

Code of Conduct

Overview of the Student Code of Conduct

We believe that children can behave appropriately in a climate of warmth and support; the goal of school discipline is to help children become self-directed citizens within a variety of environments and with different people. The Hillside School philosophy is based on a social-emotional approach to developing and learning. We believe that expectations for behavior and ways of dealing with misbehavior should be in accord with developmental goals. Clearly defined school rules and classroom procedures with incremental actions and consequences consistently carried out will foster appropriate behavior.

The following Code of Conduct Chart will help students, staff and families to understand the expectations for acceptable conduct at Hillside School. In accordance with the MPS District Policy 5600, all students are expected to follow the Code of Conduct in a developmentally appropriate manner.

The following table describes some general unacceptable behaviors and associated actions, which are divided into four tiers according to severity/ developmental level/ student's history of behaviors.

Behaviors	Actions			
	Level 1	Level 2	Level 3	Level 4
Harassment, Intimidation, and Bullying	**See specific information re: bullying legislation			
Defiance/Disruption	X	X	X	X
Fighting			X	X
Inappropriate Physical Conduct	X	X	X	X
Unsafe Behavior	X	X	X	X
Teasing/Exclusion	X	X	X	X
Theft		X	X	X
Threats		X	X	X
Vandalism	X	X	X	X

* Actions to be taken are outlined on the next page.

This rubric is a guideline—The principal and assistant principal have discretion regarding actions as they relate to individual circumstances. Further, in an instance where the behavior may not clearly be listed above, the principal and assistant principal will use their discretion to determine an appropriate action for a particular behavior

Actions to be taken will always include a learning moment intervention and possibly a punitive consequence. 3rd – 5th grade are vital developmental years for children. It is goal to have children learn from mistakes.

Level One: Infractions on an infrequent basis
<ul style="list-style-type: none"> □ Conference with teacher/ staff member □ Teacher selected consequence □ Teacher contacts parent/ guardian via telephone □ Record of contact submitted to administration and parent/guardian for signature
Level Two: Repeated infractions
<ul style="list-style-type: none"> □ In-school parent/guardian conference with teacher/staff member to develop a behavior plan □ Possible referral to counselor/nurse □ Teacher selected consequence
Level Three: Continuing infractions or serious infractions
<ul style="list-style-type: none"> □ Teacher/staff member refers incident to principal or assistant principal □ Parent/guardian contacted by principal or assistant principal □ Parent/guardian conference with principal or assistant principal □ Possible community service or character education project □ Time out from classroom (working in alternate location) □ Possible short-term suspension □ Possible referral to counselor/nurse
Level Four: Infractions that are highly serious or cause imminent danger to self
<ul style="list-style-type: none"> □ Immediate referral to principal or assistant principal □ Parent/guardian contact □ Parent/ guardian conference □ Possible suspension □ Possible referral to counselor/nurse

*Parents/Guardians will accompany the students back to school for re-admittance once suspension is over.

*** In the event there's a conflict between two (or more) students; school personnel will discuss the details of the incident, but will NOT disclose the actions/consequences taken with any other child other than yours. Consequences are confidential information pertinent to a child's educational programming.**

Anti-Bullying Bill of Rights Act (ABR)

We often hear the misuse of language regarding **Code of Conduct Infractions** versus **Harassment, Intimidation and Bullying (HIB)** under the Anti-Bullying Bill of Rights Act

(ABR). It is important to understand the type of behavior that is considered HIB under the ABR.

All of the criteria in the definition below must be present for an act to be deemed HIB. **HIB means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or series of incidents, that:**

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

Here at Hillside School we take every reported incident/concern very seriously and we will always adhere to the due diligence needed to promote a happy, healthy, and safe learning environment that protects each and every student. To recognize the importance of character education we actively engage in social and emotional learning opportunities that promote positive citizenship throughout the school year.

School staff will receive annual professional development and must follow the statutory procedures for all reported HIB incidents and protect students. A reporting procedure is in place to promptly investigate reports of violations and complaints related to HIB. The investigation will be initiated by the principal or the principal's designee within one day of the report of the incident and shall be conducted by Ms. Scott, who serves as our School Counselor and School Anti-Bullying Specialist (ABS). Please refer to the MPS website for more information: