

## **Regulation – Code of Student Conduct**

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### **CODE OF STUDENT CONDUCT**

*The information below serves as a regulation to the Milltown Board of Education Policy #5131 – Conduct/Discipline. Annual review of the Code of Student Conduct (CSC) involves parent, student and community representatives that assess the expectations, implementation, violations and effectiveness of the CSC. The administration then considers updates to the CSC based on this annual review. The CSC is posted on the district website as part of the Pupil Parent Handbook, and disseminated at the beginning of each school year through the district student information system. An annual report on CSC violations are reported twice a year to the Board of Education and the NJDOE. Responses to student conduct are applied equitably without regard for race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or disability, or by any other distinguishing characteristic. Accommodations within the CSC may be made for students with disabilities, who have a certified Functional Behavior Assessment conducted as part of an IEP or 504.*

Codes of Conduct indicate acceptable and expected behaviors for students. The Codes for Parkview School (PreK-3) and Joyce Kilmer School (4-8) are contained in the Student, Parent, and Staff Handbook.

The Board of Education believes that students have the right to attend school in a learning environment that is safe and secure. Students shall be granted access to such a learning environment irrespective of students' marriage, pregnancy or parenthood. Therefore, standards of student behavior must be set cooperatively through consensus among the students, parents/guardians, staff and community, producing an atmosphere that encourages students to grow in self-discipline and develop as productive citizens. Such an atmosphere must include respect for self and others, as well as for district and community property.

### **CORE ETHICAL VALUES**

In order to foster the health, safety and social and emotional well-being of students, the district has established a positive school climate and culture that promotes intrinsic motivation both behaviorally and academically. Individual student goal-setting is facilitated by teachers to allow students to reflect on personal areas of growth.

They also will include the core values of a positive culture and climate aligned with the Responsive Classroom model, which include a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

### **POSITIVE SCHOOL CLIMATE AND CULTURE**

An academically focused student is less likely to engage in unacceptable behaviors. Therefore, the district maintains various routines and programs to keep teaching and learning at the forefront of school practice. Teacher language when interacting with students supports a positive school climate and culture by specifically reminding students as to how their actions impact their outcomes both academically and behaviorally. Classroom teachers select students of the month who are invited to Student of the Month luncheons with the Principal. Honor Roll breakfasts are also scheduled quarterly to celebrate academic success with students and their parents. Academic and merit awards are also presented to recognize students who excel in certain areas. In addition to the Responsive Classroom, character education and middle school advisory are scheduled weekly to address a variety of health topics aligned to social and emotional learning and good decision making. Spirit assemblies and pep rallies are also scheduled throughout the year to foster a sense of pride and ownership in their school.

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A tiered approach to student discipline is embedded in the district culture. Social workers are scheduled in both schools on a daily basis to intervene when a student is exhibiting inappropriate or uncharacteristic behaviors. Counseling groups are also established to provide support to students who are experiencing similar life challenges, such as divorce or anxiety. The counselor may recommend a social and emotional learning intervention, such as guided or independent lessons to teach students how to self-regulate their behaviors and provide coping strategies for challenging situations.

Restorative practices are also implemented to help repair or restore relationships. Although restorative justice does not bypass traditional consequences, it does provide opportunities for remorse and students to make amends. Restorative justice may take the form of peer mediation, but may also extend to meetings that involve teachers or even outside community members who may be involved in an incident. Such reflection exercises allow students to see the infraction as a learning and growth opportunity rather than as a means to label them as a discipline problem.

### **ACCEPTABLE BEHAVIORAL STANDARDS**

In order to establish and maintain a civil, safe, secure, supportive and disciplined school environment conducive to learning, we must have the cooperation of all students and parents/guardians. The Board of Education expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. Students are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority and respond to those who hold that authority.

#### Expectations

All students are expected to be actively engaged in their own learning. Natural curiosity and independent inquiry is encouraged in order to make the curriculum more meaningful to each individual. Each student is expected to perform up to their own academic abilities and seek out assistance to support his/her own achievement. Students are expected to maintain stamina when faced with challenging activities, and use teacher feedback to address weaknesses and capitalize on strengths.

The students attending the Milltown Schools are expected to act in such a manner that will enable the professional staff to provide a quality education without . . .

- Disruption to educational programs
- Endangerment to the health and safety of fellow students and staff
- Damage to school and community property or property of others

Consistent attendance and participation in school is considered paramount to both the academic and social-emotional learning of students. The frequent absence of students from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of students to complete the prescribed curriculum requirements successfully. A student with more than ten (10) local (MBOE) unexcused absences, during a full academic year, shall not be considered to have successfully completed the instructional program requirements of the grade/course to which he/she is assigned. The student may be in jeopardy of potential retention. Therefore, the district has adopted specific attendance policies and practices to establish expectations for attendance rates, and maintain a continuum of instruction regardless of student illness or infractions. Please refer to MBOE Policy #5113 for more details.

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### Notice to Students

Students have the right to advanced notice of expectations for conduct at school and as responsible citizens. Students attend an annual assembly during which rules and other aspects of the CSC are explained. Classroom teachers follow-up with student created rules and behavior modeling to reinforce appropriate conduct. Administrators may also present reminder lessons throughout the year to reinforce appropriate behavior and school expectations. Furthermore, parents receive an electronic copy of the CSC at the beginning of each school year. The CSC is posted on the website as part of the Student Parent Staff Handbook.

### General Rules

- Students arrive for school ready to learn at Joyce Kilmer School by 8:35 AM (entry bell) or at Parkview by 8:20 AM (doors open).
- Students play in appropriate areas using permitted equipment.
- Students walk bicycles on school property and wear appropriate headgear.
- Students line up in their assembly area when the bell rings.
- Students communicate with others in a positive manner without teasing, name-calling, or profanity.
- Students use only permitted equipment – skates, roller-blades and skateboards are not permitted. If permitted, hockey sticks, bats or similar sports equipment must be brought to the physical education teacher at the beginning of the school day.
- Students show respect for others, both schoolmates and adults, and follow directions the first time they are given.
- Students learn and follow class rules related to the school building, lunch program, playground, etc.
- Students keep to the right when moving through the hallways without running or horseplay.
- Students leaving class during a specific period must obtain permission from the teacher, sign out, and have a hall pass with them.

### Lunch Room Rules

- Students enter the lunch area in an orderly manner.
- Students walk at all times and listen to directions from adult supervisors.
- Students act appropriately and show respect for the school environment.
- Students remain seated unless buying food or disposing of waste.
- Students clean their table(s) prior to dismissal.

### General Classroom Rules

Classroom rules are developed at the beginning of each school year with a dialogue between the teacher and the students. Rules are based on the tenets of Response Classroom to foster a positive climate and culture. The rules should relate to CARES: cooperation, assertiveness, responsibility, empathy, and self-control. The rules are displayed in each classroom along with a CARES poster.

The teacher and students will create the class rules together during the first 5 days of the school year. The rules will be based on the teacher's and student's individual goals for the year. The class will work together to formalize 3-5 general rules that will reflect caring for self, others and the environment.

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**PARKVIEW SCHOOL CODE OF CONDUCT**

1. Civic Responsibility:
  - Listen the first time to directions given by responsible adults
  - Respect the rights and property of other people
  - Be patriotic-salute the flag with respect
  - Follow classroom and school rules
2. Respect for Natural Environment:
  - Show care and responsibility toward all living things, including people, plants, bushes, trees and animals
  - Conserve our natural resources-don't waste water and supplies; recycle whenever possible
  - Keep your work, lunch, lavatory and playground areas neat and tidy
3. Respect for Others:
  - Be patient, courteous, and understanding of others
  - Show good conduct so others aren't interrupted or disturbed
  - Respect the right of every person to have a peaceful environment
4. Respect for Self:
  - Come to school neatly dressed, on time, prepared, ready to learn
  - Be reliable and truthful
5. Specific Standards of Conduct:
  - Be on time to school and class; arrive on school grounds NO EARLIER than 8:15 am
  - Show respect to all people ... adults and schoolmates
  - Practice safety at all times:
    - Stay on sidewalks
    - Obey the crossing guards
    - Stay to the right side of the hallway when passing
    - Use playground, gym and classroom equipment properly
    - Do not walk through the parking lot
    - Walk; do not run
    - Learn and follow fire drill and bus safety drill procedures
    - Traditional sneakers are required to be worn in all Physical Education classes

**JOYCE KILMER SCHOOL CODE OF CONDUCT**

Expectations of Student Behavior

1. Students are to prepare themselves mentally and physically for the process of learning.
  - be nourished, rested, clean and properly dressed and groomed
  - be free of drugs and alcohol
  - be prepared to learn
2. Students are to take responsibility for their own behavior and learning both in school and at all school-related activities.
  - recognize that academic development is the primary purpose
  - complete all class work, homework and other assigned tasks
  - make appropriate decisions based upon analysis of data
  - accept constructive criticism as part of the learning process

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- accept disagreement when necessary and appropriate
  - accept the consequences for their actions
3. Students are to demonstrate respect for self and for others.
    - are honest, courteous and polite
    - respect the opinions of others
    - are respectful of different cultures
    - settle differences peacefully and appropriately
    - display good sportsmanship
  4. Students are to respect the natural and physical environments.
    - participate in the maintenance and cleanliness of school facilities and property
  5. Students are to share responsibilities when working as a member of a group or team.
    - cooperate, contribute and share in the work of the group
    - accept and assume leadership when appropriate to do so
    - listen to the viewpoints of others
  6. Students are to use their time and resources in a responsible manner.
    - attend school regularly and on time
    - use learning materials and equipment appropriately
  7. Students are to communicate appropriately with parents and school personnel regarding their needs and goals.
    - take time to discuss academic learning and school programs
    - transmit information to parents and return responses to school personnel (in a timely fashion) when appropriate
    - seek assistance from appropriate school personnel in time(s) of need
  8. Students are to be responsible for meeting individual class requirements.
    - participate actively in learning activities
    - follow all class rules and procedures
    - arrive to class on time with all appropriate materials
  9. Students are to work to their potential, monitor their progress, and seek help when necessary.

**DISCIPLINARY GUIDELINES**

An effective student management program is designed to recognize the rights and self-esteem of each student. No disciplinary action is to include corporal punishment, verbally demeaning language, or shouting or screaming at students. Firm, definitive verbal directions are appropriate.

The Board of Education believes that standards of student behavior must be set cooperatively by interaction among the students, parents/guardians, staff and community, producing an atmosphere that encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property.

It will be the goal of all staff members to resolve disciplinary issues as quickly as possible and before they become major problems. Positive approaches are to be used whenever possible and reinforcement of appropriate behavior should be an objective of every staff member. Staff are urged to consider the prior behavior of any child before taking disciplinary action.

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For major disciplinary infractions, a student may be placed on probationary status for a specified period of time. The principal in consultation with parents and possibly other staff members will determine this period of time. Community service that would benefit the school will be considered if it is appropriate. If possible, a student might be given an opportunity to earn some merit points to “wipe clean” past transgressions.

The philosophy, “It is better to let the guilty go free than to punish the innocent,” is an important value in a democratic society. Group punishment, i.e., keeping a whole class after school or “grounding” an entire table of students at lunch time because of some transgression, is not acceptable, routine disciplinary procedure. At times it might become necessary to detain a group of students due to the serious nature of the situation. In such a circumstance, a group may only be detained with the principal’s approval, followed up with a written report to the Superintendent of Schools, as to why the action was necessary.

Corporal punishment by any staff member in any form – physical, verbal, or emotional – is strictly forbidden. Berating, scolding, shouting at, or ridiculing a student or group of students is impermissible as a disciplinary technique.

The use of non-violent crisis intervention that includes the use of physical restraint and seclusion techniques on any student are only used in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger. Only trained staff members are authorized to implement physical restraint.

### Student Athletes and Extracurricular Participation

Disciplinary standards for athletes and extracurricular participants are based on board policies 6145 Extracurricular Activities, and 6145.1/6145.2 Intramural/Interscholastic Competition. Students serving central detention may not practice, perform or compete on the day of the infraction through the day of time served. Students receiving ISS or OSS will be prohibited from practice, performance or competing 1 week from the day of the infraction or final day of suspension, whichever is longer. The chief school administrator and the building principal shall decide at the end of a probation or suspension whether the student may return to practice and competition.

### Disciplinary Issues and Consequences

While each infraction of the disciplinary rules will be reviewed on an individual basis, it is important that both students and parent(s) or legal guardian(s) know the consequences for misbehavior.

Initial responses to student misconduct should be addressed in a way that maintains respect for the student, while teaching that there are consequences for one’s actions. A logical consequence for the infraction is the first step. Examples of logical consequences are: loss of privilege, positive time-out, and repairing damage. Next steps may be holding a problem-solving conference or role playing.

The teacher may use their discretion to assign either a classroom, lunch or a central detention, according to the severity or repetitive nature of the infraction. Any after-school detention assigned directly by the principal will be considered a central detention.

When office restrictions are imposed by the principal, students will be isolated and work in the office area or other designated location with appropriate supervision.

**Misconduct categorized as a Level 1** infraction will be addressed by the teacher without the involvement of the principal or administrator. Consequences at this level will reflect positive school climate and culture and be logical to the offense. Classroom detention may also be appropriate, if it aligns with a logical consequence, such as staying after to complete work or making amends for a social

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infraction. Detention may be assigned the same day by the teacher with parent notification via email, phone, or Parent Square.

**Misconduct categorized as a Level 2** infraction will be addressed by the teacher, unless the severity requires the involvement of the principal or administrator. Extreme insubordination, repeated foul language, inappropriate use of technology or throwing objects that cause a safety issue would likely prompt administrative involvement. Consequences at this level will reflect positive school climate and culture and be logical to the offense. Multiple days of classroom detention may also be appropriate, or central detention may be assigned by the administrator.

### Bullying and HIB

Bullying offenses are Level 2 or higher and should not include peer mediation or letters of apology as consequences or follow-up. Apology letters may be appropriate only in cases of normal conflict. Any offense involving bias is at Level 2 or higher, and should include instruction regarding respect for diversity as well as appropriate discipline. It is important to note that an incident involving bias does not necessarily mean it is a bias crime, which will be reported to local law enforcement. General diversity education designed to prevent further bias-motivated incidents, and restorative justice activities are also appropriate for first time incidents and is recommended in the case of repeated offenses.

If misconduct is suspected or reported to be related to harassment, intimidation or bullying (HIB), an investigation will be conducted by the school anti-bullying specialist according to the NJ Anti-Bullying Bill of Rights. The HIB investigation will in no way defer the consequences related to code of conduct violations associated with the incident, and may result in additional consequences imposed by the CSA, if the HIB is founded.

New Jersey's HIB statute specifically defines HIB as targeting someone based on a distinguishing characteristic. The district recognizes behaviors as bullying that may not fit the statutory definition of HIB. A student who specifically targets another student repeatedly with behaviors that are offensive and/or intentional to cause distress to the other student will be considered a bully according to the district CSC. Discipline for bullying will be addressed at a heightened level of consequence from a CSC violation that is not related to bullying.

### Procedures for Detention

The school retains the right to detain the student after school. If there is a legitimate reason offered by the parent why the student cannot stay on a particular date, it is appropriate that an alternate date be worked out between the teacher and the parent. If the student is unable to stay after school the same day as requested, every effort should be made to have the student stay the next day.

A teacher may detain a student on the same date as the infraction, for up to 1 hour, provided that the teacher advises the parent in advance by telephone or other means of communication and the parent agrees to it being held the same day.

The transporting of a student to an AM detention, or home from school following a PM detention is the obligation of the parent.

Ordinarily, parents/guardians are to receive notice one school day in advance when detention is assigned. When unique circumstances prevail, the teacher must contact the parent(s)/legal guardian(s) to see if this notice can be waived and detention held on the same day. Detention is to be served on the day(s) assigned unless a medical appointment or religious class is scheduled. Parent(s) must contact the staff member

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who assigned the detention if a delay is requested for these or any other reasons. If a change in date cannot be agreed to between the teacher and parent(s), the principal shall make the final determination.

Parents are encouraged to partner with the school in teaching social-emotional learning and academic responsibilities. Parent refusal to allow his/her child to serve a before/after school detention will result in alternative disciplinary consequences, which may be equal to or greater than the originally assigned detention. Such alternative consequences will be at the sole discretion of the administration.

### In-School/Out-of-School Suspension

Whenever possible and appropriate, students will serve suspension within the school environment. In-school suspension (ISS) will be supervised by certified personnel in a restricted area apart from the general school population. The student serving ISS will not eat with other students or attend special subject classes and will not be permitted to participate in or attend any school function until the period of suspension is completed.

In instances of out-of-school suspension, the parent/guardian will be responsible for the supervision of the child until the period of suspension is completed. Depending upon the circumstances at the time of the suspension, academic work will be collected for the suspended student and arrangements will be made for the parent/guardian to pick up this work for the child.

## **LEVELS OF CONDUCT AND CONSEQUENCES**

### Level 1

Misbehavior at this level will be handled by the assigned teacher. It generally causes little or no disruption to the school or learning environment and causes no physical harm to other persons or property. Examples of this type of behavior may include:

- continuously\* late for class without reason (\*3+ times within 2 weeks)
- disrespectful to classmate(s), teacher, or any person
- unprepared for class
- failure to complete homework
- failure to follow class rules/requirements
- failure to follow lunchroom/playground rules/requirements
- corridor misbehavior
- cheating
- chewing gum
- inappropriate attire (1<sup>st</sup> offense sent to office to get a T-shirt cover-up)
- eating in areas other than the lunchroom
- riding bike, scooter, skateboard, or rollerblades on school property – 1<sup>st</sup> offense – warning
- electronics use while in school – 1<sup>st</sup> offense: confiscated electronics may be picked up at 3 PM

### Level 2

Misbehavior at this level will be handled by the teacher who may assign classroom and central detention, and choose to call parents. It generally causes a disruption of the school environment, infringes upon the rights of others, or could pose physical harm to one's self or others. According to the severity the principal might also be involved. Examples of this type of behavior may include:

- insubordination
- using foul/profane language (not directed at an individual)
- pushing/shoving
- hitting without injury or without intent
- throwing objects (including snowballs) without harm or injury to others
- name-calling



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- Repeated riding of bike, scooter, skateboard, or rollerblades on school property – 2<sup>nd</sup> offense
- electronics use while in school – 2<sup>nd</sup> offense: parent pick up device in office
- inappropriate use of a personal or school device, including inappropriate internet sites and searches
- skip a teacher detention – central detention

### Level 3

The appropriate administrator will handle misbehavior at this level. Behavior generally causes a substantial disruption to the school environment, and some physical harm or threat of serious physical harm to people or property. Actions seriously infringe on the rights of others. Examples of this type of behavior may include:

- hitting with injury or with intent
- smoking on school grounds
- possession of an object that could be used as a weapon
- possession of personal property other than your own
- nonpermanent vandalism or property damage
- foul or profane language directed at an individual
- bias name calling
- HIB including social exclusion, direct electronic bullying
- leaving school grounds or school activity without permission to do so

### Level 4

The appropriate administrator will handle misbehavior at this level. Behavior generally causes a substantial disruption of the school environment, causes willful, significant injury to persons or property, or seriously infringes upon the rights of others. This behavior requires office involvement. Examples of this type of behavior may include:

- fighting (cause harm/intent to cause harm) – minimum multiple days ISS
- stealing (2<sup>nd</sup> offense or major theft) - minimum OSS, principal/police may be involved
- drugs or alcohol (possession and/or use) – expulsion and police
- foul or profane language directed at an adult - minimum ISS and letter of apology
- gross disrespect towards a staff member – minimum ISS and letter of apology
- vandalism that results in permanent property damage that requires remediation or replacement - minimum OSS and parent liable for cost of repair/replacement (18A:37-3)
- Persecution of students in regard to racial, religious, ethnic, physical and mental differences through a physical act of aggression or spoken in a malicious manner – minimum ISS
- direct/indirect electronic bullying (multiple offenses), social exclusion (2<sup>nd</sup> offense) – minimum OSS
- Sharing or texting of explicit or inappropriate images or photos
- threat or execution of bias crime – minimum OSS and police notification
- any other offense listed on the NJDOE EVVRS (Electronic, Violence & Vandalism Report) form

### Infractions Which May Warrant Immediate Suspension:

- Severe threats to cause harm to any person or property, such as with weapons, fire or the like
- Gross disrespect towards a staff member, such as demeaning or foul language and gestures
- Severe insubordination to any staff member, such as refusal to comply with a request involving safety
- Smoking (including possession of any tobacco item, vape, lighter, or matches)
- Possession or use of illegal drugs or alcohol
- Any physical act endangering the health and well-being of self or others
- Harassment of students in regard to racial, religious, ethnic, physical and mental differences through a physical act of aggression or spoken in a malicious manner
- Destruction or theft of school and /or personal property
- Bullying

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- Sharing or texting of explicit or inappropriate images or photos

### Expulsion

As per NJ Administrative Code N.J.S.A. 18A:37-2.1, certain offenses warrant immediate suspension and/or expulsion. Students removed from the on-site educational program will continue with an alternative educational program aligned with a general or special education program. Expulsion for a period of the school year, typically beyond 10 consecutive days, will be imparted at the CSA's discretion. Actions that compel removal of students from the school premises for an extended period of time, include:

- knowingly possessing a firearm on school grounds;
- assault with a weapon upon a teacher, administrator, other school board employee, district Board of Education member, or another student on school grounds;
- assault without a weapon upon a teacher, administrator, other school board employee, district Board of Education member, acting in the performance of his/her duties where his/her authority is apparent;
- knowingly possessing, consumes, or is under the influence of alcohol or other controlled substances while on school grounds;
- continuing to willfully disobey or openly defy the authority of any teacher, administrator, or staff member having authority over him/her;
- repeatedly taking or attempting to take property or money, or willfully causes substantial damage to school property;
- occupying school facilities or grounds without permission and/or failing to leave when directed;
- inciting truancy among other students.

### Continuum of Cumulative Consequences Due to Multiple Infractions

In any combination of:

More than 5 central detentions and/ or 1 ISS

Isolated lunch detention (1 week) and loss of, at least, 1 student privilege\*

More than 10 central detentions and/or 2 incidents of ISS and/or 1 incident of OSS

Isolated lunch detention (1 week), counselor intervention, and loss of, at least, 2 student privileges\*  
(If this pertains to an 8<sup>th</sup> grade student, this may include Jeopardy and/or Camp Mason)

More than 15 central detentions, and/or 3 incidents of ISS, and/or 2 incidents of OSS

Isolated lunch detention (2 weeks), counselor intervention, and loss of all student trips and privileges\*

(If this pertains to an 8<sup>th</sup> grade student, this may include previous privileges and/or the Banquet.)

Repetition of Level 2 offenses will result in multiple central detentions and loss of privileges. While 3 repeated Level 2 offenses with the principal's involvement will result in in-school suspension (ISS).

Repetition of Level 3 offenses will result in a minimum in-school suspension (ISS). While 3 repeated Level 3 offenses with the principal's involvement will result in out-of-school suspension (OSS).

\*Student privileges include clubs, dances, assemblies (i.e. pep rallies, PTA assemblies, etc.), and/or removal of student council office or representation.

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### Appeal Process

If you become aware of what appears to be an improper or unjust application of the Codes of Conduct, contact the building principal and if not satisfactorily resolved, the Superintendent of Schools.

If any student or parent/guardian of that student believes that they have a grievance regarding the Code of Conduct, the student or parent/guardian is to follow the "Appeal Process" contained in Policy and Regulation #5145.6 *Pupil Grievance Procedure*.

During the appeal process, the Superintendent of Schools, after conferring with the building principal, may temporarily suspend any consequences issued against the student.

### THREATENING BEHAVIOR OFFICIAL NOTICE

The District has "zero tolerance" for acts of or threats of violence toward persons or damage/destruction of property. Severe consequences can result including expulsion from school following a hearing before the Milltown Board of Education. Parents/guardians/students are further advised that until such time as any such matter is resolved the student may be removed from school, suspended, placed on home instruction, and/or require a psychiatric examination. Additionally, law enforcement authorities may be contacted and criminal prosecution undertaken. If a parent/guardian refuses to cooperate with school authorities on such matters, expulsion hearings shall be scheduled. Full details are contained in Board Policy #5131.

### **COMMUNITY-BASED RESOURCES**

The Board of Education encourages students and parents to inquire about community resources to support social and emotional learning and well-being.

Rutgers University Behavior Health Care  
New Jersey Hopeline: 855-654-6735)  
Acute Psychiatric Emergency Services: 732-235-5700  
<https://ubhc.rutgers.edu/>

National Center for Mental Health and Juvenile Justice  
<https://www.ncmhjj.com/>

Middlesex County > Family and Children  
<http://www.middlesexcountynj.gov/Residents/Family/Pages/default.aspx>

NJ Department of Human Services  
<https://www.state.nj.us/humanservices/clients/family/>

Advocates for Children of NJ: Kidlaw  
<https://acnj.org/kidlaw/>

Legal Services of NJ  
Legal Hotline at 1-888-LSNJ-LAW (1-888-576-5529)  
<https://www.lsnj.org/index.aspx>