

**MONTVALE
PUBLIC SCHOOL
COMMUNITY**

CODE OF CONDUCT

**Memorial Elementary School
and
Fieldstone Middle School**

www.montvalek8.org

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MONTVALE PUBLIC SCHOOL COMMUNITY CODE OF CONDUCT

INTRODUCTION

INTRODUCTION

One of the goals generated by the Montvale Public Schools' Strategic Planning Council was the development and implementation of a school-wide code of conduct. As a result of this collaborative effort, the Montvale Public Schools' Code of Conduct serves as a guide for parents, staff, and students in the Montvale school community.

During the 2006-07 and 2007-08 school years, Montvale served as a model site, for the New Jersey Department of Education and the New Jersey Center for Character Education, to demonstrate how social and emotional learning and character education can serve as a basis for the now state-mandated Student Code of Conduct regulations.

The Montvale Public Schools recognizes the excellence of its student citizens and approaches student behavior issues with a positive, proactive philosophy. An effective behavior management program is one which contains preventive strategies to assist students in behaving appropriately and to avoid making mistakes. It is also a program which provides support services for all students, with special attention to those students who may need additional help. Finally, it is a program which assigns appropriate consequences for students who choose to be uncooperative and/or unresponsive to staff direction.

MISSION STATEMENT

The Montvale School District is dedicated to creating a school environment that fosters ethical, responsible, and caring young people. In partnership with parents, staff, and community, our schools will strive to instill in our students essential core ethical values, including citizenship, achievement, respect, empathy, and strength (Montvale CARES). The Student Code of Conduct and our character education programming provide a foundation for the development of knowledge, skills, and abilities that enable our learners to make informed and responsible choices in a healthy, safe environment. At its best, our district's programs will integrate positive values and the practice of social/emotional skills into every aspect of our school community.

Montvale CARES

CITIZENSHIP.....ACHIEVEMENT.....RESPECT
EMPATHY.....STRENGTH

| <u>Citizenship</u> | <u>Achievement</u> | <u>Respect</u> |
|--------------------|--------------------|----------------|
| Responsibility | Effort | Tolerance |
| Family/Community | Goals | Manners |
| Friendship | Determination | Cooperation |
| Accountability | | Integrity |
| Commitment | | Patience |
| Honesty | | |

| <u>Empathy</u> | <u>Strength</u> |
|------------------------------|-----------------|
| Compassion | Enthusiasm |
| Understanding | Pride |
| Kindness | Courage |
| Awareness of Self and Others | Spirit |

We believe that this can be accomplished when:

- Teachers, parents, administrators, and other adult members of the Montvale community, model respectful and responsible behavior toward one another in support of our core ethical values;
- Individuals acknowledge differences, demonstrate a respect for diversity, and recognize the worth of each individual;
- Individuals communicate concerns and/or suggestions in an appropriate and direct manner;
- Individuals utilize effective problem-solving and conflict-resolution strategies; and
- The dignity of every individual is protected and maintained.

In order for this document to be effective, the entire school community must make every effort to promote and practice its contents. This Code of Conduct will be reviewed annually by parents, students, staff, and community members. In addition, the Superintendent of Schools shall report annually on the implementation of the Student Code of Conduct to the District Board of Education at a public meeting. The Code of Conduct will be disseminated annually to school staff, parents, and teachers in order address the changing needs of the school community. Its effectiveness rests with everyone's awareness and understanding of its purpose and its contents.

STAFF, PARENT, AND OTHER ADULT COMMUNITY MEMBERS' RESPONSIBILITIES

The Montvale Public School Community believes that in order to instill in each student an understanding of, and an ability to demonstrate, appropriate behavior, its members have a responsibility to:

- Clearly define behavioral expectations, lessons, activities, strategies, and behavioral supports;
- Implement school-based initiatives for social/emotional learning to promote the development of abilities needed to fulfill the behavioral expectations established by the school district;
- Provide positive recognition for good conduct and academic success that include supportive interventions and referral services, when appropriate;
- Be firm, fair, and consistent in responses to violations of students' behavioral expectations;
- Provide an educational experience that enables each student to attain his/her full potential and contribute positively to the school community in support of our core ethical values (Montvale CARES);
- Act as an effective role model for students to emulate;
- Act respectfully toward students, as well as toward each other;

- Use appropriate and acceptable language when communicating with students.
- Keep appropriate, direct, and timely communication between home and school. Positive and effective communication serves as the foundation for the home-school partnership (see Chain of Communication below).
- Work in partnership to provide each student an appropriate educational program.

STUDENT CONDUCT AND RESPONSIBILITIES

An important component of the Montvale Public Schools Mission is to have students behave ethically and lawfully. Students will be recognized for appropriate behavior. Students who break school rules and regulations can expect specific consequences and/or other interventions. Certain disciplinary actions are guided by state and federal laws and may require a report to the police department (i.e., Zero Tolerance; Drug Free School Zone; Policy Prohibiting Harassment, Intimidation, or Bullying; Removal of Students for Weapons Offenses). Therefore, every student is called upon to:

- Learn the Student Code of Conduct;
- Learn the skills needed to follow behavioral expectations;
- Use behavior that reflects our core ethical values;
- Respect themselves and all members of the Montvale school community;
- Welcome visitors and all those who contribute to the school community and extend them courtesy, respect, and assistance;
- Attend and be on time for school daily. Those students who are absent from school are not permitted to participate in after-school activities or attend evening performances/events without Principal/designee approval for extenuating circumstances. Such regular attendance shall be during all the days and hours that school is in session. (Refer to N.J.S.A. 18A:38-25 through N.J.S.A. 18A:38-31, and N.J.A.C. 32-8, and 13.1, and 6A:16-7.8 and also see Policy 5113.);
- Report to homeroom and class on time; students who are late must report to the school office for a late pass;
- Be prepared for school and classes;
- Complete all academic work as assigned and be responsible for one's own learning; in the case of absence be responsible to contact the teacher(s) for all missed assignments;
- Refrain from gum chewing on school grounds and on the bus;
- Refrain from non-approved electronic devices in the school (Refer to the Acceptable Use of Technology Agreement Form);
- Maintain a drug free environment; students may not possess, consume, or sell tobacco, drugs, or alcohol in any form while at school, on school grounds, or attending a school-related function;
- Use appropriate and acceptable language;
- Refrain from fighting, gambling, and possessing dangerous or inappropriate objects or substances. Bullying, harassment, intimidation, or coercion of any person is not permitted. (Refer to N.J.S.A. 18A:37-13 et seq. and N.J.A.C. 6A:16-7.9, also see Policy 5131.)

STUDENT RIGHTS (SEE BOARD POLICY 5114 SUSPENSION AND EXPULSION)

- The right to advanced notice of behaviors that will result in suspension or expulsion under the authority of N.J.S.A. 18A:37-2 and Board Policy No. 5114 which states that “No pupil otherwise eligible for attendance shall be removed

from the instructional program to which he/she has been assigned unless that pupil has materially and substantially interfered with the maintenance of good order (i.e., indulged in disruptive behavior) or removal is necessary to protect the pupil's physical safety or emotional wellbeing.”

- The right to an education that supports development into productive citizens.
- The right to attendance in a safe and drug free school environment.
- The right to attendance at school irrespective of marriage, pregnancy, or parenthood.
- The right to freedom of speech and expression.
- The right to privacy and free association.
- The right to equal protection.
- The right to be free from harassment, intimidation, and bullying.
- The right to defend one's actions when accused of a wrongdoing.
- The right to be treated without discrimination.
- The right to parental notification of disciplinary action involving detention, suspension, or expulsion. Parent notification will be consistent with the policies and procedures established pursuant to N.J.A.C. 6A:6.2(b). Protections pursuant to; 20 U.S.C. 1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. 1232h and 34 CFR Part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6A:32-7, Student Records; 45 CFR 160, Health Insurance Portability and Accountability Act; 20 U.S.C. 6301, Title IV (A)IV 4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records; Maintenance and Retention, Security and Access, Regulations; Non-liability; N.J.A.C. 6A:14-2.9, Student records; as well as other existing federal and state laws pertaining to student protections.
- The right to due process of law in cases of suspension and expulsion pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C.6A:14-2.7 and 2.8., **and N.J.A.C. 6A:16-7.2-7.6.** Specifically, no pupil shall be suspended from the public schools of this District without notice of the charges made against him/her and an opportunity to be heard before the person or body with the authority to reinstate.
- The right to protections with regard to the maintenance and security of pupil records pursuant to Board Policy No. 5114–(m).

STUDENT PRIVILEGES

It is important for students to understand that the behaviors that reflect the Student Code of Conduct and Montvale CARES are expected at all times. The following are considered privileges, not rights, and may be revoked by the principal/designee:

- Participation in assembly programs, dances, parties, and other school-related functions;
- Participation in day field trips and overnight field trips;
- Access to the school Internet and building network;
- Participation in extra-curricular activities;
- Possession of a locker; and
- Participation in promotion exercises.

RECOGNITION FOR ACHIEVEMENT (SEE BOARD POLICY 5126 RECOGNITION FOR ACHIEVEMENT)

A program of recognition for academic achievement and positive reinforcement for conduct that reflects the district's core ethical values shall include, but is not limited to:

Memorial School

- **Memorial CARES Committee** - A representative from each grade level, including specialists, meet to discuss Character Education programs and events to be implemented throughout the school year. Programs and events include: Week of Respect, School Violence Awareness Week/Red Ribbon Week, Mix It Up Day, Friendship Week, Do Your Best on the Test Week, and assembly programs which all reflect the positive messages of CARES.
- **M.V.P. Cards** – Most Valuable Person Cards are rewarded to students by their teachers when a characteristic of CARES (Citizenship, Achievement, Respect, Empathy, and Strength) is exhibited.

Fieldstone School

- **Academics** –At the end of each grading trimester, an Academic Excellence award will be granted to students, in grades 5-8, who score a numerical grade of 90 or above in every subject. Student Achievement Award will be awarded for each academic subject to all students at the end of the second and third trimester who have increased their academic score by 10 or more points from the previous grading period.
- **Scholarship, Citizenship, Participation, and Fitness Awards** – Each grade level hosts an end of the year awards program. At these assemblies, students are recognized for their achievements and their efforts during the course of the school year.
- **Commencement** – Students move on to the high school.
- **MVP Awards** – The MVP (Most Valuable Person) Program recognizes students for performing random acts of kindness throughout the school day. MVP cards are awarded to students from adults in the school.
- **Falcon Meetings/Awards** – Falcon meetings are held each trimester at each grade level. At these meetings the guidance counselor, assistant principal, and principal discuss relevant topics of concern and promote a positive message regarding self-worth, character, and the like, with the entire student body. Falcon awards are presented at the conclusion of each meeting to four students at each grade level (two boys and two girls). The falcon award recognizes students who have exhibited a positive attitude, strong work ethic, and exceptional character. The winners of the falcon awards for each school year are proudly displayed on a plaque in the main office hallway.

STUDENT SUPPORT PROGRAMS

- **MS/FMS Guidance Program** – The Guidance Department provides services to all children as well as their families. Their objective is to: help students demonstrate a positive attitude toward self as a unique and worthy person; facilitate the development of responsible social skills and an understanding of/appreciation for being a contributing member of their school and of society;

foster an understanding and appreciation of the life-long process of learning, growing, and changing; cultivate social, emotional, and academic health and success among all students. The school counselor provides a confidential helping relationship to assist students with educational, personal, and social concerns. Groups of students with similar concerns come together to share, listen, and resolve issues. For example, groups that meet are: Academic Assistance Group, Organization Group, Banana Splits, Friendship Group, Shining Stars. However, groups can be created at any time if there is a need.

- **MS/FMS Connections Mentoring Program** – The Connections Mentoring Program has been designed to provide students with an opportunity to develop positive relationships with the teachers and other staff at Fieldstone. As part of this program, selected students meet with a teacher mentor on a weekly basis to participate in activities, such as, athletics, reading, or just talking. Through “Connections,” students find adults who care about them as individuals.
- **MS/FMS School Violence Awareness Week/Red Ribbon Week** - As a community, we understand that the root to most school violence situations has been bullying or teasing. Our Character Education Committee has developed activities and themed days that will encourage positive choices, fair play and respect for one another each day of the week, i.e. Be a Buddy Day, Rainbow Day, etc.
- **MS/FMS Week of Respect** - In accordance with the New Jersey Anti-Bully Law, the first Monday of every October begins Respect Week. This week is dedicated to showing respect towards yourself and others. Our Character Education Committee develops daily challenges that encourage positive choices, fair play and respect for one another each day of the week, i.e. give five people compliments, follow the Golden Rule, etc.

Memorial School

- **Anti-Bully Pledge** – A pledge that is stated during all specialty weeks and assemblies which reinforces the positive messages of CARES.
- **Friendship Week** - February is Friendship month and to celebrate one week in February is declared Friendship Week. Our Character Education Committee has developed activities that signify a special message of friendship, i.e. Team Tolerance Day, Wear Green to Show Your Against Being Mean, etc.
- **Memorial CARES Committee** - A representative from each grade level, including specialists, meet to discuss Character Education programs and events to be implemented throughout the school year. Programs and events include: Week of Respect, School Violence Awareness Week/Red Ribbon Week, Mix It Up Day, Friendship Week, Do Your Best on the Test Week, and assembly programs which all reflect the positive messages of CARES.
- **Mix It Up Day** – Thousands of students across the country swap seats at lunchtime, step out of their comfort zones and sit somewhere new, with someone new during the month of October. This event encourages unity and promotes tolerance across the grade levels!

Fieldstone School

- **Peer Leaders** – Selected 8th grade students serve as academic and social role models, and help to execute events and activities that promote school spirit.

- **Peer Mentors** – Selected 6th, 7th, and 8th grade students can serve as Peer Mentors. Through this program, trained students help to create a positive social atmosphere for their peers/mentees.
- **Peer Tutors** – Selected 8th grade students also serve as Peer Tutors. Through this program, students serve as academic resources for students in need.
- **Service Club** – All eighth grade students are required to complete 25 service hours for the school community as a requirement to attend the 8th grade overnight field trip.
- **Your Not Alone (YNA)** - Ramapo College anti-bullying club that meets with our sixth, seventh, and eighth grade students several times during the school year. YNA is comprised of a group of current and former passionate college students who are determined to help prevent bullying and give students advice as to how to cope with such torment.

STUDENT DRESS (SEE BOARD POLICY 5132 DRESS AND GROOMING)

Parents/guardians and school staff are expected to cooperate in the matter of student dress. The school administration reserves the right to make a final decision regarding appropriate dress in school and at school-sponsored events.

The purpose of the school dress code is to establish standards for what is acceptable dress and grooming within the school setting with particular concern for the health and safety of the students. In addition, the code is designed to encourage a mode of dress and grooming that is conducive to establishing an effective learning environment, fostering a climate of discipline, order, teaching, and professionalism. Therefore, please note the following:

- All shirts and blouses must cover midriff, back, sides, and all undergarments, including bra straps, at all times. Plunging necklines are not permitted. Boys are not permitted to wear sleeveless tops (Fieldstone Middle School only);
- See-through or mesh fabrics, spaghetti straps, straps that untie, or halter-tops may not be worn unless they are layered with a top which itself follows the dress code;
- All trousers, pants, or shorts are not to be rolled at the waist, and must totally cover undergarments, including boxer shorts;
- Dresses, shorts, and skirts must be no shorter than three inches above the knee. Skirts must comply with the dress code regardless of whether tights/leggings are underneath;
- Clothing and footwear traditionally designed as undergarments or sleepwear are not permissible;
- Tight-fitting, or overly-loose clothing may not be worn in school;
- Clothing with obscene or profane language that references drugs, alcohol, tobacco, racism, or violence is not permissible;
- Head coverings, including hats, caps, and hoods, may not be worn in school. Head coverings worn for religious/cultural or medical reasons are the only exception;
- Footwear must be appropriate for safe participation in all types of school activities and be conducive to a positive learning environment (i.e. no slippers). Flip-flops are not permitted. Backless footwear such as clogs, mules, and sandals are not permissible at Memorial School. They are permissible at Fieldstone Middle School as long as they do not present a safety concern.

RULES OF ACCEPTABLE CONDUCT DURING ASSEMBLIES/PERFORMANCES

- Enter and exit in a quiet, orderly manner.
- No talking or physical contact during the performance.
- Remain in one's seat for the duration of the program, unless one has an emergency or assignment; if one must enter/exit, do so only between selections, not during a performance.
- Any student/child who is not part of the performance must remain seated with an adult.
- Treat the performer(s) in a respectful manner and offer appropriate applause.

APPROPRIATE USE OF COMPUTERS, THE INTERNET, AND THE SCHOOL NETWORK

The rapidly changing, technologically-driven society in which we live presents us with new challenges in our pursuit to encourage ethical behavior for our students. The following regulations will help to guide our students, staff, and Board of Education members in the acceptable use of computers:

1. All are required to read carefully, understand, endorse, and submit an "Acceptable Use Policy" contract.
2. Unauthorized or improper opening or manipulating of files is forbidden.
3. Purposeful changing of system configuration is forbidden.
4. Students are required to follow the directions of their teachers in the use of computers, the Internet, and the network.

FIRE DRILL REGULATIONS AND PROCEDURES

- At the sound of the fire alarm, all students are to exit the building according to the directions posted in each room or at the direction of the adult in charge.
- Students shall leave the building as quickly as possible, but **MUST NOT** run.
- Students are to return to the building when the recall signal is given.
- Students are to conduct themselves in an orderly and silent fashion; misconduct of any kind while a fire drill is being conducted is forbidden.

LOCKDOWN AND EVACUATION DRILLS

- Lockdown and evacuation drills are conducted minimally once a month.
- Students will be given clear directions by their classroom teacher regarding the procedures.
- The procedures are posted in the emergency crisis manual and/or explained by the staff.
- Students are to conduct themselves in an orderly and silent fashion; misconduct of any kind while a safety drill is being conducted is forbidden.

GENERAL BUS/BUS STOP REGULATIONS

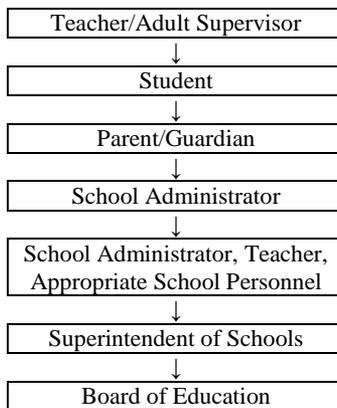
The safety of our students is our primary concern. Any student who does not adhere to the following regulations will be reported to the bus supervisors, the Assistant Principal, or the Principal. Offenders risk the suspension of bus privileges.

- Behavior that reflects the Student Code of Conduct is expected when waiting for and riding the school bus.
- The authority of the school bus driver must be respected while riding the school bus.
- Bus passes are issued to eligible students who are assigned to a bus.
- Bus passes are checked. Students without passes may not be permitted to ride the bus and will need to contact a parent/guardian.
- Students must ride their assigned bus and may be assigned seats.
- Students are only permitted to stand or move around the bus when entering or exiting the bus.
- No arms, heads, or other body parts, objects, etc. are permitted out of windows.
- Students are not permitted to throw items of any kind on or out of the bus.
- The opening of emergency exits is forbidden, unless performing an evacuation or other emergency act.
- Students involved in an after school activity or detention will be able to ride a late bus. A late bus pass must be obtained daily from the school office. Regular bus regulations apply to all riders of the late bus.
- Students must wear seat belts when provided.

CHAIN OF COMMUNICATION

School-related concerns involving a student are usually resolved by the teacher or other school employee with supervisory responsibilities. To effectively and efficiently address these concerns in the best interest of the student, the following chain of communication will be applied. If the concern is not resolved, proceed to the next step in the chain of communication.

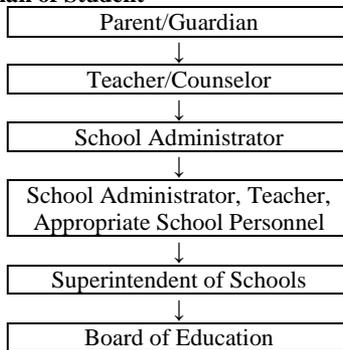
Concern of Teacher/Adult Supervisor



1. Teacher/Adult Supervisor addresses/communicates concern with student(s) involved.
2. Teacher/Adult Supervisor addresses/communicates concern with the parent/guardian.
3. Teacher/Adult Supervisor addresses/communicates concern with a school administrator.
4. Administrator addresses/communicates concern with the parent/guardian.
5. Administrator facilitates communication between parent/guardian, teacher, and appropriate school personnel (i.e., counselors, etc.).

6. Administrator addresses/communicates concern to the Superintendent of Schools.
7. Superintendent of Schools communicates concern to the Board of Education.

Concern of Parent/Guardian of Student



1. Parent/guardian of student addresses/communicates concern to teacher or counselor.
2. Parent/guardian addresses/communicates concern to a school administrator.
3. Administrator facilitates communication between parent/guardian, teacher, and appropriate school personnel (i.e., counselors, etc.).
4. Parent/guardian addresses/communicates concern to Superintendent of Schools.
5. Parent/guardian addresses/communicates concern to the Board of Education.

STUDENT BEHAVIORS THAT RESULT IN DISCIPLINARY ACTION I.E. DETENTION, SUSPENSION, EXPULSION, AND/OR REPORT TO THE POLICE DEPARTMENT

- Disorderly conduct or not obeying school rules;
- Disobedience, disrespect, or insubordination to any teacher or person having authority over a student;
- Use of profanity or disrespectful language;
- Harassment, intimidation or bullying of any kind;
- Fighting or threatening to cause physical injury;
- Physical assault upon another student, a teacher, or any school employee with or without firearm(s) or other weapon(s);
- Jeopardizing the safety of others;
- Willfully causing, or attempting to cause, damage to, or defacing of, school property;
- Tampering with, or damaging, property of other students or staff members;
- Taking, or attempting to take, personal property or money from another student or staff member whether by force or fear;
- Absence from, or tardiness to, school or class of more than ten (10) school days;
- Truancy and/or inciting other students to truancy;
- Cutting a class or assembly;
- Leaving the school or school property without permission;
- Taking part in any unauthorized occupancy of a District facility and refusing to leave promptly when directed to do so by a school employee;
- Triggering or sounding a false alarm;
- Inappropriate bus/bus stop behavior;
- Academic dishonesty;

- Gambling;
- Use or possession of any tobacco product on school property;
- Use, possession, or sale of a controlled dangerous substance, drug paraphernalia, anabolic steroids, or alcohol; and
- Use or possession of weapons, explosives, or other dangerous or inappropriate objects.

STUDENT CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR AND METHODS OF DISCIPLINE

Students who choose to be uncooperative and/or unresponsive to staff direction can expect disciplinary action as per N.J.A.C. 16-5.5-5.7. In assigning discipline for problem behavior, the nature of the behaviors, the developmental ages of the students, and the students' individual histories of problem behaviors and performance shall be taken into consideration. A continuum of actions have been designed to remediate and, where necessary required by law, to impose sanctions. Disciplinary actions include lunch detentions, teacher detentions, school detentions, and suspensions. Administration and staff promote positive social skills, and allow students the opportunity to self-reflect and identify positive decision-making skills.

A credible death threat to oneself or others will result in removal from school pending results of an independent psychiatric evaluation by a Board-approved psychiatrist.

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. The code of student conduct shall be applied equitably without regard to 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, pursuant to N.J.S.A. 10:5.

Teacher Detention:

A teacher detention is a period outside of a student's class time during which a student will be detained from his/her regular activity due to inappropriate behavior or failure to complete his/her assigned work. This detention is assigned and arranged by the teacher and may be conducted during a student's lunch/recess period and/or after school in the classroom. The student's parent/guardian will be notified by phone or written note.

Administrative Detention:

An administrative detention is assigned by the school administration and is typically conducted after school until

3:55 p.m. Administrative detentions may also take place at lunch, before school, or on a weekend day. These detentions are served in a central location and are supervised by an assigned staff member. The student's parent/guardian will be notified by email, letter, telephone, and/or behavior report.

Suspension: (See Board Policy 5114 Suspension and Expulsion)

Disciplinary action for serious infractions could be in the form of in-school or out-of-school suspension. A suspension is the temporary denial of the student's right to attend school. The

principal may suspend any pupil from school for a short duration for good cause. In the case of suspension, parents will be notified by telephone and/or letter.

Long-term Suspension: (See Board Policy 5131 Conduct/Discipline)

- Any student, who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function, shall be immediately removed from the school's regular education program for a period of not less than one calendar year.
- Physical violence, including assault with or without a weapon, against another student, a staff member, or a Board member.

Expulsion: (See Board Policy 5114 Suspension and Expulsion)

The power to expel a student from the school system is vested solely in the Board of Education. If the actions or behavior of a student are such to warrant expulsion consideration, the Principal shall refer the case to the Superintendent to be placed before the Board.

STUDENT BEHAVIOR STANDARDS NOT ON SCHOOL PREMISES

Please note that student behavioral standards include school-sponsored events and buses, and also extend beyond school grounds, as per N.J.A.C. 6A:16-7.6 and N.J.S.A. 18A:37-15.3. This applies especially to incidents involving harassment, bullying, intimidation, fighting, substance abuse, and dangerous instruments/weapons.

CORPORAL PUNISHMENT

No employee shall inflict or cause to be inflicted corporal punishment upon a student, as per N.J.A.C. 18A:6-1, but any such person may, within the scope of his/her employment, use and apply such force as is reasonable and necessary to:

- Quell a disturbance threatening physical injury to another;
- Obtain possession of a weapon or other dangerous objects upon the person or within the control of the pupil;
- Maintain self-defense; and
- Protect persons or property.

School employees should not direct students to act for them **in this regard**.

ADDITIONAL RESOURCES

School-Based Resources:

1. Guidance Counselor
2. Child Study Team
3. Intervention & Referral Services Committee
4. Community-based Health, Social, and Legal **Services**

A list of community-based health and social service provider agencies available to support students and students' families includes:

1. Pascack Valley Mental Health Center
114 Kinderkamack Road
P.O. Box 126
Park Ridge, NJ
2. Care Plus – Outpatient Mental Health Center
610 Industrial Avenue
Paramus, NJ 07652
3. 24-Hour Emergency Service
Psychiatric Emergency Screening Program
Crisis Hotline – 201-262-HELP
4. West Bergen Mental Health Center
120 Chestnut Street
Ridgewood, NJ 07450
5. Legal Services of New Jersey
P.O. Box 1357
Edison, NJ 08818
Telephone: (732) 572-9100
(888) 576-5529 (Toll-free)

ACKNOWLEDGMENT

The Montvale Public Schools gratefully acknowledges the efforts of the original Code of Conduct Committee and the Character Education Committee. These committees were comprised of students, teachers, parents, administrators, support staff, and members of the Montvale Board of Education. It is due to the commitment of those who participated that this district-wide Code of Conduct was developed, implemented, and refined over a number of school years.

CODE OF CONDUCT COMMITTEE (1997 – 2000)

Parents: Patricia Avento, Heidi Nelson, Elizabeth Casey, Donna Quirk, Rose Curry, Donna Salerno, Lottie Esteban, Beth Schemmenti, Veronica Vogel, Elissa Goldner, Cynthia Ward, Lori Harris, Patricia Youssouf, Renee Yuhus, Debbie Lease, Cindy Myer.

Community Member: Rose Castka

Staff: Debra Ross, Brian Chinni, Rosemarie Rovegno, Paul Semendinger, Arline Frankel, John Smatla, Jim Freeman, Alice Walty, Kathy Grasso, Maureen Hall, Joan Weill, Henry Heluk, Larry Ksanznak, Allen Luster.

Students: Eric Fingerman, Michael Weinstein

DEVELOPMENT OF REVISED CODE OF CONDUCT (2007)

Staff: Debra Ross, John McGinley, Ondrea Bertie, Marilyn Ziedenweber, Mark Maire, Audrey Levi

DEVELOPMENT OF CORE ETHICAL VALUES

Staff: Joyce Bores, Marilyn Ziedenweber, Jackie McLoughlin, Stacy Ury, Cindy Gardner, Frank D'Amico, Jim Freeman, Adam LoPresti, John McGinley, Debra Ross, Susan King, Audrey Levi, Mark Maire, Paul Semendinger

Parents: Susan Guzman, Liane Murtagh, Carole Green, Kathie Ventura, Katie Casey, Susan Amedo, Belle Degenaaars, Carmella Heverin, Jeffrey Caspari, Susan Ashkinaze, Allison Morgan, Jane Vindigni

Community Member: Reverend Edward Hasse

Students: FMS students through their health classes

ADOPTION

The Montvale Public School Community Code of Conduct was adopted by the Montvale Board of Education in January 1998. The Code of Conduct was revised/readopted in July 2004, November 2006, and October 2007.

GLOSSARY

Core Ethical Values – A value is a belief about what is good that transcends a specific situation and that guides judgment and decision-making. In order for a value to be a “core” ethical value, it must be of central importance in the life of the individual and the life of the community.

Harassment, Intimidation, and Bullying – Any gesture, written, verbal or physical, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either 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, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students.

Intervention and Referral Service (I&RS) Committee – The Montvale School District shall provide a program of intervention and referral services for **all students** who **may be** experiencing **learning, behavior, and/or health** difficulties to help them function productively and develop positively in the classroom environment.

Child Study Team – The Child Study Team is comprised of a team of professionals, including school social worker, school psychologist, learning disability teacher consultant, and speech and language pathologist. The Child Study Team provides support services to all special education students in the district