

POLITZ

DAY SCHOOL OF CHERRY HILL

Caskey Elementary School • Konig Middle School



Code of Conduct

2025-2026

Vision

At Politz Day School, our primary focus is to foster a safe, respectful, and nurturing environment where all students can thrive academically, spiritually, and socially. We aim to instill a love of learning, strong moral character, and respect for others. By promoting positive behavior and setting clear expectations, we create a supportive community where every student is inspired to reach their full potential.

Mission

Politz is a Jewish Day School serving the South Jersey community. Our mission is to imbue our students with Torah values and a love of learning to prepare them academically, spiritually, and professionally for success in the modern world. We teach our students character development, love of Hashem, service to community, and a deep connection to the State of Israel in a joyful and nurturing environment.

Philosophy

Our behavioral standards are grounded in derech eretz and mutual respect. At Politz, we embrace a restorative approach to student development—where positive behavior is celebrated and challenges are viewed as meaningful opportunities for reflection and growth. Discipline works best when students, parents, and staff all work together to support and guide one another. Our aim is to cultivate self-discipline, personal accountability, and a deep respect for Torah values by guiding students to understand the impact of their actions, restore relationships, and make thoughtful, values-based choices.

Section 1: Behavioral Expectations

Student Expectations

Students are expected to:

- Follow directions promptly and respectfully, demonstrating cooperation and a readiness to learn.
- Use respectful language and tone when interacting with peers and staff, fostering a kind and inclusive community.
- Remain in their designated areas unless they have received direct permission from a staff member to leave.
- Maintain a safe environment by keeping hands, feet, and objects to themselves, and by resolving conflicts peacefully.
- Respect school property and the belongings of others, promoting responsibility and care for shared spaces.
- Adhere to the school's dress code.
- Represent the school positively during all activities, both on and off campus, upholding the values of integrity, respect, and community.
- Come prepared each day with necessary materials and a mindset ready for learning and growth.
- Take ownership of their actions by reflecting on choices and, when needed, making amends in a respectful and restorative manner.
- Participate actively in creating a positive school culture where every student feels safe, valued, and supported.

Addressing Behavioral Challenges

At Politz Day School, we view discipline as an opportunity to teach responsibility, promote reflection, and support personal growth. When students fall short of expectations, we guide them through a restorative process that encourages self-awareness, accountability, and meaningful learning. Rather than focusing solely on punishment, we help students understand the impact of their actions, repair any harm caused, and develop the skills needed to make more thoughtful choices in the future. Each situation is approached with care and respect for the individual, ensuring that our response is developmentally appropriate, values-based, and aligned with the needs of the student and the school community.

Behavioral concerns are addressed through a four-tiered approach:

Level 1: Classroom-Managed Behavior

Mild infractions are addressed within the classroom setting. These include:

- Disruptive behaviors that interfere with classroom learning, school programs, activities, or transportation but don't qualify as more serious infractions.
- Lack of focus during instruction such as, doodling during lessons, or failing to listen when the teacher or classmates are speaking.
- Getting up from an assigned seat or leaving a designated area without first asking for and receiving teacher permission, including moving around the classroom during instruction time.
- Not complying with teacher instructions, ignoring classroom procedures, or disregarding verbal or written directions given for assignments, activities, or behavioral expectations.
- Submitting someone else's work as one's own, using unauthorized assistance during tests or assignments, or turning in AI-generated content without proper attribution.
- Engaging in conduct that belittles, bothers, offends, or humiliates individuals or groups.
- Wearing clothing or accessories that don't comply with established school attire guidelines.
- Misusing personal electronic equipment (phones, tablets, smartwatches, music players, etc.) for non-academic purposes during school hours.
- Participating in uncontrolled physical play or pranks involving multiple students.
- Using offensive words, gestures, images, or materials at school (excluding threats or intimidation).
- Arriving late to class without a valid excuse after being present on campus.
- Missing school or individual classes without proper authorization from parents, guardians, or school officials.

LEVEL 1: RECOMMENDED APPROACHES AND CONSEQUENCES

- Verbal redirection or reminder of expectations.
- Restorative conversation about the behavior.
- Reinforcement of classroom expectations.
- Assignment of special project or work
- Reflection or restorative activity during non-instructional time.
- Loss of minor classroom privileges.
- Warning of referral to Level 2.

***MANDATORY CONSEQUENCES:**

If the behavior is repeated or results in a serious outcome, a more significant response may be necessary to address the situation and support growth.

NOTIFY PARENTS/GUARDIANS or TALK ABOUT THEIR BEHAVIOR

Level 2: School-Wide Support

These infractions involve repeated Level 1 behaviors or more disruptive conduct, such as:

- Repeatedly leaving assigned areas or being in hallways or other areas without permission.
- Taking something that belongs to someone else without permission.
- Wearing anything that does not follow the dress code (two or more offenses).
- Nonverbal or verbal threats of physical harm (to hit, fight, or beat up another person without a plan and/or actions towards them) that are made in-person, electronically or through any other means.
- Any rough uncontrolled play or prank that involves two or more students and there is risk of injury as a result of the horseplay.
- Repeatedly refusing to follow written or verbal school rules or directions from the school staff without causing a disruption.
- Breaking or destroying things that belong to the school or to another person.
- The repeated misuse of electronic devices that is not related to school; going into programs and/or files that a student should not go into on an electronic device; sharing your username and password with someone else; or logging into your device and allowing someone else to use your device.
- Hitting, pushing, or engaging in any physical contact with another student that is disruptive but stops when an adult asks the students to stop.
- The act of participating in an altercation involving physical violence.
- Repeatedly showing behavior that is hurtful or that embarrasses another person or group of persons, including staff. (More serious than Level 1).

LEVEL 2: RECOMMENDED APPROACHES AND CONSEQUENCES

***MANDATORY CONSEQUENCES:**

NOTIFY PARENTS/GUARDIANS

TALK ABOUT THEIR BEHAVIOR

- Reflection activity to understand the impact of the behavior.
- Temporary removal from a specific activity or space (with supervision).
- Apology (verbal or written) to those impacted.
- Referral to school counselor for guidance or support or intervention program (NJTSS).
- Warning of referral to Level 3.

Level 3: Administrative Intervention

For serious or ongoing infractions, administrative action is required.

- Being on school grounds, school transportation, or at school events without permission or remaining after being asked to leave by staff.
- Having, using, or distributing banned objects such as matches, lighters, toy weapons, tools, or other unauthorized materials on campus.
- Engaging in conduct that significantly interferes with the teaching and learning environment, school operations, or educational activities without reaching Level 4 severity.
- Using threats of harm to coerce others into giving up money, property, or services.
- Openly refusing to comply with staff directions, demonstrating willful disobedience, or publicly arguing with adults in a disruptive manner.
- Engaging in harmful, embarrassing, or demeaning behavior toward others, including the use of offensive language, gestures, or profanity.
- Taking another person's belongings without consent or authorization.
- Participating with others in physical fights involving force or violence that requires intervention or results in injuries needing medical care.
- Deliberately damaging or destroying school property or personal belongings of others.
- Using threatening, insulting, or dehumanizing communication through any means that causes reasonable fear of harm to persons or property.
- Continued misuse of electronic devices, including unauthorized system modifications, accessing restricted programs, or viewing prohibited content.
- Engaging in reckless physical play or pranks with multiple students that results in actual injury requiring medical attention.
- Displaying conduct that may incite violence or severely disrupts school operations.
- Possessing or using tobacco products or nicotine vaping devices on school property, school transportation, or at school events.
- Possessing, storing, or distributing fireworks or similar explosive devices on school property or at school functions without igniting them.
- Intentionally hitting or striking another person against their will without causing injury, excluding situations involving mutual combat.
- **Bullying or Harassment:** Violations will result in progressive disciplinary action ranging from mandatory training and written warnings for first offenses to suspension, termination, or expulsion for severe or repeated incidents, with immediate safety measures provided for all affected parties.

LEVEL 3: RECOMMENDED APPROACHES AND CONSEQUENCES

- Parent/guardian meeting with administration and teacher.
- Restorative actions (e.g., apologizing or replacing damaged property).
- Development of a behavior action plan with the student, parents, and school staff.
- Counseling or tailored intervention plan.
- Bus suspension.
- Out of school suspension (1-2 days).
- Guidance referral, if needed.
- Referral to intervention program.
- No contact agreement.
- Warning of referral to Level 4.
- Temporary removal or participation in extra-curricular/ co-curricular programs or activities.

Level 4: Major Infractions

Egregious violations that threaten the safety or integrity of the school are rare but require immediate action. Examples include:

- Possessing, using, sharing, selling, or being under the influence of alcoholic beverages on school property or at school events.
- Intentionally setting fires or causing explosions on school property or transportation.
- Deliberately causing serious injury, permanent harm, or using weapons against others.
- Systematic, repeated behavior intended to intimidate, harm, or isolate another person through various means.
- Unlawfully entering school property and causing damage or committing crimes while trespassing.
- Severely disrupting school operations through actions like bomb threats, riots, or false alarms that threaten safety.
- Manufacturing, selling, buying, or distributing illegal drugs or substances.
- Having, using, or being under the influence of illegal drugs or controlled substances.
- Unauthorized access to computer systems, networks, or files, including hacking school databases.
- Accidentally setting fires or intentionally lighting small fires without causing damage.
- Forcibly restraining, hiding, or transporting someone against their will.
- Having dangerous objects or weapons that could harm others, including replica weapons and self-defense items.
- Repeated serious misbehavior that significantly disrupts school operations.
- Taking property by force, violence, or threat while causing fear in the victim.
- Forced sexual acts committed against someone's will, or other inappropriate sexual behavior, lewd gestures, or indecent exposure.
- Intentionally harming someone requiring medical attention, excluding life-threatening injuries.
- Making verbal or non-verbal threats that cause reasonable fear of physical harm.
- Any direct or indirect threats against the school, including threats or violence threats.
- Selling or distributing tobacco, vaping products, or nicotine devices.
- Entering school property after being officially banned or while under suspension/expulsion.
- Intentionally damaging or destroying public or private property through graffiti, scratching, or other destructive acts.

***MANDATORY CONSEQUENCES**

- **NOTIFY PARENTS/GUARDIANS**
- **TALK ABOUT THEIR BEHAVIOR**
- **UP TO A 5 DAY SUSPENSION**
- Immediate removal from the situation.
- No contact agreement.
- Guidance referral, if needed.
- Temporary removal or participation in extra-curricular/co-curricular programs or activities.
- Referral to outside support services or behavioral assessment.
- Referral to an intervention program (NJTSS).
- Expulsion, in cases of repeated or extreme violations.

Additional Steps for Supporting Behavioral Growth

At Politz Day School, we believe that every behavioral challenge is an opportunity for growth. Our approach is rooted in care, accountability, and emotional well-being. Rather than focusing solely on consequences, we work with students to help them understand their actions, learn from their experiences, and build the skills they need to thrive—both in school and beyond.

When addressing behavioral challenges, Politz Day School takes a holistic approach to ensure students receive the support they need to succeed. These proactive strategies and restorative practices are implemented to help students reflect on their actions, repair harm caused, and develop better decision-making skills moving forward:

- **Restorative Practices:** Encourage students to repair harm caused by their actions, such as offering apologies, writing reflective essays, or engaging in acts of service within the school community.
- **Proactive Interventions:** Provide additional behavioral supports for students struggling with self-regulation, such as counselor check-ins, daily progress monitoring, or structured guidance.
- **Positive Reinforcement:** Consistently recognize and celebrate positive behavior through verbal praise, certificates, or privileges to motivate students to make good choices.
- **Behavior Documentation:** Maintain a clear and confidential record of incidents and interventions to monitor patterns, evaluate the effectiveness of supports, and ensure consistency.

When addressing behavioral challenges, Politz Day School takes a holistic approach to ensure students receive the support they need to succeed. We use restorative practices to guide students through healing and reflection. These practices create a safe space where students can take responsibility, hear how others were affected, and work together to make things right.

- Restorative circles, where everyone involved has a chance to speak, listen, and find common ground.
- Guided mediation sessions with trained staff to help students reflect and rebuild trust.
- Personal reflections, either written or spoken, to help students process the impact of their behavior.
- Collaborative solutions, like acts of service or community contributions, that help repair relationships and restore a sense of belonging.

These experiences help students grow in empathy, strengthen their connections with others, and contribute to a more compassionate school community.

Proactive Interventions: Meeting Students Where They Are

We understand that every student is different, and some may need extra support to manage their emotions or behavior. That's why we offer proactive, personalized interventions such as:

- Regular check-ins with counselors or trusted adults.
- Daily progress tracking to help students stay on course.
- Individualized behavior plans with clear goals and consistent support.

These tools help students build self-awareness, resilience, and the confidence to make positive choices before challenges escalate.

Positive Reinforcement: Celebrating Growth and Good Choices

We believe in lifting students up by recognizing their efforts and celebrating their successes. Positive behavior is encouraged through:

- Genuine praise and encouragement from teachers and peers.
- Certificates, awards, or classroom incentives.
- Special privileges or leadership roles that highlight students' strengths.

By focusing on what students are doing well, we create a culture where kindness, responsibility, and respect are the norm.

Behavior Documentation and Reflection: Learning from Experience

To ensure consistency and fairness, we keep confidential records of behavioral incidents and the steps taken to support students. This helps us:

- Spot patterns and understand what a student might be going through.
- Evaluate what's working and where we can improve.
- Collaborate with families and staff to create a unified support system.

Documentation isn't just about tracking behavior—it's about learning from it and helping students move forward with confidence and clarity.

Section 2: Positive Reinforcement and Supports

At Politz Day School, we believe that building strong character is just as important as academic success. That's why we're committed to creating a school culture where kindness, respect, and responsibility are celebrated every day. Here's how we plan to encourage and support good behavior throughout the year:

- **Recognizing Exceptional Middot**

We want to shine a light on students who go above and beyond in showing strong middot (character traits). Whether it's helping a friend, showing patience, or being honest, we'll recognize these moments during school assemblies and in our school newsletter, the Politz Press. Each month, we'll focus on a different middah and celebrate students who model it in their daily actions.

- **Earning Privileges and Incentives**

Good behavior will be rewarded in meaningful ways. Students will have chances to earn fun privileges like extra recess or lunch with a teacher. Teachers will also use classroom reward systems to keep students motivated and engaged. These incentives are designed to reinforce positive choices and help students feel proud of their efforts.

- **Supporting Social and Emotional Growth**

We know that learning how to manage emotions and solve problems is a big part of growing up. That's why we're offering programs that teach conflict resolution and social-emotional skills. Through classroom lessons, small group support, and one-on-one guidance, we'll help students build the tools they need to navigate challenges and build healthy relationships.

- **Supporting Social and Emotional Growth Through Restorative Practices**

At Politz Day School, we know that helping students grow socially and emotionally is just as important as helping them grow academically. That's why we're using restorative practices—simple, meaningful ways to build community, strengthen relationships, and help students learn from their mistakes.

What Are Restorative Practices?

Restorative practices are all about connection and accountability. Instead of just focusing on consequences when something goes wrong, we take time to understand what happened, how it affected others, and how to make things right. It's about helping students reflect, repair, and grow.

What This Looks Like in Our School

1. Morning Circles

We start the day with short check-ins where students can share how they're feeling or talk about a topic. It helps everyone feel seen, heard, and ready to learn.

2. Restorative Conversations

When conflicts happen, we guide students through calm, respectful conversations. We ask questions like:

What happened?

How did it make you feel?

Who else was affected?

What can we do to fix it?

These conversations help students take responsibility and understand the impact of their actions.

3. Restorative Circles

For bigger issues or group conflicts, we bring everyone together in a circle to talk it out. Everyone gets a chance to speak and listen, and we work together to find a solution.

4. Reflection Time

Sometimes students need a quiet moment to think. We use reflection sheets or journals to help them process what happened and how they can do better next time.

5. Welcoming Students Back

If a student has been out due to a suspension or serious issue, we hold a short meeting to welcome them back, talk about what's changed, and make sure they feel supported moving forward.

Restorative practices help students:

- Build empathy and emotional awareness
- Learn how to solve problems peacefully
- Feel more connected to their classmates and teachers
- Take ownership of their actions in a safe, supportive way

Non-Negotiables:**1. Everyone Has a Choice**

No one is forced to join a restorative conversation. It only works if everyone is there because they want to be. That's how we build trust.

2. Every Voice Matters

Whether someone caused harm, was hurt, or is part of the community, everyone gets a chance to speak and be heard. We listen to understand, not to judge.

3. Accountability, Not Shame

We don't believe in making people feel bad just to punish them. Instead, we help students take responsibility, understand how their actions affected others, and figure out how to make things right.

4. Relationships Come First

Restorative justice is all about repairing and strengthening relationships. When something goes wrong, we focus on healing—not just fixing the problem, but restoring the connection.

5. Safe and Respectful Spaces

What's shared in a restorative circle stays in the circle. Everyone deserves to feel safe, respected, and supported during the process.

6. Making Things Right

Restorative justice isn't just about talking—it's about action. We work together to come up with real, meaningful ways to repair harm and move forward.

7. Fairness and Inclusion

Everyone deserves to be treated with dignity, no matter who they are. We make sure our practices are fair, inclusive, and respectful of every student's background and identity.

Schoolwide Rules

Cafeteria Rules

- Use indoor voices while talking to friends.
- Stay seated unless you have permission to get up.
- Clean up your area before leaving.
- Raise your hand if you need help.
- Be kind to staff and classmates.

Assemblies

- Enter and exit quietly and respectfully.
- Sit in your assigned area and stay seated.
- Listen attentively to speakers and performers.
- Keep hands and feet to yourself.

Hallways and Stairwells

- Walk on the right side and face forward.
- Use a quiet voice or stay silent.
- Keep hands, feet, and objects to yourself.
- Follow adult directions the first time.
- Move with purpose—no running or lingering.

Classroom

- Stay focused on your task.
- Use a quiet voice or work silently.
- Raise your hand if you need help.
- Use materials appropriately.
- Do your best and take pride in your work.

Section 3: Monitoring and Accountability

At Politz Day School, we know that creating a positive school environment takes teamwork—and that means regularly checking in on how things are going. We're committed to making sure our behavior expectations are working for students, teachers, and families.

Keeping an Eye on What Matters

Our staff and leadership team will regularly review behavior data to see what's working and where we might need to make changes. This includes looking at things like behavior referrals, positive recognitions, and patterns across classrooms or grade levels. We'll use this information to guide our decisions and support students more effectively.

Working Together

If we notice a student or group of students struggling, we won't go it alone. We'll work closely with teachers and families to come up with a plan that supports the student's growth. Whether it's adjusting classroom strategies, offering extra support, or having a conversation with parents, we believe in solving problems together.

Staying Accountable

Teachers will keep track of behavior incidents and positive moments using our school's system, and the leadership team will check in regularly to make sure we're staying on track. We'll also share updates with staff and families so everyone knows how we're doing and where we're headed.

Always Improving

We'll take time during the year to reflect on how our behavior plan is working. That means listening to feedback from students, staff, and families, and making changes when needed. Our goal is to create a school where every student feels safe, supported, and ready to learn.

Section 4: POLITZ PRIDE PILLARS



PATIENCE

To be patient means to remain calm and composed while waiting for something or dealing with difficult situations, without becoming frustrated, angry, or giving up easily.

I will show patience and understanding towards my classmates.

I will recognize differences between myself and others.

I will practice self control.

I will take deep breaths before reacting.

RESPECT

When we are respectful and mindful of others, we demonstrate a deep understanding and awareness of how our words, gestures, and behaviors can have a significant impact on the emotions, thoughts, and well-being of those around us.

I will respect myself and others.

I will respect the school's property.

I will treat my teachers kindly and respect adult authority.

I will be quiet in the hallway.

INTEGRITY

To have a deep understanding of the distinction between what is morally correct and what is morally incorrect. When we conduct ourselves with integrity and uphold our values, we demonstrate the courage to be honest, transparent, and accountable for our actions. This allows us to build trust and credibility in our relationships and in our communities.

I will act in a way that makes me proud of myself.

I will be truthful.

I will work to the best of my ability.

I will do the right thing even when no one is watching.

I will take responsibility for my actions.

DILIGENCE

Being diligent implies consistently dedicating oneself to carrying out tasks with meticulous attention, focusing on academic responsibilities, fully completing assignments with thoroughness, and engaging in regular study habits instead of resorting to last-minute cramming sessions.

I will put forward my best effort.

I will finish my work and hand it in on time.

I will be prepared for learning.

I will focus on my work and learning.

I will have a growth mindset.

EMPATHY

To be empathetic means to understand and share the feelings of others by putting yourself in their shoes and genuinely caring about their experiences, emotions, and perspectives.

I will let my friends' different talents shine through.

I will be mindful of how my behavior affects others.

I will include others.