

Saint Bartholomew Academy

Discipline Procedures & Code of Conduct

2018-2019



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CODE OF CONDUCT

St. Bartholomew Academy (SBA) is dedicated to offering students the opportunity of growing in the faith, of accepting its values, and of living the principles of truth, charity, and Christian hope. It is our goal to encourage a safe, respectful school environment for all students. The administrators and faculty, with the cooperation of parents, seek to educate the students towards a Christian vision of the human person, the world, and learning.

SBA students are expected to demonstrate behaviors that model self discipline and mutual respect among our school community. To meet this end, we have outlined SBA's discipline procedures and SBA's Code of Conduct.

SCHOOL-WIDE APPROACH FOR MANAGING STUDENT BEHAVIOR

SBA's discipline procedures and Code of Conduct is founded on improving students' behaviors through accountability, building students' social emotional competencies, and providing all students a safe learning environment. To meet this end, SBA implements the following school wide practices:

- 1) positive behavior management interventions in the classroom
- 2) clear expectations of appropriate behavior in and out of the classroom
- 3) consistent discipline procedures with progressive levels of consequences
- 4) conflict resolution conferences to help students create internal systems that guide their judgement
- 5) a research based social emotional learning program with bullying prevention lessons.

Addressing student behavior issues involves varied degrees of support and interactions depending upon the student's age, circumstances and severity of the infraction. SBA's administration strives to follow consistent discipline procedures and communications with parents.

CLASSROOM TEACHER LEVEL PROCEDURES

When managing student behaviors at the classroom level, the SBA faculty is committed to creating a safe and respectful learning environment for all students. Classroom teachers routinely respond to students inappropriate behaviors by:

- 1) addressing the root of students' misbehavior
- 2) increasing student accountability through progressive and logical consequences, in addition, to helping students create internal systems that guide their judgement
- 3) resolving conflict and building relationships between and among students
- 4) teaching students strategies to improve their behavior using a formal social emotional learning and bully prevention curriculum and daily teachable moments
- 5) building classroom community by fostering Christian values, restorative practices and culturally responsive teaching strategies
- 6) working in partnership with parents

Classroom teachers have their individual behavior management plans for addressing student behaviors in his/her classroom which is regularly communicated to students. Teachers integrate age appropriate strategies to positively manage student behavior. In some cases, teachers may develop a behavior improvement plan for individual students who do not respond to the classroom strategies and require more intense assistance. In these cases, the classroom teacher communicates frequently and works closely with parents to bring about change. Classroom teachers also reinforce class rules with progressive consequences that range from formal verbal warnings, removal of privileges, to after school detentions.

Parents are notified via email, written notice or phone call when a student commits an infraction that results in consequences beyond a warning. For a chronic offender, the classroom teacher requests a conference with parents to work in partnership in developing an action plan of possible interventions to assist the student.

When a student does not respond to multiple teacher interventions to improve the same misbehavior, then the classroom teacher will generate an Administrative Discipline Referral. Upon receipt of a referral, the principal and/or vice principal will take the appropriate administrative action as outlined in the SBA Code of Conduct.

ADMINISTRATIVE LEVEL PROCEDURES

The classroom teacher will submit an Administrative Discipline Referral to the SBA administration when a student is a chronic offender of low level behavioral infractions, or commits a high level behavioral infraction. Upon receipt of an Administrative Discipline Referral, the principal and/or vice principal will take the appropriate administrative action as outlined in the SBA Code of Conduct.

Administrative Discipline Referral:

The goal of the Code of Conduct, the Administrative Discipline Referral and SBA's discipline system is to hold students accountable for their misbehavior by using consistent and responsive actions, or consequences, which are progressive in severity, especially with repeated violations. Inappropriate behaviors in the Code of Conduct are grouped into two categories: Low Level Infractions and High Level Infractions.

Low level infractions predominately represent uncooperative, noncompliant, disorderly, and/or disruptive student misbehaviors. These inappropriate behaviors are usually addressed by the classroom teacher, but may be referred to the SBA Administration if the misbehavior or infraction becomes chronic or more severe.

High level infractions include serious misbehaviors which are disruptive, aggressive, harmful, violent, and possibly dangerous in nature. High level infractions are further grouped into two tiers based severity and degree of aggression. All high level infractions are handled by the SBA school principal or vice principal and parents are notified.

Conflict Resolution Student Input Form and Student Conference:

When a student is referred to the administration for disciplining, the student completes a Conflict Resolution Input Form before the discussion with the principal or vice principal. The purpose of the Conflict Resolution Input form is to provide students with an opportunity to reflect and write their personal account, or perspective, on an incident/misbehavior. The ultimate goal is to help the student have a voice in the process, identify alternative choices, take responsibility for their behavior and identify strategies to prevent future occurrences. The student's input is discussed during the discipline conference. In situations where a student is a victim or target of an infraction, the student may be referred to the counselor for follow up discussions.

Parental Contact of Discipline Referral and Consequences:

After an Administrative Discipline Referral Conference is completed, the student's parents will be contacted. Parents are contacted via email or phone call and informed of: the incident, the student's infraction, actions taken by the administration, and the progression of consequences.

In general, disciplinary actions of high level infractions include, but are not limited to, the following consequences:

*loss of privileges:

athletic event, sport team, computer use, recess, special class, event or other activity

*confiscation

*restitution

*lunch/recess detention (3 to 5 days)

*after school detention (3 to 5 days)

*out of school suspensions (3 to 5 days)

*police contact

*recommendation for expulsion

High level infractions are grouped into Tier One and Tier Two categories. Since tier two behaviors are more grievous and harmful than tier one infractions, the consequences are more severe and multiple days of a sanction are assigned. Depending upon the severity of any inappropriate behavior exhibited and the number of occurrences, the administration reserves the right to impose progressive consequences reflective of that severity by adjusting the leniency and/or harshness of indicated consequences.

At all times, the administration reserves the right to intervene and take action if the student's behavior is deemed inappropriate or in violation of SBA's school policies. In the event a student exhibits an inappropriate behavior not indicated in the SBA Code of Conduct, the administration reserves the right to determine an applicable consequence(s).

A recommendation for expulsion will be enforced when:

- a) a student exhibits a major violation of school rules;
- b) SBA's disciplinary system repeatedly fails to modify the student's behavior;
- c) a student's behavior is not commensurate with Christian attitudes, morals and values;
- d) a student exhibits a disregard for the safety and welfare of other students, administrators, teachers, or other school employees, whether on school property, on a school bus, or at a school sponsored function.

ST. BARTHOLOMEW ACADEMY CODE OF CONDUCT

Low Level Infractions

Low level infractions are generally characterized as uncooperative, non compliant, disorderly and/or disruptive student misbehaviors. These behaviors are handled by the classroom teacher or supervising teacher.

Discipline of low level infractions will be a combination of positive classroom behavioral strategies and progressive consequences enforced by the classroom teacher.

Parents will be contacted and informed of their child’s behavior and discipline by the teacher via email or phone calls when a student is not responding to interventions after multiple teacher warnings and/or when detention and a loss of privilege is assigned.

When a student is a repeat offender of the same low level infraction and does not respond to teacher behavioral interventions or consequences, then a formal Administrative Discipline Referral will be enforced.

At all times, the administration reserves the right to intervene and take action if the student’s behavior is deemed inappropriate or in violation of SBA’s school policies.

INFRACTIONS	CONSEQUENCES:
<ul style="list-style-type: none"> ● Cheating Or Plagiarism ● Defacing School Property ● Defiance: Including Refusal To Follow Directions; Respond To Question Or Request By A Teacher ● Derogatory Behavior/Remarks ● Disrespectful Behavior/ Disruptive Behavior ● Forgery ● Inappropriate Hallway, Cafeteria, And Stairwell Behavior ● Inappropriate Bathroom Behavior ● Inappropriate Behavior ● Inappropriate Playground Behavior ● Inappropriate Use Of Internet Or Print Material ● Inappropriate Language ● Inappropriate Use Of Personal Belongings ● Indecent Behavior ● Indirect Profanity ● Interference Of Instruction ● Lying ● Noncompliance ● Teasing ● Unauthorized Use Of Electronic Devices ● Violation Of Other’s Personal Space And Property ● Violation Of Uniform Code 	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal Warning <input type="checkbox"/> Non Verbal Warning <input type="checkbox"/> Refocusing Opportunities <input type="checkbox"/> Formal Warnings <input type="checkbox"/> Lunch/Recess Detention <input type="checkbox"/> After School Detention <input type="checkbox"/> Loss Of Privilege <input type="checkbox"/> Change Of Inappropriate Clothing <input type="checkbox"/> Confiscation <input type="checkbox"/> Parent Conference <input type="checkbox"/> Student Behavior Improvement Plan

ST. BARTHOLOMEW ACADEMY CODE OF CONDUCT

High Level Infractions

High level infractions are generally characterized as serious misbehaviors which are severely disruptive, aggressive and harmful in nature. High level infractions are immediately referred to the administration for disciplining using a formal Administrative Discipline Referral.

The principal or vice principal will meet with the student to review the infraction, alternative choices, and consequences. More severe accountability measures will be imposed when the student is a repeat offender of the same infraction. After the Administrative Discipline Referral conference, parents are contacted via email or phone call. Parents are notified of the student's infraction and circumstances, the assigned consequences, actions taken by the administration and the progression of consequences. Depending upon the severity of any inappropriate behavior exhibited and the number of occurrences, the administration reserves the right to impose progressive consequences reflective of that severity by adjusting the leniency and/or harshness of indicated consequences.

In the event a student exhibits an inappropriate behavior not indicated in the SBA Code of Conduct, the administration reserves the right to determine an applicable consequence(s).

INFRACTIONS	INFRACTIONS	CONSEQUENCES
<p><u>TIER ONE:</u></p> <ul style="list-style-type: none"> ● Bus Misbehavior ● Chronic Offender Of A Low Level Infraction ● Cutting Class Detention ● Gross Insubordination ● Retaliating Physically To Aggression ● Misuse Of Technology ● Profanity: Direct & Indirect ● Severe Degree Of Any Low Level Infraction ● Unauthorized Use Of Electronic Devices 	<p><u>TIER TWO:</u></p> <ul style="list-style-type: none"> ● Aggression ● Assault ● Bias, Racial, Derogatory, Offensive Remarks Or Behaviors ● Bullying, Threats, Cyberbullying ● Conflict: Physical, Verbal, Or Social ● Defacing Property/ Vandalism ● Gross Insubordination ● Endangerment Of Safety Of Others ● Fighting ● Harassment And Intimidation: Race, Ethnicity, Gender, Sexual Orientation, Disability, Religion, Cyber, School Community ● Inappropriate Use Of Safety Devices ● Inciting A Fight ● Leaving School Without Permission ● Possession & Use Of Drugs And/Or Alcohol ● Possession & Threat Using Weapon, Explosives, Etc. ● Property Damage ● Theft ● Sexual Misconduct & Harassment 	<p><u>TIER ONE: (1-3X)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lunch & Recess Detention <input type="checkbox"/> After School Detention <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Loss of Computer Internet Use <input type="checkbox"/> Confiscation <input type="checkbox"/> Special Assignment <input type="checkbox"/> Parent Conference <input type="checkbox"/> Restitution <input type="checkbox"/> Removal From Sporting Event/Team <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> Recommendation for Expulsion <p><u>TIER TWO: (3-5X)</u></p> <p>Consequences are applied in greater frequency and longer duration.</p>

Expulsion:

Expulsion will be recommended when a student:

- a) exhibits disregard for SBA's Code of Conduct by a major violation, and/or
- b) demonstrates a chronic disregard of the school rules and procedures.

Some major violations, or infractions include, but are not limited to:

- Assault upon another student, administrator, teacher or other school employee, with a weapon or any other object, which may inflict bodily harm
- Behavior that is not commensurate with Christian attitudes, morals and values
- Damage to school property
- Disregard for the safety and welfare of other students, administrators, teachers or other school employees, whether on school property, on a school bus, at a school-sponsored function
- Habitual disrespect for school personnel, fellow students, or school rules.
- Possession, use or distribution of drugs and/or alcohol
- Possession of any item that may be classified as a dangerous weapon, including destructive devices and explosives
- Theft

ST. BARTHOLOMEW ACADEMY

SCHOOL-WIDE BEHAVIORAL EXPECTATIONS

SBA students are encouraged to strive for their maximum academic potential and spiritual growth and to live our Christian values through their daily actions and words of respect towards each other. To guide younger students and reinforce expectations, teachers use common language and posted reminders of desired behaviors in the hallway, lunch room, bathroom, playground, and during Mass.

In the halls, students are to:

- walk to the right
- face forward
- keep hands to self and respect others' space
- quiet or whisper voice
- be courteous: greet adults and hold the door for others

In the bathroom, students are expected to:

- respect property
- keep hands to self and respect other's space
- keep the facilities neat and clean
- speak in a low tone
- refrain from inappropriate behaviors

During lunch, students are expected to:

- eat only your own food
- stay in your seat
- speak in a low calm voice
- show respect and speak kind words
- keep hands to self and respect other's space

On the playground, students are expected to:

- follow directions
- speak polite kind words
- accept and include everyone
- solve problems calmly
- keep hands to self and respect other's space

During Mass, students are expected to:

- face forward
- remain silent before, during and after the Mass
- kneel forward
- hands to self and respect others' space
- pray quietly

POLICY STATEMENT ON HARASSMENT

St. Bartholomew Academy maintains an atmosphere free of violence, personal abuse or any other form of harassment. Harassment may be student-to-student, student-to-teacher, teacher-to-student, employee-to-students or employees-to-employees. It can be words, gestures or actions which tend to annoy, alarm, and abuse (verbally) another person. A person commits a petty misdemeanor if, with purpose to harass another, he or she: (1) makes a telephone call without purpose of legitimate communication; or (2) insults, taunts, or challenges another in a manner likely to promote a disorderly response; or (3) makes repeated communication anonymously or at extremely inconvenient hours, or in offensive course language, or (4) subjects another to an offensive touching; or (5) engages in any other course of alarming conduct serving no legitimate purpose of the actor.

Harassment occurs when one person makes repeated verbal, written, or physical contacts with another person who does not want these contacts. Bullying is a particular type of harassment that generally involves some force, whether overt or subtle. Exclusion is widely considered to be a form of bullying, even though there may be no apparent contact. By ignoring or excluding an individual from participation in some group activity, the bully demonstrates his or her force of power.

Threats of violence and other abusive expressions, physical harassments, corporal punishment, use of inappropriate sexual words, actions or innuendos, comments directed at a person's gender are all inappropriate and will not be tolerated. Violations of this no-harassment policy will be treated as a significant disciplinary matter.

POLICY STATEMENT ON BULLYING

All elementary and secondary schools of the Archdiocese of Newark shall actively seek to provide a supportive, caring environment that is safe from all forms of intimidation including bullying. Bullying is repeated behavior involving a deliberate, conscious intent to hurt, threaten frighten, or humiliate someone. It may include physical and/or verbal intimidation or assault; extortion or taking belongings; oral or written threats; outrageous teasing, mocking, taunting, putdowns, or name-calling; threatening looks, gestures or actions; cruel rumors; suggestive comments; false accusation, and/or social isolation. Bullying behavior shall not be tolerated in any form at school or school-sponsored programs and activities.

All elementary and secondary schools of the Archdiocese shall develop anti-bullying procedures according to the following guidelines:

1. All members of the school have a responsibility to recognize bullying and to take action when they are aware of it happening.
2. An anti-bullying program will be conducted with each class annually. This will be supported by school-wide messages on the issue and, when appropriate, a parent information evening.
3. All faculty and staff shall treat any report of bullying seriously and take action. A faculty/staff meeting will be held annually to discuss bullying and review reporting and investigation procedures, prevention strategies, and disciplinary approaches.
4. Faculty and staff members shall listen carefully to the student(s) reporting bullying, and make sufficient inquiries to clarify exactly what has been happening.
5. Student(s) should be assured that they have acted correctly in reporting bullying.
6. The faculty or staff member who receives a report of bullying behavior shall make a written summary of the information and pass it on to the dean and/or principal, who will take appropriate action.
7. The school administration shall thoroughly investigate all reports of bullying. This may include interviews with students, parents, and staff members as well as a review of school records. The victim(s), accused student(s), and any witnesses shall be interviewed separately to establish an accurate account of events. Written records shall be maintained of suspected and/or repeated incidents of bullying.

POLICY STATEMENT ON BULLYING (Continued)

8. Emphasis must be placed on changing the behavior of the bullying student(s), while providing care and support for the student who has been bullied.
9. Whenever bullying has been reported, the principal or his/her designee (assistant principal, counselor, dean, etc.) shall give advice to the student(s) who have been bullied on how to deal with any repeat incidents of bullying that may happen.
10. The principal or designee shall arrange follow-up discussion with the student(s) at periodic intervals to find out if the bullying has stopped.
11. Whenever incidents of bullying are reported, the school shall contact the parents of all of the students who are involved.
12. Any student who retaliates against another student for reporting bullying behavior shall be reprimanded and penalized in accordance with the school's disciplinary code.