progress is monitored and results are used to make decisions about further instruction and intervention. This process typically has three tiers. Each tier provides differing levels of support.

- In Tier I, all students are explicitly taught positive behavioral expectations. All teachers use a consistent approach to discipline.
- In Tier II, the school provides supplemental targeted skill interventions, usually in small groups.
- In Tier III, student-centered planning is used to develop customized interventions with frequent progress monitoring.

Social Emotional Learning

AI's Pals

AI's Pals is a nationally recognized, evidence-based social-emotional learning program for children ages 3–6, and we use it in our preschool program. AI's Pals helps young children develop skills in emotional regulation, problem-solving, conflict resolution, healthy decision-making, and building positive relationships. Through interactive lessons, engaging songs, and puppet-based activities, AI's Pals creates a nurturing classroom environment that supports children's social and emotional growth.

Sanford Harmony

The Sanford Harmony Program is an award-winning program developed by the National University designed to develop social-emotional skills in Beginners through 6th grades. The program consists of two components: daily practices and weekly lessons. All curriculum aligns with CASEL's five core competencies of social emotional learning. Beginner through sixth grade students are taught the Sanford Harmony Curriculum for tier 1 social emotional instruction and learning.

The Sanford Harmony lessons consist of four units: Being My Best Self, Valuing Each Other, Communicating With Each Other, and Learning From Each Other. There will be one lesson instruction with extension activities during each week. Lessons consist of setting the stage segment with a story featuring the Clubhouse Friends and Z, an extension activity, and a reflect and review segment.

The Sanford Harmony everyday practices are brief, daily class meetings. The purpose of which is to build a sense of community and build relationships within the classroom. Meet Up is a daily forum where students gather to share experiences, solve problems, and build community. During the first Meet Up, classes work together to create Harmony Goals together for their class. These goals reflect how everyone wants to interact and be treated by one another. Harmony Goals are referenced on a daily basis. Buddy Up is a peer buddy system that intentionally creates opportunities for students to get to know one another, connect, collaborate, and learn together. The Buddy Up system allows for all of the students the opportunity to work with all of their classmates on an individual basis. Quick Connection Cards provides students with the opportunity to talk, share, think, and collaborate with their peers in a fun and engaging way.

Sanford Harmony also provides a strong home-school connection and valuable resources that can support families at home during in-school, hybrid, and remote instruction. Please see Sanfordharmony.org for more information.

Tier One Counselor Lessons

For additional tier one support to our students, each school counselor pushes into classrooms to provide one lesson a month for our students. Lessons include topics such as regulating emotions, respecting differences, positive communication, kindness and friendship, positive self-talk, goal setting, and bullying prevention.

Buzz Buck Incentive System

All staff members hand out Buzz Bucks to students who demonstrate positive behavior. Students may be rewarded for demonstrating expected behavior on the bus, in the hallways, during lunch/recess, and in the classroom. Students write their name on the Buzz Bucks and turn them into their homeroom's "Buzz Bank". Buzz Bucks are randomly drawn and students may be rewarded after being selected. The Buzz Bucks are also collected in grade level and school-wide bins. Students select an incentive and work to fill the bins in order to earn a school-wide reward.

Buzzworthy Student Recognition Program

District-wide, the schools participate in the Buzzworthy Student Recognition Program. One boy and one girl per grade level are recognized for exemplifying our monthly character traits. Buzzworthy students are

nominated by their grade level or special area teachers. Buzzworthy students are highlighted in the monthly newsletter and their pictures are displayed in each building. Buzzworthy students also have the opportunity to assist with a variety of leadership activities throughout the year.

Clear Rules and Expectations

In the Classroom

Classrooms have been provided three core classroom rules to follow. They are:

- Have an inside voice, listening ears and a safe body.
- Use kind words and actions.
- Follow adult directions.

Within the Sanford Harmony curriculum and daily routines, each class works together to create TWO more classroom rules personalized to their own classroom community. Classroom rules are established on the first day during Meet Up. The goals reflect how everyone wants to interact and be treated by one another. The goals will be referred to daily. These goals guide the class every moment of the day, whether it is during Meet Up, Buddy Up, or any other time throughout the day.

Displayed around the building are signs that identify ways that students can be safe in that designated area. Signs have 3-4 rules that consist of simple and easy to understand language with visuals for even our youngest students to understand.

School Pledge

Each school has designed a pledge that reflects the traits based on the Clark Code and the Hornet's Code. It is recited every day during the morning announcements and reinforces the values of the six traits.

School Traits Posters and Codes

School traits posters will be on display throughout the building for easy reference for the students and staff. The posters connect the traits to the Clark Code at Jeffrey Clark and the HORNET's Code at Samuel Mickle.

Character Education Development Throughout the Year

Week of Respect

The Week of Respect is celebrated by all schools in New Jersey in October. The East Greenwich Township School District observes this week by providing age-appropriate activities and instruction focused on character development and bullying prevention.

Red Ribbon Week

Red Ribbon Week is scheduled in October. It is the nation's largest and oldest drug prevention awareness program. Red Ribbon Week incorporates activities and lessons that raise awareness of drug prevention.

Great Kindness Challenge

The Great Kindness Challenge is celebrated in January. The Great Kindness Challenge is a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. The program encourages students to engage in as many acts of kindness as possible during the one week period to show that kindness matters.

SEL Day

SEL Day is an annual event on the 2nd Friday in March to showcase, promote, advocate, and support SEL in schools and communities across the world.

Rock Your Socks World Down Syndrome Day

Every year on March 21, people all around the world come together to celebrate World Down Syndrome Day by wearing brightly colored, mismatched socks. March 21 is symbolic because people with Down syndrome have 3 copies of their 21st chromosome. Socks were chosen because the karyotype of Ds chromosomes actually looks like mismatched socks! If March 21st falls on a weekend,, the East Greenwich Township School District will pick another day around March 21st to celebrate Rock Your Socks Day.

Awareness Day

The district will be holding our districtwide Light It Up Blue Day at the beginning of April to kick off the month for Autism Awareness and our Abilities Awareness Week. Light It Up Blue is a day held in celebration of people with autism and those who love and support them. On this day, we will join the thousands of landmarks, buildings, homes and communities around the world and come together on April 1st to shine a light on the autism community.

Abilities Awareness

Abilities Awareness will be held in the month of April. This month is dedicated to increasing awareness of the abilities and strengths of people with disabilities, as well as promoting inclusion and acceptance of others.

School Sidekicks

School sidekicks will take place at least once a trimester between our two schools. Each Jeffrey Clark classroom has been partnered up with a Samuel Mickle classroom. Each trimester, students will participate in team-building and inclusion activities.

L.E.A.D Program

The Law Enforcement Against Drugs (L.E.A.D.) program is a collaborative effort by LEAD certified law enforcement officers, educators, students, parents, and the community to offer an educational program in the classroom to prevent or reduce drug abuse and violence among children and youth. This program is held each year for our sixth grade students.

Where and When the Student Code of Conduct Applies

The code of conduct applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-sponsored event, at bus stops, or at any time or place which may affect an educational function, including when accessing the district's electronic network services or on remote instruction.

Progressive Levels of Corrective Response

Corrective responses provide a profound emphasis on what we want students to do and learn. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities through our character education curriculum and positive behavior supports. The goals of assigning corrective responses and consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem solving

skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors are considered:

- Student's age, developmental level, and grade;
- Student's prior behavior patterns and responses to interventions;
- Student's intent and the severity of harm caused.

The list of possible behaviors, possible consequences and possible restorative practices is not exhaustive. Administrators reserve the right to use their discretion based on a behavior/act not listed below.

Tier 1 Behaviors- Classroom Level (not following expected behaviors under teacher supervision)

**A teacher will conference with the student, log the incident in Realtime, contact the parent via phone and administer the consequence and a restorative practice.*

If the student has three incident reports for the same behavior with the same staff member and the staff member has logged the incidents in Realtime with the date of parent contact, implemented 3 consequences and 3 restorative supports, the staff member will complete an office referral.

Incidents occurring at the bus stop, on the bus or during lunch or recess will be addressed by an administrator.

Possible Behaviors	Possible Consequences	Possible Restorative Practices
Inappropriate/unkind/disrespectful language or gestures	Warning In-class time out Privilege loss Recess detention Lunch detention After-school detention	Teach/reteach student expectations Positive reinforcement/praise Apology restitution Reflection assignment Behavioral contract/behavioral plan Social story Behavior map
Insubordination/noncompliance		
Leaving classroom/assigned area		
Not having a safe body (ex. pushing, shoving, hitting and/or kicking)		
Refusal to leave an assigned area		
Violation of district policy, such as Student Use of Internet-Enabled Devices, Academic Integrity, Use of Generative Intelligence (AI)		

Tier 2 Behaviors - Administrative Referral

**An administrator will conference with the student, investigate the incident, contact the parent via phone, administer the consequence and a restorative practice, and log the incident in Realtime.*

Possible Behaviors	Possible Administrative Consequences	Possible Administrative Restorative Practices
Failure to serve detention	Lunch detention Recess detention After school detention Before school detention Privilege loss Financial restitution (theft) Bus suspension	Apology restitution Behavioral contract Check in/check out Connect and Reflect Assignment Daily/weekly report Corrective restitution Plan review meeting Referral to I&RS, Health Service, Counselor CST conference with parent/guardian Social Story Behavior map Formal Behavior Plan
Inappropriate/unkind/disrespectful language or gestures		
Knowingly making false accusations		
Leaving classroom/assigned area		
Refusal to return to assigned area		
Theft (under \$10)		
Unsafe body (ex. pushing, shoving, hitting, kicking, or spitting with intent to harm)		
Violation of district policy, such as Student Use of Internet-Enabled Devices, Academic Integrity, Use of Generative Intelligence (AI)		

Tier 3 Behaviors - Administrative Referral

**An administrator will conference with the student, investigate the incident, contact the parent via phone, administer the consequence and a restorative practice, and log the incident in Realtime.*

Possible Behaviors	Possible Administrative Consequences	Possible Administrative Restorative Practices
Damage or vandalism to school property/technology	Financial restitution (theft) After school detention(s) Before school detention(s) Conference with parent/guardian Loss of Privileges Recess detention(s) - not to exceed 2 per week Lunch detention(s) Bus suspension Suspension Expulsion Report to law enforcement	Behavioral Contract Connect and Reflect Assignment Corrective Restitution Plan review meeting Referral to I&RS, Health Services, Counselor, CST Threat Assessment (threat) Social Story Behavior map Formal Behavior Plan
Harassment, Intimidation, or Bullying		
Inappropriate language or gestures directed at others		
Instigation/incitement to fight		
Knowingly making false accusation about a student or staff member		
Leaving building/school grounds		
Making a threat to others		
Physical aggression towards staff member or student		
Physical altercation (ex. closed fist fight)		
Possession of an authentic weapon		
Possession or distribution of illegal substances		
Possession of a toy weapon		
Sexual Harassment		
Tampering alarms or making false emergency calls		
Theft (over \$10)		
Unauthorized recording or photography of students or staff		
Violation of district policy, such as Student Use of Internet-Enabled Devices, Academic Integrity, Use of Generative Intelligence (AI)		
Violating the rights of others (hazing, hate speech, slurs)		

Academic Integrity

The East Greenwich Township School District students are expected to observe the highest standards of integrity when meeting the requirements of his or her academic curriculum. Pupils are expected to be honest in all of their academic work. This means they will not engage in the following acts:

- cheating on examinations and assignments.
- plagiarism on any academic work
- Falsifying, altering or tampering with official passes, notes, grades, or signatures.

Violation of BOE policy 5701 will result in a parent phone call and a student conference. In the event of plagiarism or cheating, the student may receive a zero on the assignment. If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

Student Use of Personal, Internet-Enabled Devices

The use of internet enabled devices on school grounds during school hours, the school bus, and during school-sponsored events is prohibited in accordance with N.J.S.A. 18A:36-40b. This includes any device capable of connecting to the internet and accessing online content (e.g. smartphones, tablets, smartwatches, smart glasses, etc). If a student brings a device to school, it must remain off and stored in his or her backpack. The Board shall assume no responsibility for the security of or damage to a student's device brought on school grounds.

Violation of Board Policy 5516 will result in the following:

- **First offense:** Written warning and parent/guardian notification.
- **Second offense:** The device will be held in the main office until a parent/guardian picks it up. The student will receive recess or lunch detention.
- **Third offense:** The device will be held in the main office until a parent/guardian picks it up and signs for it. The student will receive one after-school detention.
- **Fourth offense:** The device will be held in the main office until a parent/guardian picks it up and signs for it. The student will receive two after-school detentions.
- **Fifth offense and beyond:** The student may not bring an internet-enabled device onto school grounds, school buses, or to school-sponsored programs for the remainder of the school year. The student will also be suspended.

Threats Towards A Student or Staff Member

The Board of Education directs all school district staff members to be alert to a student who exhibits warning signs of destruction to others. Any such warning signs or the report of such warning signs from another student or staff member shall be taken with the utmost seriousness and reported immediately to the principal or designee. If a student makes a threat towards another student or a staff member, a threat assessment will be conducted by the principal or designee and disciplinary action will occur.

Threats to others may be brought to the attention of the Threat Assessment Team for further evaluation. At the conclusion of the threat assessment, the child may be referred to outside counseling and/or

support services or he or she may be required to be evaluated and cleared by a mental health specialist prior to returning to school.

Suspensions/Expulsions

The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him or her, or of the habitual use of profanity or of obscene language or actions, or who shall cut, deface or otherwise injure any school property shall be liable to punishment and to suspension and expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A 18A:37-2 and the school district's student discipline/code of conduct policy and regulation in accordance with the N.J.A.C. 6A:16-7.1 et seq.