



Union County TEAMS Charter School and High School/College Leadership Academy

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CODE OF CONDUCT

The UC TEAMS Charter School and High School/College Leadership Academy Code of Conduct is a discipline for self-discipline policy birthed out of a philosophy that we discipline with dignity and allow students to become decision makers and critical thinkers. Students are made consciously aware of John C. Maxwell's, *Twenty One Indispensable Qualities of Leaders* and/or the Six Pillars of Character. Both of these promote respect for self and others and foster a climate in which optimum learning is possible. When students fail to live up to the ideals set forth in these philosophies and internalize them daily, other measures may be required. These are meted out with the total welfare and dignity of the student, the teacher, and the school in mind. An effective school discipline policy will support and encourage a **positive learning community** and minimize disruptive behavior. School discipline requires cooperation and collaboration of parents, students, and staff fostering in all students their innate abilities to govern themselves in a productive society.

Positive Learning Community

In the Positive Learning Community a positive value system is created with both rewards and consequences distributed to create balance. Rules and consequences happen as a result of the choices that students make leading to growth and responsibility. Reward points include high academics and positive behavior and point reductions will only be made for infractions incurred by students. All students will be assigned the same number of points at the start of each marking period. Point rewards and reductions will be made by individual subject area teachers at the end of each cycle. Students whose points are significantly less than an agreed upon average will not be invited to participate in various off campus activities at the discretion of the administration in collaboration with the Cluster Leaders.

This policy defines the students' rights and responsibilities. Every student at UC TEAMS has three basic rights:

- The right to respect him/herself and be safe
- The right to be respected by others and feel safe
- The right to be in an environment of respect and learn

To ensure that all students enjoy these rights, each student must expect the best of oneself, challenge his/her mind, make responsible choices, accept consequences for his/her choices, and respect all staff, peers, and the school environment.

FIVE GENERAL INFRACTIONS :

I. Behavior that interrupts the instructional program, including:

1. failure to dress appropriately in required uniform;
2. failure to bring the necessary materials to class such as books, paper, pen/pencils;
3. failure to dress in the required P.E. uniform;
4. excessive attention-getting and off-task behaviors,
5. flagrant tardiness,
6. profanity or obscenities,
7. play fighting or inciting a fight
8. excessive absenteeism
9. disobedient or disregard of teacher directives

II. Behavior that damages, destroys, or causes the loss of personal or school property:

1. the irresponsible use of instructional materials,
2. theft of any kind
3. malicious destruction of property

III. Behavior that hurts another person’s feelings (psychological) including:

1. name calling and putdowns,
2. bullying and intimidation,
3. sexual harassment, sexual offenses (AE)
4. behaviors designed to devalue or harm others

IV. Behavior that physically hurts others, including self:

1. fighting,
2. throwing objects, chairs, furniture
3. possession of dangerous objects and/or weapons with intent to harm another, (AE)
4. possession and/or use of a controlled dangerous substance (AE)

V. Behavior that brings harm to the school:

1. failure to follow rules of off campus venue
2. inappropriate behavior on vehicles to and from school
3. inappropriate behavior on field trips and buses
4. inappropriate use of facilities, both male and female

At all times, cooperative and appropriate behavior is expected in both classroom and non-classroom activities such as assemblies, athletic events, cafeteria, school trips and other activities.

All of the infractions encountered by any teacher and/or staff member are handled by the same. The following pages will assist in managing the proper course to take for each. It is intended as a guide, but teachers handle infractions in **Category I** using the ranked consequences below. The Parent Log is used to record contacts with students and parents recording date, time, message, or topic of conference. Conferences with parents and students are best conducted with the School Counselor, Cluster Leader and/or principal. (This also aides in tracking point reductions.)

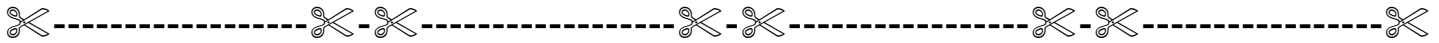
STAFF/TEACHER RANKED CONSEQUENCES

- | | |
|-----------------|--|
| 1 ST | Verbal Warning (log) |
| 2 nd | Student Conference (log) |
| 3 rd | Lunch/Recess Detention |
| 4 th | Parent Call (log) |
| 5 TH | Parent In-School Conference (log) |
| 6 TH | Student Removal from Class (In collaboration w/administration) (log) |
| 7 th | Written Incident Report to Principal (log) |

Infractions of Categories II, III, IV, and V all require a **Written Incident Report to Administration**. Some infractions require suspensions with **S.M.A.R.T.** (Saturday Morning Academic Recovery and Tutoring from 8:30 am until 11:30 am) and some require automatic expulsion. Repeated behavioral infractions will require suspension with successive days, three (3), five (5) and ten (10) at the discretion of the administration.

THESE PROCEDURES WILL BE FOLLOWED WHEN INAPPROPRIATE BEHAVIOR OCCURS:

1. The **first time** an infraction occurs, in class, in the hallway or any place on school grounds, the student will receive a **verbal warning** from the Teacher. The student will meet with the Teacher before, during or after class.
2. If a **second** incident (of the same kind) occurs, the **parent** will be notified immediately. The student will meet with the Teacher - before, during or after class.
3. If a **third** incident (of the same kind) occurs, the parent will be asked to come in for a conference with the teacher. (This may be facilitated by School Counselor, School Cluster Leader, and/or Building Administrator)
4. If this misbehavior **continues**, the student will be referred to the Building Administrator via the Written Incident Report .
5. Conflict Resolution is a preventative measure used by either party prior to an impending fight or altercation. Students are encouraged to seek out the school counselor, cluster leader, and principal to seek this solution before a physical confrontation occurs. However, if there is a verbal or physical conflict between students, all students involved will be **suspended from school** and participate in a conflict resolution session with the School Counselor upon return. A **parent** must accompany the student(s) upon return from the suspension period.
6. **Serious** or **repeated** behavior problems will be referred to the Principal and/or Executive Director. who will determine consequences, which could include out of school suspension or expulsion. In addition, all students who lose time from instruction due to suspension are required to participate in S.M.A.R.T. to complete missed class work and homework for as many consecutive Saturdays as the suspension.
7. Students serving a lunch/recess detention will complete a **Detention Notice** explaining their behavior and how they will prevent those behaviors in the future in the Comments section. A copy of these notices will be sent home and maintained in the student's file.



Student Section:

I _____, (**print student's name**) have read and understand the Code of Conduct as described in the Student Handbook and in this document.

Student's Signature _____ Date _____

Parents and Students have reviewed and signed this Code of Conduct.