Hillside Elementary School

Code of Conduct

Interventions/Consequences

Hillside School students have a responsibility to behave appropriately at all times. We ask every person at Hillside School to show ICARE, (Integrity, Caring, Attitude, Respect and Empathy) at all times. We expect students to treat others as they would like to be treated. That means using only kind words and keeping hands to themselves. Students must be responsible for their good behavior. If students make poor choices, they must accept the consequences. These consequences were designed with the intention to support individual student development in an effort to foster a positive and safe learning environment for all.

Behaviors that will result in consequences:

- teasing others
- name calling
- use of inappropriate language
- purposely hurting others' feelings
- physical act* (hitting, kicking, biting, other physical aggression, etc.)
- threatening (without intent)
- disrespect towards another (student, teacher, para, substitute, etc.)
- disruption to the classroom
- inappropriate use of technology/violation of district technology acceptable use (Policy 2361)
- cheating

- vandalism
- stealing
- spitting

This plan will be used when dealing with conflicts that may or may not rise to the level of HIB. Remedial measures shall be designed to correct the problematic behavior; prevent another occurrence of the problem; protect and provide support for both the target and the agent of the act.

		Interventions and consequences may include:
Kindergarten & Grade 1	*General Incident*	*Classroom teacher addresses incident *School Counselor meets with student *School Counselor develops a plan supportive of student needs *Assistant Principal meets with student to complete a reflection form *Parent conference *Acts of Service (ie: apology note, poster creation, etc.) *Lunch detention(s) *After school detention(s) *Student(s) attend presentation conducted by appropriate staff and/or community resource
	Physical Incident	*Classroom teacher addresses incident *School Counselor meets with student(s) *School Counselor develops a plan supportive of student needs *Assistant Principal meets with student to complete a reflection form *Parent conference *Acts of Service (ie: apology note, poster creation, etc.) *Lunch detention(s) *After school detention(s) *In school/Out of school suspension
		Interventions and consequences may include:
Grade 2	*General Incident*	*Classroom teacher addresses incident *School Counselor meets with student *School Counselor develops a plan supportive of student needs *Assistant Principal meets with student to complete a reflection form

		*Parent conference *Acts of Service (ie: apology note, poster creation, etc.) *Lunch detention(s) *After school detention(s) *Student(s) attend presentation conducted by appropriate staff and/or community resource
	Physical Incident	*School Counselor meets with student(s) *Conflict resolution process *School Counselor develops a plan supportive of student needs *Assistant Principal meets with student to complete a reflection form *Parent conference *Acts of Service (ie: apology note, poster creation, etc.) *Lunch detention(s) *After school detention(s) *In school/Out of school suspension
	Technology Incident	*Classroom teacher addresses incident *School counselor meets with student *Loss of privileges *Student(s) attend presentation conducted by appropriate staff and/or community resource
		Interventions and consequences may include:
Grades 3 & 4	*General Incident*	*Classroom teacher addresses incident *School Counselor meets with student *School Counselor develops a plan supportive of student needs *Assistant Principal meets with student to complete a reflection form *Parent conference *Acts of Service (ie: apology note, poster creation, etc.) *Lunch detention(s) *After school detention(s) *Meeting(s) with Principal *Student(s) attend presentation conducted by appropriate staff and/or community resource
	Physical Incident	*School Counselor meets with student(s) *Conflict resolution process *School Counselor develops a plan supportive of student needs *Assistant Principal meets with student to complete a reflection form *Parent conference

		*Acts of Service (ie: apology note, poster creation, lesson for younger grade, etc.) *Lunch detention(s) *After school detention(s) *Meeting(s) with Principal *In school/Out of school suspension
	Technology Incident	*Classroom teacher addresses incident *School counselor meets with student *Loss of privileges *Student(s) attend the presentation conducted by appropriate staff and/or community resource

Protocol for High-Level Behaviors

This flowchart will be utilized to address escalated student behavior that poses a continued threat to the safety of staff and/or students. The goal of using this protocol is to prevent another occurrence of the problem, as well as protect and provide support for both the target and the agent of the act.

When a child's behavior escalates to the point where he/she is no longer responding to general classroom management strategies and any applicable behavior modification strategy, the child poses a safety threat to self and/or peers. We always keep in mind that escalated behaviors occur along a continuum and so our interventions may vary. These behaviors may include the following:

- Destruction of the Environment (throwing materials, furniture, swiping materials off tables, etc.)
- Continued Aggressive Behavior (hitting, kicking, biting, inappropriate language, etc.)
- Threatening Behavior (physical and or verbal)
- Elopement

1st Offense	2nd Offense	3rd Offense
• Implement Behavioral Tiers of Support • Consequence Rubric • Parent Contact • School Counselor/Case Manager Meeting	• Meeting with support staff to create an action plan • Consequence rubric • Parent meeting with Admin & Staff	• In-School Suspension • Referral for additional supports • Additional evaluations

Rubrics are not all-inclusive. The administration reserves the right to use discretion in all cases. Consequences per incident may not necessarily be imposed in the order listed based on previous infractions.

Behavior interventions for students with disabilities will be administered in accordance with the requirements of N.J.A.C. 6A:14.

Further, any incident that demonstrates that the student may have serious emotional challenges or can endanger himself/herself or others will be referred to the Child Study Team and/or psychiatrist for evaluation. If a student has been referred for psychiatric evaluation, the student will not be able to return until a psychiatrist notifies the principal that the student can safely return to school.