



# Lafayette School

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## Code of Conduct

Lafayette's Student Code of Conduct is a result of work done by the School Safety Committee to ensure we are in compliance with the Anti-Bullying Legislation. The School Safety Committee consists of Lafayette parents, teachers and administrators who meet regularly to discuss student conduct and school climate. Lafayette School's Student Code of Conduct is a result of the Board of Education's Code of Conduct (5600) and Harassment, Intimidation and Bullying (5512) Policies. These policies can be found on Lafayette School's website.

Please review Lafayette School's Code of Conduct and complete the self-reflection with your child to ensure they understand their rights and responsibilities along with the possible consequences for making inappropriate choices.

You may contact Cheryl Russo, principal, or Marco Freyre, assistant principal, if you have any questions about the attached document. Thank you - We are looking forward to a wonderful school year.

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**Lafayette School**

# Student Rights and Responsibilities

1. **Right-** Students have the right to attend a school that is safe and clean where they and their property are respected at all times and under all circumstances.

**Responsibility-** Students have the responsibility to follow directions given by those in authority, respect the rights and feelings of others and their property, maintain a clean school environment and refrain from acts of violence, vandalism or bullying as defined below.

2. **Right-** Students have the right to a full day of instruction in a learning environment that is safe and free from excessive noise or disruptive behaviors.

**Responsibility-** Students have the responsibility to contribute to a positive and safe environment by coming to school on time and prepared, cooperating with peers and those in authority, respecting the rights and feelings of others, following established rules and being actively involved in the learning process.

3. **Right-** Students have the right to “be themselves” without having to worry about others judging or criticizing their ideas, beliefs, styles, appearances, or likes and dislikes.

**Responsibility-** Students have the responsibility to respect other students’ and adults’ ideas, beliefs, styles, appearances, or likes and dislikes.

## Standard School Rules

1. Demonstrate respect for all people by:

- No name calling or teasing
- No inappropriate gestures or mean/degrading facial expressions
- No inappropriate language at any time
- No inappropriate touching

2. Demonstrate respect for others personal property/school property at all times

3. Listen to others and work collaboratively with classmates by tolerating and respecting the opinions of others even if they are different

4. Work to maintain a neat and organized classroom environment

## **CONSEQUENCES**

The following consequences will be implemented if a student breaks any of the rules listed above:

### **STEP A: Classroom Consequences**

1. **Written Apology of Action/Think Sheet** - an informal document that requires students to reflect on their behavior. This form should be completed by the student, signed off by the teacher issuing the form, sent home to be signed by the parent and filed in the teacher's recording system in the classroom.
2. **Phone call home**- a teacher will call home if a student continues to display inappropriate/disruptive behavior and has already filled out TWO Written Apologies of Action. A Third Written Apology of Action should be completed by the student in addition to the phone call home. \*It is important to inform the parents that the next consequence may be missing part of a recess.

### **STEP B: Administrative Referrals**

#### **First Visit:**

Administrator and student discuss the problem  
Think Sheet form is completed, signed, and returned  
Administrator and/or student calls parent  
Parent notified that the next consequence will result in an Administrative Consequence (Lunch/Recess, Before School or After School depending on the situation)

#### **Second Visit (if within two months of first visit):**

Administrator and student discuss the problem and make a connection to previous visits  
Think Sheet Form completed, signed, and returned  
Administrator calls parent  
Parent notified that next consequence will result in an Administrative Consequence (1/2 day In-School Suspension)  
Appropriate consequence assigned as deemed appropriate (lunch/recess, before/after school, etc...)

#### **Third Visit (if within two months of first visit):**

Administrator calls parent to notify them that their child will serve a ½ day In School Suspension  
Parent, Student, School Counselor and Administrator will create an individualized behavior plan for the student

#### **Fourth Visit (any given point in the school year after a Third Visit)**

Administrator calls parent to come to school  
Student goes home for the remainder of the day and will serve a Full Day In-School Suspension the following day.

**Any visits following the Fourth Visit**

Possible Out-of-School Suspension or additional In-School Suspensions or other consequences deemed appropriate at that time.  
School Counselor and Administrator will create an individualized behavior plan for the student

**WALKING TO AND FROM SCHOOL**

Students must abide by the Standard School Rules and Consequences while walking to and from school.

**BUS**

As per the Rules and Regulations posted in the “Standards of Conduct For Pupils Riding School Buses” document

- The driver shall be in full charge of the bus at all times and shall be responsible for order. The driver shall never exclude a pupil from the bus; however, if unable to manage any pupil, he/she shall report the unmanageable pupil to the principal of the school which the pupil attends. Students are advised to adhere to basic rules concerning the safety and protection of all passengers. Refusal to obey rules and cooperate with the bus driver may result in suspension of bus privileges.

**LUNCH - RECESS**

- The lunch-recess paraprofessionals will confer with student and give a verbal warning.
- After second incident the student is referred to the administration.
- A Think Sheet will be completed by the student, signed off by the administrator issuing the form, sent home to be signed by the parent and returned.
- If the two warnings and the Think Sheet did not prove to be effective, the next incident will result in a phone call home and a lunch-recess consequence.
- If the behaviors continue, the School Counselor will be called in to meet with the administration to discuss other interventions.

**IMMEDIATE ADMINISTRATIVE DETENTIONS**

- Actions with intent to hurt someone, such as physically fighting, throwing objects, biting, etc...
- Written or Verbal Threats
- Possession of weapons
- Acts of Harassment, Intimidation, and Bullying

## **Definition of Harassment, Intimidation and Bullying**

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils: and that
4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil’s property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. Creates a hostile educational environment for the pupil by interfering with a pupil’s education or by severely or pervasively causing physical or emotional harm to the pupil.

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

NOTE: Numbers 1 or 2 and Number 3 above must be present in order for the incident to rise to the legal definition of Harassment, Intimidation, or Bullying.

\* Please refer to Lafayette's website for the complete policy

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

Day of the Week \_\_\_\_\_ Time \_\_\_\_\_

## Written Letter of Apology

I was disrespectful to \_\_\_\_\_ in school today when I \_\_\_\_\_  
(my teacher/my classmate) (explain

\_\_\_\_\_.  
what actions or choices you made that had a negative impact)

I know this was disrespectful because \_\_\_\_\_  
(explain why or how your actions or choices

\_\_\_\_\_ affected others)

Next time I will \_\_\_\_\_  
(How will you fix this problem or what will you do differently next time?)

\_\_\_\_\_  
(my signature)

\_\_\_\_\_  
(my teacher's signature)

\_\_\_\_\_  
(my parent's signature)

# LAFAYETTE SCHOOL THINK SHEET

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Please explain your actions or problem below:**

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**Why did you make the choice you made?**

I thought I could get away with it.

I didn't notice I was doing it.

I didn't do anything wrong. We had a misunderstanding.

I don't understand what is wrong with what I did.

I had strong feelings (i.e. anger, frustration, embarrassment) and I wasn't able to control myself.

I wasn't thinking and I made a bad choice.

I was trying to impress my friends.

I was defending myself.

I knew I was wrong, but I did it anyway.

**Who were the other students affected by your behavior?**

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**How were they affected?**

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**What are you going to do in the future to avoid making this choice again?**

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I, \_\_\_\_\_, understand that as a result of my choices the following was put in place:

*(Student Name)*

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Student Signature: \_\_\_\_\_ Parent / Guardian Signature: \_\_\_\_\_

Administrator / Teacher Signature: \_\_\_\_\_

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## Lafayette School Social Reflection

Name \_\_\_\_\_

Date \_\_\_\_\_

Today I feel:

<b>Sad</b> 	<b>Frustrated</b> 	<b>Confused</b> 	<b>Worried</b> 	<b>Angry</b> 	<b>Other</b>	<b>?</b>
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I feel this way because:

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What was my role in this situation?

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How did my part make others feel?

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What coping strategies did you try?



<input type="checkbox"/> Take 3 Deep Breaths	<input type="checkbox"/> Ignore	<input type="checkbox"/> I told my friend how I felt
<input type="checkbox"/> Move somewhere else	<input type="checkbox"/> Do something else	<input type="checkbox"/> Think calm thoughts
<input type="checkbox"/> Talk to an adult	<input type="checkbox"/> Chill – Take a break	<input type="checkbox"/> Other: _____

What do you need to do to correct the problem?

<input type="checkbox"/> Apologize	<input type="checkbox"/> Make a Plan	<input type="checkbox"/> Sit with my friend and talk it out
<input type="checkbox"/> Forgive	<input type="checkbox"/> Do something nice	<input type="checkbox"/> Other: _____