

MILLTOWN PUBLIC SCHOOLS

CODES OF CONDUCT

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

Both codes emphasize the "Core Values" promoted by the Governor and the NJDOE. They are: (1) civic responsibility; (2) respect for natural environment; (3) respect for others, and (4) respect for self.

Procedures for Detention

- A. Teachers may detain a student after school if notification to parent/guardian is made ahead of time. 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.
- B. 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.
- C. 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.
- D. The transporting of a student to an AM detention, or home from school following a PM detention is the obligation of the parent.

Appeal Process

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*.

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

6. Strategies and Consequences for Unacceptable Conduct:

Consequences for non-compliance can include any of the following depending upon the seriousness of the matter or frequency: (listed in progressive order)

- A. Adult to student conference (warning)
- B. Time outs
- C. Home contacts
- D. Parent-student-teacher conferences
- E. Detention (early morning or after school)
- F. Office visitation and conference
- G. Parent-student-principal conference
- H. Office detention/loss of privileges
- I. Office restriction for part of or the full day
- J. In school suspension
- K. Out of school suspension
- L. Expulsion

GENERAL CLASSROOM RULES – GRADES IPS THROUGH 4

Specific rules will be listed in classrooms.

- 1. Listen carefully and follow directions.
- 2. Walk, don't run, in the hallways to and from class.
- 3. Walk into the room and sit quietly in your place.
- 4. Keep your area clean and put things back where they belong.
- 5. Raise your hand before speaking; think before speaking or acting.
- 6. Do not speak while someone else is speaking; be patient, courteous and wait your turn to speak.
- 7. Work quietly; do not disturb others who are working.
- 8. Respect others; be kind with your words and actions.
- 9. Respect school and personal property.
- 10. Be a friend and share; use your manners.
- 11. Work and play safely; practice sportsmanship.
- 12. Always do your best; be honest.

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
 - 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.

Pay-to-Play Programs

Students participating in Middle School Sports pay a uniform and participation fee. While students participating in middle school sports are not guaranteed any specific amount of playing or game time, the students all receive the overall team experience of practicing with the team and participating in games, while also receiving the benefit of specific instruction and plans of improvement related to their skills in their chosen sport. It is the goal of Joyce Kilmer School's athletic program to assist students in preparing them for the overall experience of being a member of a team while also assisting them in improving and or sharpening their athletic skills through targeted and specific feedback that will assist them as they move to high school.

Discipline Strategies

Teachers will determine and use a variety of approaches to deal with disciplinary situations. They serve as role models of behavior for students to emulate. Teachers are required to treat each student with courtesy, respect, and with an understanding of individual needs. In many instances, the classroom teacher handles discipline. The principal has the authority to become involved in disciplinary situations at any point.

Teachers are required to develop classroom rules and to share and review them with their students during the first three days of school each year, and to review them periodically for reinforcement. One or more members of the administrative team may handle major infractions of school rules. Any of the following strategies may be used:

1. student-teacher conference
2. parent-teacher contact by telephone and/or conference
3. student-teacher-administrator conference
4. behavioral contract/time out/work tasks
5. instruction regarding diversity and respect for others
6. detention (early morning, lunch time, or after school)
7. loss of school privileges, for example:
 - a. field trips/school events
 - b. recess recreation or club
 - c. athletic events, club events, or other extra-curricular activities
8. office restrictions

9. suspension (in school or out of school)
10. expulsion

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.

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 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.

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.

Disciplinary Considerations

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.

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.

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.

Students who receive detention and participate in school-related activities should understand that inappropriate behavior will result in loss of the privilege of participation until the period of detention has been completed. 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/or 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.

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.

Misconduct categorized as a Level 1 or Level 2 infraction may be addressed by the teacher without the involvement of the principal. Consequences at these levels may range from a classroom detention to multiple days of central detention. Parent notification and/or a conference may be required. The temporary loss of privileges is also possible.

Misconduct categorized as a Level 3 or Level 4 infraction is handled by the principal or another administrator. Parents will be notified and a conference will be held. Consequences at these levels may range from multiple days of detention to in or out-of-school suspension (ISS or OSS). Peer mediation or counseling may also be assigned.

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 if the bullying was unintended and a minor first offense. Any offense involving bias is at Level 2 or higher, and should include instruction regarding respect for diversity as well as appropriate discipline. General diversity education to a group, class, grade, or school, designed to prevent further bias-motivated incidents, is 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.

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 (1st 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 – 1st offense – warning
- electronics use while in school – 1st 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
- throwing objects (including snowballs) without harm or injury to others
- name-calling
- Repeated riding of bike, scooter, skateboard, or rollerblades on school property – 2nd offense
- electronics use while in school – 2nd offense: parent pick up device in office
- 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:

- 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 (2nd 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 (2nd offense) – minimum OSS
- threat or execution of bias crime – minimum OSS and police notification
- any other offense listed on the NJDOE EVVRS (Electronic, Violence & Vandalism Report) form

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 8th 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 8th 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).

Expulsion for a period of the school year or beyond will be imparted at the CSA's discretion to any student who: (further details defined in N.J.S.A. 18A:37-2.1)

- continues to willfully disobey or openly defy the authority of any teacher, administrator, or staff member having authority over him/her;
- continues to constitute a physical danger to others or physically assaults another student or staff member;
- repeatedly takes or attempts to take property or money, or willfully causes substantial damage to school property;
- occupies school facilities or grounds without permission and/or fails to leave when directed;
- incites truancy by other students;
- knowingly possesses, consumes, or is under the influence of alcohol or other controlled substances while on school grounds.

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

Grievance Procedures

If a student feels that he/she would like to appeal a disciplinary action, please refer to 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.

Acceptable Behavioral Standards

- Students arrive for school ready to learn at Joyce Kilmer School by 8:35 AM (entry bell) or at Parkview by 8:22 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 must be brought to the physical education teacher at the beginning of the school day for use during physical education classes.
- 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.

The information below references the Milltown Board of Education Policy #5131 – Conduct/Discipline. For more details please refer to our Policy Manual online.

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.

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.

Board policy requires each student of this district to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The chief school administrator shall provide to students and their parents/guardians the rules of this district regarding student conduct and the sanctions that may be imposed for breach of those rules. Provisions shall be made for informing parents/guardians whose primary language is other than English.

The chief school administrator shall establish the degree of order necessary to the educational program in which students are engaged.

The chief school administrator shall oversee the development of and the board shall approve a code of student conduct which establishes 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. The code of conduct may be based on parent/guardian and student. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.5.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board shall direct development of detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

THREATING 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.