

# **LINCOLN ELEMENTARY SCHOOL**

## **CODE OF CONDUCT**

### **Background and Information**

Academic excellence is the main focus of Lincoln Elementary School as well as the entire Rockaway Borough School District. Growth and development of the student as a whole requires the need to address the social and emotional development of students as well. Therefore, in addition to challenging students to grow academically, Lincoln School is committed to have students grow emotionally and socially by teaching them responsible behavior that will enable them to become ethical and responsible citizens.

To promote these beliefs, Lincoln School staff established this Code of Conduct that provides a framework for expected behaviors for all members of the school community that includes parents/guardians/caregivers, educators and students. This framework is critical for providing a safe and thriving learning environment that is based on honesty, respect, trust and cooperation.

At the start of each school year, this Code of Conduct will be reviewed and reinforced throughout the school community with all the following stakeholders: Principals with parents/caregivers/guardians and students; Teachers/staff with students, and Parents/guardians/caregivers with their child/children. Cooperation between parents, school staff, and children results in a cohesive and educated student body that supports learning on all levels.

### **The Positive Behavior Support Model at Lincoln School**

#### **What is a School Wide Positive Behavior Support (SWPBS) Program?**

Lincoln School utilizes a School Wide Positive Behavior Support (SWPBS) Program dubbed as R.A.M.S. R.A.M.S. stands for:

**R**espect yourself and others

**A**chieve excellence

**M**ake good choices

**S**tay safe

The R.A.M.S. program is a comprehensive school/district wide endeavor that emphasizes positive and educational approaches to student behavior rather than focusing on negative consequence based methods. A SWPBS program such as R.A.M.S., provides a set of universal expectations for behavior that are positively stated and encourage desirable student behaviors. These expectations generally promote core values such as respect, responsibility, caring, citizenship, and safety. Some of the key elements of our school wide system include the following:

- A consistent, school wide approach for supporting student behavior
- Active support by school leaders and administrators along with collaborative efforts from all stakeholders in the adoption and implementation of the SWPBS.
- 3-5 positively stated behavioral expectations for all students, staff, and administrators to follow in all school environments.
- Procedures for actively teaching these expectations to students as well as additional procedures for encouraging and recognizing students when they meet targeted expectations.
- Consistent hierarchy of procedures for discouraging and correcting violations
- Predictable consequences for behavioral infractions that are delivered consistently by all staff throughout the entire school in which consequences are not primarily punitive in nature, but often offer an opportunity for students to learn from his or her mistakes and take responsibility for the choice he or she has made.
- Data-based decision making to guide team decisions and support.

R.A.M.S. matrices supporting positive behavior are posted all over the school and on the playground as part of the program and are integrated into daily instruction. A copy of our Lincoln School Matrix can also be found on our website for your review.

## **Consequences and Interventions**

As per our School Wide Positive Behavior Program (R.A.M.S.), the staff at Lincoln Elementary School is committed to providing a safe educational environment for all students that is driven by an underlying philosophy that supports both positive behavior as well as positive discipline. Should behavioral infractions occur; each disciplinary incident will be addressed individually and dealt with in an age and developmentally appropriate manner. The following misconduct/response structure has been designed to provide guidelines for students and staff. This structure includes multiple levels that represent a continuum of misbehavior based on both the seriousness of the act and the frequency of the occurrence.

## **Level I—Minor Infractions**

Defined as misbehavior on the part of the student which **IMPEDES ORDERLY CLASSROOM PROCEDURES** or **INTERFERES** with the **ORDERLY OPERATION OF THE SCHOOL**.

These behaviors are usually handled by the individual staff members/teacher, but sometimes require the intervention of other support personnel.

### Misconduct (examples, but not limited to):

- Being unkind to classmates
- Disrespectful behavior towards others
- Violation of classroom rules or procedures
- Being continually unprepared for class
- Displaying disruptive behavior in the cafeteria, on the playground or on the bus
- Inappropriate language or dress
- Cheating or lying
- Stealing
- Unsafe behavior of any type

### Action Taken for Minor Infractions:

- Apology Letter
- Time out
- Loss of recess- Students shall be provided restorative justice practices during the recess period. A restorative justice activity is designed to improve the socioemotional and behavioral responses of students through a less punitive intervention.
- Seating change
- Withdrawal of privileges
- Parental and/or principal notification
- Teacher/Student conference or problem solving session—Parent possibly informed

## **Level II—Major Infractions**

Defined as behavior whose frequency or seriousness tends TO DISRUPT THE LEARNING CLIMATE OF THE SCHOOL.

These infractions which usually result from the continuation of Level I misbehaviors, require immediate attention and possible intervention from personnel on the administrative level because the execution of Level I disciplinary options have not successfully corrected the situation. Also included on this level are misbehaviors that DO NOT represent a direct threat to the health and safety of others, but whose EDUCATIONAL CONSEQUENCES ARE SERIOUS ENOUGH to require corrective action on the part of administration.

### Misconduct (examples, but not limited to):

- Cumulative/repeated Level I violations
- Fighting/physical assaults
- Deliberate destruction or defacing of property
- Inappropriate language orally or in writing
- Threats of any nature
- Harassment or bullying
- Misbehavior on the school bus
- Possession of dangerous substances
- Petty theft
- Truancy/school tardiness
- Disrespectful behavior to staff or adults

### Action Taken for Major Infractions:

- Immediate notification of parents/guardians
- Immediate notification of principal
- Parent/teacher/student/principal conference
- Withdrawal of privileges
- In school or out of school suspension
- Restitution of property and damages resulting from the misconduct
- Detention

Any person(s) reporting infractions will be protected from reprisal and/or retaliation

Level II Infractions whose FREQUENCY or SERIOUSNESS tend to DISRUPT OTHERS OR DISRUPT the learning climate of the school as well as ACTS DIRECTED AGAINST PERSONS OR PROPERTY WHICH COULD OR DO POSE A THREAT TO THE HEALTH, SAFETY OR WELFARE OF OTHERS IN THE SCHOOL will require administrative action and may result in the immediate removal of students from school and the possible intervention of law enforcement authorities.

## **Importance of Parent involvement and Support of all Stakeholders**

In order for any endeavor such as this to be successful, all members of the Lincoln School Community have a responsibility in the process. Together we can all make a positive difference in children's lives and educational experiences. The following illustrates ways that we can all work together to fulfill our common goals:

### **Staff is expected to:**

- Explain the Student Code of Conduct along with the Harassment, Intimidation and Bullying Policy to students and enforce it in a consistent manner.
- Ensure the safety and welfare of students and staff in an enjoyable learning environment.
- Encourage students to take responsibility and to be accountable for their learning and their actions.
- Foster a climate of kindness, friendship and inclusiveness amongst the entire student body.
- Function as positive role models for their students.
- Strive to develop confident students who are able to make meaningful contributions to a diverse society
- Provide staff members who are trained, equipped and prepared to intervene appropriately in the event of behavioral misconduct.
- Contact parents as deemed necessary to enforce the Student Code of Conduct in order to maintain ongoing and meaningful parent/guardian involvement.

### **Parents/Guardians/Caretakers are asked to:**

- Read and review the Student Code of Conduct as well as the Harassment, Intimidation and Policy with your child and explain as necessary.
- Support students in their efforts and model expected behavior.
- Be a good listener to both your child and the school staff when conflicts arise and support the school's efforts to resolve the conflict.
- Ensure that their child/children arrive at school on time after having had adequate sleep and breakfast.
- Ensure that students are dressed appropriately for school, including consideration for the weather.

- Provide students with an appropriate lunch and/or snack.
- Contact the school with updates to emergency information or situations.
- Pick up and drop off students on time and in the designated safe areas as well as monitor before and after school hours.
- Participate as fully as possible in volunteer opportunities, student presentations, and special projects
- Review and adhere to the attached attendance policy (RBBOE Policy 5200).

### Students are asked to:

- Arrive on time daily and prepared with homework, supplies and meals.
- Acknowledge and follow the rules of the school, classroom, cafeteria and bus.
- Cooperate with and listen to teachers, staff and other students.
- Treat others with the same kindness, respect, and dignity with which they would like to be treated.
- Make a sincere effort to do their best work.
- Think and act with safety at the forefront.
- Respond appropriately to constructive criticism/discipline.
- Show respect for the property of the school, the staff, classmates and neighbors.
- Dress appropriately.
- Take pride in their school and community.

### Attendance:

Board of Education policy states that any students in grades one through eight shall be required to attend a minimum of 160 days of school during the school year in order to successfully fulfill requirements for promotion. Students that exceed twenty (20) unexcused absences may be mandated to attend summer school and/or may be retained. **(Ref: RBBOE Policy Code 5200).**

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**Milissa Dachisen**  
Principal

I, \_\_\_\_\_, am a student of Lincoln Elementary School. It is my responsibility to abide by school rules and behave in a manner that is respectfully safe, courteous and honest. I have read the Student Code of Conduct and will follow it to the best of my abilities.

If I do not meet the outlined expectations, I understand that there are consequences for my behavior.

### **Student Agreement**

I understand that I am expected to abide by this contract.

Student Name: (Please Print) \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date \_\_\_\_\_

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

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### **Parent/Guardian Acknowledgement**

I have read and reviewed the Code of Conduct with my child and will help him/her abide by the school rules and this Code of Conduct.

Parent Name: (Please Print) \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_