

*HIGHLAND PARK SCHOOL DISTRICT*

Handout Packet

CODE OF STUDENT CONDUCT  
PILOT PROJECT

- A. Project Timeline PowerPoint
- B. Code Requirements / School Status Review
- C. Social & Emotional Learning Assessment /  
Status Review
- D. Superintendent / Community Representative  
Communications: Student Conduct & Safe  
Schools Committee
- E. Social Emotional & Character Development  
Brochure (Not Included)
- F. Bartle Barometer of Behaviors

Highland Park Public School District  
Code of Student Conduct Pilot Project

**District wide Student Code of Conduct Chart**

The following chart breaks out each piece of NJ Administrative Code chapter 16 - student code of conduct. Each school filled in blocks for their school only. School data was compiled on a K-12 (building level) chart to allow for key stakeholders on the Social Emotional Learning Advisory Committee to focus on exposed gaps within each school. Key areas focused on in the 2006 2007 school year was establishing core ethical values; developing consistent and developmentally appropriate consequences and remediation; communication to parents; and collecting student/staff climate data throughout the district. This continues to be a work in progress.

**Establishing Core Ethical Values**

A committee comprised of representative community members was convened by the Superintendent. Following several meetings reviewing the intent of establishing core values, the community committee selected six values as the ones they would like taught and reinforced to their children within the schools Pre K-12.

**Brochure**

The brochure was developed as a way to inform and communicate to parents what is happening Pre K-12 preventatively and through interventions supporting the student code of conduct. Families new to the district will receive a brochure during registration process. Families having children in two or more schools would be able to see in a snapshot the how schools addressed this aspect of their children's education.

**Student Handbooks Pre K – 12**

Among other items, the consistency of consequences and teaching/remediation pieces pre k-12 were identified as a "gap" to address. Given various student infractions, key stakeholders shared consequences and teaching pieces to remediate and were discussed at each level. This assisted in making sure that consequences and remediation pieces were developmental and appropriate. This continues to be a work in progress.

**School-wide "BEST" Guidelines for School Behavior**

The following matrix was developed by our elementary school's social emotional / community leadership committee to create consistency in behavioral expectations throughout the school day. These guidelines support the goals of the SDM/PS Program and our school & community core values. I is reviewed during the first week of school, posted and referred to during the course of the school year.

HIGHLAND PARK SCHOOL DISTRICT

**A. PROJECT TIMELINE POWERPOINT**

## Highland Park Public School District

Code of Student Conduct Pilot  
Project  
2006 - 2007

### September 2006

- Met with Social Emotional Learning (SEL ) Advisory Committee (consisting of superintendent, principals, counselors) to discuss Administrative Code on code of student conduct.
- Each principal/counselor received a chart which broke down each component of the code. Their task was to indicate how their school was in compliance with each component of the code.
- It was then compiled onto a K-12 chart.

### October 2006

- SEL Advisory reconvened to examine and discuss the chart on a K-12 level.
- The Superintendent facilitated a discussion centered around aligning consequences and teaching pieces K-12 in a developmental progression.
- An example was given to the committee and beginning with the youngest level and progressing upward, each principal/counselor shared what the consequences and teaching piece might look like at their school/level.

### November 2006

- The superintendent writes a letter inviting representative members of the HP community to participate in the collaboration of selecting school/community core ethical values.
- This community group would meet three times beginning in January 2007.
- The SEL Advisory committee continued to meet this month discussing their individual code of student conduct and communication to families and students.

### January 2007

- In preparation for the first school-community meeting, a packet of information from the Eleven Principles Source Book (Character Education Partnership/NJCCE) was sent out to each member of the community- parent group.
- The one large group (of seventeen) were split into two smaller ones so that the two different readings could be discussed more thoroughly.
- The superintendent then facilitated a whole group discussion leading to a discussion of the selection of core ethical values.
- The second meeting date was scheduled

### February 2007

- A Review of the code of student conduct with the community parent group took place.
- The community parent group selected six core ethical values (Respect, Responsibility, Honesty and Integrity, Caring, Courage, and Social Harmony).
- The SEL Advisory reviews the selected core values and agrees upon a "continuum of services", codes and consequences.
- Problem areas include: dress code, candy in school, electronic devices, and cell phones.

### March 2007

- Discussion of the SEL Advisory as the unveiling of the core values to the community and schools at large.
- The SEL Advisory committee decides how each school will communicate the continuum of services, codes and consequences (i.e. handbook for each school in September 2007, the use of a district brochure).

### April/May 2007

- Continued look at K-12 code of student conduct chart/work.
- A continue discussion with the SEL Advisory of what should be placed on the HP website.

### June 2007

- Participated in the New Jersey Center for Character Education focus group with all three participating pilot project districts to reflect on the process and progress thus far.

### July/August 2007

- Continue work on the code of student conduct policy and regulations.
- Review handbooks

### September 2007

- Handbooks are given to each student throughout the district on the first day of school with the continuum indicating consequences and teaching components etc listed.
- Report to the Board of Education regarding the code of student conduct project and accomplishments.

### October 2007

- Report to the Board of Education on the QAAR

### November 2007 – March 2008

- SEL Advisory will continue to review the code of student conduct presently and the next steps in aligning consequences and teaching components through the district.
- Set up annual review dates.

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**B. CODE REQUIREMENTS / SCHOOL  
STATUS REVIEW**

Highland Park Public Schools  
Code of Student Conduct and Social Emotional and Character Development

**Develop adopt and implement a code of student conduct – standards, policies, and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions and as appropriate for conduct away from school grounds in accordance with NJAC 6A:16-7.6**

Code of Student Conduct	Irving SECD	Bartle SECD	Middle SECD	High SECD
1. Community involvement		Shared w/Parent Advisory Committee	Parent Feedback Form	Shared with Parent Advisory Committee
2. Locally accepted core ethical values	In progress established 6/07	In progress established 6/07	In progress established 6/07	In progress established /6/07
3. Establish a process for the annual review and update			Handbook Committee Spring 06	Handbook Committee Spring 07
4. disseminated annually to all staff		Staff (and student) Handbook (?)		Staff and Student Handbook
5. Chief school administrator shall report annually to the district board of education				
6. Chief school administrator shall report annually to the NJ DOE				
a) Student with disabilities	As per IEP	As per IEP	Staff IEP/504/ I & RS and annually	As per IEP
<b>b. The code shall be established to achieve the following purposes:</b>				
1. foster health, safety and social/emotional wellbeing of students	Here’s Looking at You curriculum, School Counseling curriculum (SDM infused)	Social Decision Making/Problem Solving via health instruction and infused in core content curricula (Voices Reading, social studies	Student handbook pgs 2-4 and proactive SECD activities attached. Overcoming Obstacles/SDM articulation	Health education grades 9-12, teen PEP, SAGA, Quit Smoking group

Highland Park Public Schools  
Code of Student Conduct and Social Emotional and Character Development

		etc)		
2. Support the established and maintenance of civil, safe and secure supportive and disciplined school environments conducive to learning.	School based SECD Planning team to support proactive/intervention pieces (?)	SECD Planning Committee (?) Met summer 07 to chart activities.	Student handbook pgs 1-4 and proactive SECD activities attached (?) Overcoming Obstacles (?)	Behavior Management Plan (BMP), Restorative Discipline training for all staff (?) Implementation of program in classrooms (?), Three Cardinal Rules (?)
3. Promote achievement of high academic standards		Action plans, data analysis, multi-sensory lessons, public acknowledgment of academic achievement	Handbook positive incentive programs pages 2-3	Action Plans, Review of test scores, Honor roll, certificates distributed in assemblies, PSAT for all sophomores and juniors, creation of supplemental classes for at-risk students.
4. Prevent the occurrence of problem behaviors.	<u>SDM Lab</u> , SDM via school counseling curriculum, infusion into core curriculum content  DSACS climate perception surveys to	Proactive Social Decision Making lessons via health and integrated into core content areas and Voices Reading Program, School Counselor, <u>SDM Lab</u> , Ripple Effects (interactive software)	School Counselor, <u>SDM Lab</u> , Character Education Programs (?), Community Teen Center DSACS climate perception surveys to aid in goal setting.	Counseling groups, Bridges groups, Quit Smoking, <u>Health education grades 9-12</u> , <u>Early interventions by Assistant Principal</u> , <u>Deans</u> , peer

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Code of Student Conduct and Social Emotional and Character Development

	aid in goal setting	DSACS climate perception surveys to aid in goal setting.		mediation
5. Establish parameters for the intervention and <u>remediation</u> of student problem behaviors at all stages of identification	SDM lab (see lab manual for Irving School)	SDM lab (see manual/toolkit) Use of Ripple Effects	Probation cards, peer leadership programs, handbook pgs 3, item B6	Code of conduct, Peer Mediation, BMP
6. Establish parameters for school responses to violations of the code of student conduct that take into account at a minimum, the severity of the offenses, the developmental ages of the student offenders and students' histories of inappropriate behaviors.	Establishment of behavioral management plan –	Establishment of behavioral management plan – <u>continuum</u> for staff and students.	Handbook pgs 3-4 More description needed here or the inclusion of the pages	Code of conduct on pgs 12-19 of student handbook, log entries into Power School of discipline occurrences.
<b>C. the code of student conduct at a minimum shall include:</b>				
1. a description of student responsibilities that includes expectations for academic achievement, behavior and <u>attendance</u> , pursuant to NJAC 6:3-9	Guidelines for student expectations and behaviors (academic expectations?)	Guidelines for student expectations and behaviors (academic expectations?) Student agenda Behavior Thermometer	Handbook pgs 2-4	Student Handbook pg5-11 and update of attendance policy mailed to parents and student in August, 2006
2. A description of the behaviors that will result in suspension or expulsion, pursuant to NJAC 18A:37-2	Behavioral management plan	Behavioral management plan (Behavioral Thermometer)	Handbook pg 4	Code of Conduct in Student Handbook on pg 12-19
4. A description of comprehensive behavioral supports that promote positive student development and the students' ability to fulfill the behavioral expectations established by the school district / district BOE including: ~Positive reinforcement for good conduct and		Prevention/interventions, peer mediation, safety patrol, BTV Character Honor Roll	Handbook pgs 2-3, proactive SECD activities attached, teen center, school counselor, <u>SDM Lab</u> .	I & RS, Dean interventions, Assistant Principal interventions, School Counselor sessions with

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<p>academic success ~Supportive interventions and referral services including those at NJAC 6A:16-8 ~Remediation of problem behaviors that take into account the nature of the behaviors, the developmental ages of the students and the student’s histories of problem behaviors and performance ~ For students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to the requirements of N.J. A.C. 6A:14</p>	<p><u>SDM Lab</u> referral process, I &amp; RS referral system, behavior management plan (referral process) I &amp; RS, CORE team, ~<u>SDM lab</u></p>	<p>Academic Honor roll  I &amp; RS, CORE team, <u>SDM lab</u>  ~SDM lab</p>		<p>students, referrals to CTC, consultation with CST, review of IEP’s, student of the month, Honor Roll awards at assemblies, recognition of students at Board of Education meetings, BMP, Restorative Practices.</p>
<p>5. A description of school responses to violations of behavioral expectations established by the district board of education that at a minimum, are graded according to the severity of the offenses, consider the developmental ages of the student offenders and students’ histories of inappropriate behaviors that shall:</p>	<p>Behavior management plan (continues to be reviewed)</p>	<p>Guidelines of expected behaviors  Behavior management plan on a continuum/ levels of actions and consequences</p>	<p>Handbook pgs 2-4, handbook addendum (selected board policies on sexual harassment 571, substance abuse55.30) Peer leadership, character education lessons.</p>	<p>Code of conduct as outlined on pgs 12-19, discipline files kept on record until after graduation, discipline entries logged into Power School.</p>
<p><u>Include a continuum</u> of actions designed to <u>remediate</u> and where necessary or required by law, to impose sanctions.  Be consistent with other responses, pursuant to NJAC 6A: 16-5.5, NJAC 6A:16-5.6 and NJAC 6A: 16-5.7</p>	<p>Behavior management plan  Use of SDM Lab for “teaching component”</p>	<p>Behavior management plan on a continuum/ levels of actions and consequences – includes “teaching” component (lab and counseling)</p>		<p>Code of conduct on pgs 15-22 of student handbook shows levels of consequences; Harassment Policy outlined on page 11 of student</p>

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Code of Student Conduct and Social Emotional and Character Development

Provide for the equitable application of the code of student conduct without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identification and expression or a mental, physical, or sensory disability or by any other distinguishing characteristic, pursuant to  Be consistent with the provisions of NJSA 18A:6-1 Corporal punishment of public				handbook.
6. <u>A policy</u> and procedures regarding the <u>attendance</u> of students in accordance with NJSA 18A38-25 through 31 and NJSAC 6:3-9 and 6A:16-7-8	Yes – Board policy -	Yes – Board policy -	Yes – Board policy - Handbook pgs 2&3, prizes for promptness, perfect attendance incentives, home visits when needed.	Attendance update mailed in August, 2006 procedures and Board policy 5200 on attendance have been updated
7. <u>A policy</u> and procedures regarding <u>intimidation, harassment and bullying</u> in accordance with NJSA 18A 37-13 et seq. and NJAC 6A:16-7-9	Yes Website (board policy)	Yes Website (board policy)	Yes - Handbook page 4. Handbook addendum board policy 5751 Website (board policy)	Yes - Bullying and harassment forms available in Main Office that follow Board Policy 5512.01 Website (board policy)
8. A current list of community-based health and social service provider agencies available to support a student and the student’s family, as appropriate and a list of legal resources available to serve the community	Available through CST	Available through CST	Community Teen Center, nursing services	See attached
<b>d. The code of student conduct shall include due process procedures and policies for</b>	YES	YES	YES	YES - Grievance procedure & due

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<b>students and their families and shall include the provision set forth at NJAC 6A:16-7.2 through 7.6</b>				process outlined on pages 12-14 in student handbook.
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**C. SOCIAL & EMOTIONAL LEARNING  
ASSESSMENT / STATUS REVIEW**

HIGHLAND PARK SCHOOL DISTRICT  
SOCIAL AND EMOTIONAL LEARNING ASSESSMENT  
2006

**I Creating a context and infrastructure for sustained SEL programs**

	<b>Irving – K-2</b>	<b>Bartle – 3-6</b>	<b>Middle – 7-8</b>	<b>High – 9 - 12</b>
SEL Policy?	<ul style="list-style-type: none"> <li>• SEL policy/handbook for parents at back to school night.</li> <li>• Rewrite school rules to match SEL policy</li> <li>• Teachers to make the implementation of SEL a part of their PIP</li> <li>• Designing infused SEL / academic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Not sure of a specific SEL policy but is noted in district goals.</li> <li>• Bartle’s school improvement plan</li> <li>• Bartle’s guidelines pamphlet</li> <li>• Bartle’s Guidelines and Expectations for Student Behavior binder</li> </ul>		
SEL programming supported by admin?	Yes	Yes	Yes	
Faculty meetings	Yes	Occasionally	Just getting started	
Modeling	Yes	Always	Just getting started	
School board agenda				
Professional development	Yes, could be better/more consistent	Yes, could be better (in-service)	Just getting started	
Creating a school/district SEL coordinator position	school counselor (?)	School counselor	Just getting started (school counselor)	

HIGHLAND PARK SCHOOL DISTRICT  
SOCIAL AND EMOTIONAL LEARNING ASSESSMENT  
2006

**II Identifying your current and ongoing SEL activities**

What approaches are you taking to enhance SEL in the classroom?	<ul style="list-style-type: none"> <li>• Modeling, role playing, repeated practice of the majority of SEL skills.</li> <li>• Read aloud(s)</li> <li>• Share circles</li> <li>• Hassle Logs</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling, role playing, repeated practice of SEL skills</li> <li>• Health is primary delivery place</li> <li>• Classroom Keep Calm areas</li> <li>• Skills infused/reinforced</li> </ul>	<ul style="list-style-type: none"> <li>• Overcoming Obstacles/ Cycle 7-8</li> <li>• Developing of Lab</li> <li>• Infusion of OO into academics</li> <li>•</li> </ul>	
Activities outside the classroom but inside the school context	<ul style="list-style-type: none"> <li>• School/grade level assemblies</li> <li>• Specials classes</li> <li>• SEL Lab</li> <li>• However, NOT on playground/cafeteria (lack of training)</li> </ul>	<ul style="list-style-type: none"> <li>• SEL Lab</li> <li>• Peer Mediation</li> <li>• Carry over into specials classes</li> <li>• However, not on playground/cafeteria due to lack of consistent training</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation on Bullying by Middlesex Dept of Corrections</li> <li>• SEL Lab</li> </ul>	
School/district culture and relationships between student/teachers/administrator/s	Despite administrative turnover, support for SEL has been great. Consistency and strong a relationship has been difficult due to turnover.	<ul style="list-style-type: none"> <li>• On a 1-10 scale, 1 being low – Bartle is at an 8+</li> </ul>	<ul style="list-style-type: none"> <li>• Many students visit Teen Center for mental health needs</li> </ul>	
What linkages and partnerships with community organizations		HP Education Foundation	<ul style="list-style-type: none"> <li>• Teen Center</li> </ul>	
What opportunities exist for students' families to increase	<ul style="list-style-type: none"> <li>• Workshops / few</li> <li>• Back to school</li> </ul>	<ul style="list-style-type: none"> <li>• Parenting education</li> </ul>		

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SOCIAL AND EMOTIONAL LEARNING ASSESSMENT  
2006

their understanding of child development	Night <ul style="list-style-type: none"><li>• Conferences</li><li>• PTO/class newsletter</li></ul>			
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HIGHLAND PARK SCHOOL DISTRICT

**D. SUPERINTENDENT / COMMUNITY  
REPRESENTATIVE COMMUNICATIONS:  
STUDENT CONDUCT & SAFE SCHOOLS  
COMMITTEE**

## SAMPLE PARENT COMMITTEE INVITATION LETTER

Dear Marlene:

There is a state initiative and a district goal to work on a common set of behavioral expectations and values for our schools. Members of the Board of Education have suggested that I contact you to see if you could spare some time for this important committee.

The committees charge would be to

- 1) Meeting 1 In January review literature and decide what the common core values are in Highland Park, which should be taught.
- 2) Meeting 2 In February hold a community wide meeting to review these goals and receive public comment. The code requires that the student code of conduct include a description of the prevention and intervention programs of the district in addition to student rights, responsibilities and disciplinary consequences. At this point our 4 schools will review these and each student handbook for consistency among and between schools.
- 3) Meeting 3 In March hold a final meeting to review the core values, and handbooks for consistency. Each principal would present his/her program.

Our first meeting will be on Wednesday evening January 10<sup>th</sup> at 7:00 pm. May I count upon you to serve on this very important committee? If so do you mind please emailing me your confirmation at [dottaviano@highlandpark,k12.nj.us](mailto:dottaviano@highlandpark,k12.nj.us)

Thank you for considering this important voluntary task.

David Ottaviano, Ed.D.  
Superintendent.

## SAMPLE PARENT COMMITTEE FOLLOW-UP LETTER

Dear Marlene:

Thank you for agreeing to be a member of the important committee, which will shape the lives of our children in years to come.

The Board of Education is obligated this year under NJAC 6A:16 (Student Conduct and Safe Schools) to provide programs to support student development.

What is the law saying?

- 1) Promote a school climate that supports academic excellence and a positive work environment for staff
- 2) Support student achievement
- 3) Foster pro-social development
- 4) Support the local authority for school conduct, while assuring student's rights
- 5) Support the mission of the NJ State Board of Education
- 6) Support the Strategic Plan for Improvement in Public Education

Our part in the process is under section B) below:

A) Code of Conduct (7.1)

**B) Establishes a framework to develop a district code of student conduct**

**i. Must promote positive student development and behavioral expectations**

**ii. Is established in collaboration with parents, students and community members**

**iii. Is based upon locally determined and accepted core ethical values adopted by the BOE**

iv. Annually distribute to the parents, students and staff

v. Annually reviewed for effectiveness

C) Short Term Suspensions

i. Must have provision for notification of charges for students and parents 7.2(a) 1 and 3

ii. Must have preliminary hearing

iii. Must have supervision of the student

iv. Must have a provision of comparable educational services with 5 days of suspension

D) Long Term Suspensions

i. Must have notification of charges for students and parents

ii. Must have supervisor of student

iii. Must have provision of a list of witnesses and their statements or affidavits 7.3(a) 5

iv. Must have information on the right to secure an attorney and available legal resources

v. Must have a provision of comparable educational services within 5 days of the suspension

vi. Must have a formal hearing

vii. Must have parent notification of the BOE's decision 7.3(1010)

- viii. Review the rules for continuation of suspension
- ix. Criteria for determining appropriate educational programs and support services

- E) Expulsions
- F) Conduct Away from School Grounds
- G) Attendance
- H) Intimidation, harassment and Bullying
- I) Student Records and Confidentiality
- J) Reporting to Law Enforcement
- K) School Safety

- 4) Meeting 1 - In January review literature and decide which common core values should be taught in Highland Park.
- 5) Meeting 2 - In February hold a community wide meeting to review these goals and receive public comment. The code requires the code of student conduct to include a description of the prevention and intervention programs of the district in addition to student rights, responsibilities and disciplinary consequences. At this point our 4 schools will review these and each student handbook for consistency among and between schools.
- 6) Meeting 3- In March hold a final meeting to review the core values, and handbooks for consistency. Each principal would then present his/her program.

- 1) **Our First meeting on January 10<sup>th</sup> at 7:00 pm is to:**
  - a. **Review the role of the committee**
  - b. **Discuss what are our Core Values**
  - c. **Agree on essential Core Values in preparation for a larger community meeting.**

It is our expectation that students exiting our school system will acquire an appropriate balance of content knowledge and process skills that will serve them well in leading a full and meaningful life in a rapidly changing world. The students are taught values beyond academic expectations.

Realizing the crucial role of a respectful relationship in the learning process and setting, I posed the question to many people: "What are the characteristics you want in a spouse or close friend?" While there were many responses to my question. The following are those values and habits, which became apparent:

- Trustworthiness
- Truthfulness
- Active Listening
- No Put-Downs
- Do your Personal Best

I have included 5 or 6 other opinions about what the core values should be in a school community for you to review. On January 10<sup>th</sup> we will decide, as a group, what the values should be in Highland Park. Please come prepared to discuss this.

Thank you,

David Ottaviano, Ed..D.  
Superintendent

Dear Members of Highland Park Student Conduct and Safe Schools Committee:

Thank you so much for your participation in the value identification session last evening. I statistically calculated the responses and the values were prioritized as follows:

1	Respect	(65)	90
2	Responsibility	(57)	79
3	Honesty/Integrity	(47)	65
4	Caring/Compassion/kindness	(39)	54
5	Courage	(25)	34
6	Tolerance/social harmony	(18)	25

Vicki and I have attempted to pen a paragraph about our beliefs and we seek your opinion, comment or edit about it. We tried to capture the discussion and blend it into those values, which we selected.

Dr. Brown later commented that the values seemed to flow smoothly from the discussion and were not forced because of the reading or other influence. It is also interesting to note that our work is consistent with the school's mission statement:

*The mission of the Highland Park School District is to provide the community with the finest educational services through respect for diversity and commitment to collaboration, continuous improvement, and achievement of excellence.*

Here is the paragraph:

**We value academic achievement for all students and believe the core human values we cherish are respect and responsibility. We genuinely care about each other, our community and ourselves, emphasizing honesty and integrity. We show and receive respect by using kind actions and words, listening thoughtfully, having the courage to stand up for each other, and ourselves and taking responsibility for our own behavior and learning. We value our diverse community and celebrate social harmony.**

Please provide suggestions and comments by email, telephone or letter to either Vicki or me.

Our next step is to share this with the administrators and teachers, asking them to chart their current curriculum. We will also look at our student handbooks for student conduct duplicating them for your review.

We will write a letter to the community about our work and invite them to our next meeting.

Thank you,

David Ottaviano  
Vicky Poedubicky

HIGHLAND PARK SCHOOL DISTRICT

**E. SOCIAL EMOTIONAL & CHARACTER  
DEVELOPMENT BROCHURE (Not  
Included)**

HIGHLAND PARK SCHOOL DISTRICT

**F. BARTLE BAROMETER OF  
BEHAVIORS**

## BARTLE BAROMETER OF BEHAVIORS

### Possible Actions / Possible Consequences

#### LEVEL 4 – ACTIONS

- Anything continuing from levels 1 – 3
- Profanity to adults
- Fighting/assault
- Bullying, harassment, threats
- Weapons, stalking
- Destruction of school property
- Open defiance towards authority
- Continued and willful disobedience
- Leaving school grounds

#### LEVEL 3 – ACTIONS

- Anything continuing from level 1 – 2
- Verbal arguments / rudeness
- Cursing or inappropriate language
- Injury to another, scuffle
- Throwing food/objects in cafeteria
- Stealing, extortion
- Backtalk/language ignoring adults
- Refusing to leave the room OR leaving the room without permission

#### LEVEL 2 – ACTIONS

- Anything continuing from level 1
- Verbal arguments
- Cursing or inappropriate language
- Pushing, purposeful tripping
- Throwing things, breaking pencils, etc.
- Damage to displayed work
- Pushovers

#### LEVEL 1 – ACTIONS

- Slips in language (cursing)
- Name calling
- Writing on school property
- Tracing
- Isolated pushing / kicking
- Tapping / making noise
- Talking during instruction



**LEVEL 4 – Serious Concerns**  
Severe misbehaviors – Principals handles issues and consequences

#### LEVEL 3 – Escalation

Misbehavior continues and/or is more severe  
Administrator and teacher together work on solutions & consequences

#### LEVEL 2 – Persistent

Frequent misbehaviors – teacher handles in class with possible administrative support

#### LEVEL 1 – Occasional

Occasional misbehaviors – teacher warns student and handles consequences in class

#### LEVEL 4 – CONSEQUENCES

- In or out of school suspension
- Restriction of privileges and/or activities
- Administrator and/or counselor meet with parents
- Restitution for action
  - making things right

#### LEVEL 3 – CONSEQUENCES

- Parental contact
- Parent meeting with teacher and administrator
- Administrative detention
- Timeout, by administrator
- Community service
- Loss of privilege / activity
- Restitution for action
  - making things right

#### LEVEL 2 – CONSEQUENCES

- Parental contact
- Timeout in class/buddy class
- Reflection tool
- Detention with teacher
- Loss of class privilege
- Restitution for action
  - making things right

#### LEVEL 1 – CONSEQUENCES

- Warning
- Reminders)
- In class timeout
- Keep Calm area
- Reflection tool
- Restitution for action
  - making things right

