

MONTVALE SCHOOL DISTRICT

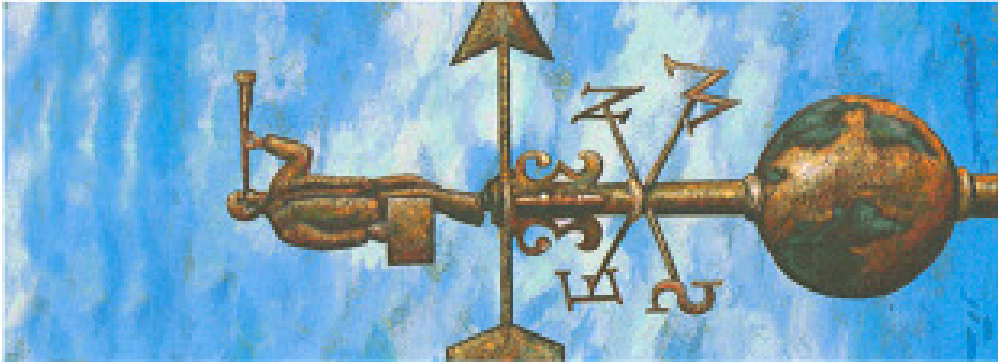
Handout Packet

CODE OF STUDENT CONDUCT
PILOT PROJECT

- A. Open Public Forum PowerPoint Presentation
- B. Montvale Cares 2007 Kick-Off Plan:
Teachers / Staff
- C. Montvale Cares 2007 Kick-Off Plan:
Parents / Guardians
- D. Montvale Public School Community Code of
Conduct (selected pages)

MONTVALE SCHOOL DISTRICT

**A. OPEN PUBLIC FORUM POWERPOINT
PRESENTATION**



Character Education

Open Public Forum

Wednesday, March 28, 2007
7:30 PM – Fieldstone Middle School

Character Education

Committee Members:

1. Ondrea Bertie
2. Joyce Bores
3. Jane Clark
4. Frank D'Amico
5. Jim Freeman
6. Cindy Gardner
7. Stacy Gottschall
8. Jan Halder
9. Adam LoPresti
10. Mark Maire
11. John McGinley
12. Jackie McLoughlin
13. Debbie Ross
14. Steve Wisniewski
15. Marilyn Ziedenweber

Character Education

Current Character Education Programs in the District Elementary School:

- ❖ Social Decision Making/Problem Solving Program
- ❖ Montvale Pride-supervised by Jim Freeman
- ❖ Students receive smiley faces for being “caught” doing something for another student
- ❖ Talk about respect, responsibility and caring-1 per class per month
- ❖ Second Step Program- kindergarten
- ❖ Second grade teachers wrote a character education curriculum
- ❖ Assemblies provided by the PTO and MEF ex. Open Doors with Scot G.
- ❖ Phys.Ed.-character education programs including bullying

Character Education

Current Character Education Programs in the District Middle School:

- ❖ Social Decision Making/Problem Solving Program
- ❖ Health Curriculum-bullying
- ❖ Character education committee-bullying and teasing website
- ❖ Assemblies
- ❖ Red ribbon week-character education-making good choices
- ❖ Friends and Buddies
- ❖ MVP cards to students also “caught” doing nice thing;
- ❖ Peer mediation/conflict resolution-scenarios on how to problem solve to others
- ❖ Falcon Awards

Character Education

Our Action Plan is to:

- ❖ Identify Core Ethical Values
- ❖ Develop a Mission Statement
- ❖ Identify Expected Behaviors
- ❖ Develop a scope and sequence of skills with those skills that are linked with building wide behavioral expectations
- ❖ Develop grade level implementation guides that include curriculum mapping, a timeline for parent activities, tools for monitoring implementation and a plan for evaluation
- ❖ Align our character education program to the student code of conduct. We would ensure that we are following all state code mandates as defined in 6A:16-7.1.

Character Education

Proposal & Goals

- ❖ Our proposal is to serve as a demonstration site to help articulate a comprehensive plan for programming around our Student Code of Conduct.
- ❖ The Student Code of Conduct would serve as an organizing framework for the development of a comprehensive plan for social emotional learning and character education.
- ❖ Our ultimate goal is to coordinate our prevention and intervention plans by providing consistent and progressive education and reinforcement of valued behaviors.

Character Education

Core Ethical Values in Character Education

A Value- A belief about what is good that transcends a specific situation and that guides judgment and decisions making (Rokeach, 1993)

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. (Lickona, 2002)

Character Education

Characteristics of Core Ethical Values

- ❖ Universal
- ❖ Moral and ethical in nature
- ❖ Supportive of our democracy and democratic way of life
- ❖ Affirming and supportive of every individual
- ❖ Important to relationships
- ❖ Important to decision making
- ❖ Significant, rather than trivial

Character Education

Activity: Identifying Important Core Ethical Values

1. Break into groups
2. Each individual lists desired core values
3. Share lists with team members and make a combined list (no repetition)
4. Through group discussion, speak for/ against each item on list. Why does each selected value have relevance for your school and community?
5. Everyone marks a tally next to their three top choices on the master sheet

Character Education

Activity: Identifying Important Core Ethical Values (Cont'd)

6. Tally results
7. Put a check next to the group's final choices
8. Test your team's core value list against the characteristics for core values
9. Circle the group's top three choices
10. Post list

Character Education

Core Ethical Values Committee: Meeting Minutes

➤ Discussion of using the logo, Montvale **CARES** –

Citizenship, **A**chievement, **R**espect, **E**mpathy, **S**pirit.
Discussion of characteristics under each section-

Citizenship
Responsibility
Community
Cooperation
Accountability
Commitment
Honesty

Achievement
Effort
Goals
Determination

Respect
Tolerance
Manners
Consideration
Integrity

Empathy
Compassion
Understanding
Kindness

Spirit
Enthusiasm
Pride
Courage
Strength

Character Education



Getting from here

Safe and Sound
An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs

to there

SEL

Integration with Standards
Instructional Practice
Character, Social-Emotional, and Citizenship Education
Instructional Practice
Assessment

Published in cooperation with the
National Leadership Program on Educational Leadership
The Laboratory for Research on the Evolution of
Education

Developed by the
Center for the Study of Social and Emotional Learning

CSSEL

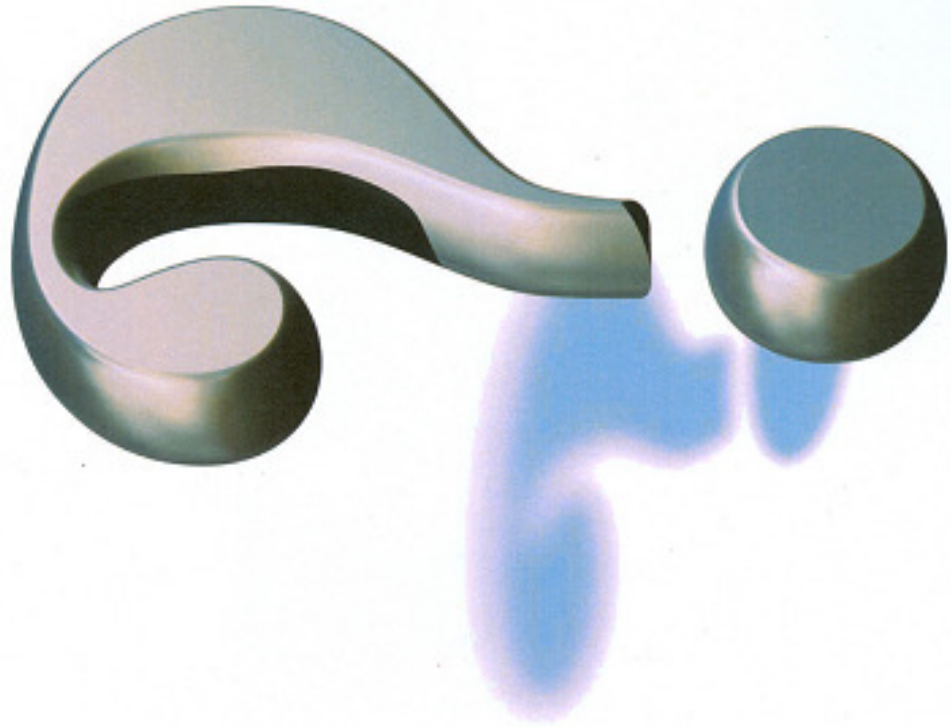


Character Education

Draft of 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 values, such as citizenship, achievement, responsibility for self and others, empathy, and spirit (Montvale CARES). Our Character Education program provides a foundation for the development of knowledge, skills, and abilities that enable our learners to make informed and responsible choices. At its best, our character education program will integrate positive values into every aspect of our school community.

Questions & Comments



MONTVALE SCHOOL DISTRICT

**B. MONTVALE CARES 2007 KICK-OFF
PLAN: TEACHERS / STAFF**

Montvale Public Schools
Character Education in Service of the Student Code of Conduct

MONTVALE CARES

KICK- OFF PLAN
&
Support Resources and
Lesson Plans
2007-08

Introduction

In 2006-07, Montvale served as a model site for the New Jersey Department of Education (NJDOE) and the New Jersey Center for Character Education to demonstrate how social/emotional learning and character education can serve as a basis for the NJDOE Code of Student Conduct regulations.

A series of activities took place to engage parent and community members, educators and students in identifying core ethical values. Core ethical values are used to determine and guide behavioral expectations for our Student Code of Conduct.

This document describes next steps in serving as a model site for Student Code of Conduct and Character Education. This implementation guide is designed to organize some basic skills taught in Character Education. These are behaviors that students need to reach the behavioral expectations outlined in the Student Code of Conduct that reflect the core ethical values identified last year.

During the summer of 2007, a team of teachers identified the skill of Be Your BEST, as a skill that helps students use behaviors that reflect the core ethical value of respect for themselves and all members of the Montvale school community. This skill also strengthens their ability to welcome visitors and all who contribute to the school community and extend them courtesy, respect, and assistance.

Implementation Guide for 2007-2008

- Introduction of Character Education in Support of Student Code of Conduct at start of year staff meetings.
- Elementary and Middle School “Kick Off” activities to teach or review “Be your BEST.”
- Distribution of sample lesson plans illustrating ways that teachers can integrate the practice of Be Your BEST within the core academic curriculum at grade level meetings. Ongoing planning for integrating character education skills and concepts within the academic curriculum will be continued through the year.
- Lessons and activities to enhance the transfer, reinforcement, and generalization of skills.
- Parent Awareness and Involvement Activities: Distribution of suggestions that describe ways that parents/guardians can help students practice, reinforce, and generalize skills in home life situations.

TIPS FOR TEACHERS:

1. When students begin to role play they should only be working to be their BEST. We have found no real value in having students engage in role playing not good teammate behaviors. The objective is to demonstrate behaviors to clarify the concept of BEST, what it is and what it is not.
2. Depending on the maturity of the group, you might want to repeat the role play several times asking that they only observe one or two of the behavioral components at time.
3. It should be noted that there are cultural and ethnic differences in what might be regarded as proper BEST behavior. For example, students from Latino backgrounds may be less likely to make eye contact with adult males, out of respect. This, and other cultural differences of various groups, may be open to misinterpretation. Teachers should keep in mind that behaviors in BEST areas strongly influence impressions in social interactions but that there are cultural differences in how and when certain of those behaviors should be displayed.
4. This lesson is meant as a simple introduction to this skill as a general guideline and prompt or good Teammate Behavior.
5. When first demonstrating aggressive behavior, we recommend not addressing a particular student. For many students, seeing their teacher act in an aggressive way can help to illustrate that people do have choices in how they treat others. Pretending to be talking to another person helps avoid upsetting a student in a role play of aggressive behavior.
6. These initial role plays are used to clarify what BEST is and what it is not. Once students learn the distinctions, we recommend fading out the words Monster/Aggressive and Mouse/Passive and instead use the positive corrective prompt of Be your BEST. This calls for the child to use the skill instead of placing the focus on what someone is doing wrong.
7. It has been helpful to explicitly state that everyone uses Monster/Aggressive and Mouse/Passive behavior some of the time and there are times when these behaviors are a good decision. Ask children for examples, such as when someone is in danger, walk away from someone using Monster/Aggressive or bullying behaviors. We are not talking about different types of people, but different styles of behaving.
8. Putting up posters of BEST (and other SDM/SPS still prompts) in the classroom and else where in the school and referring to them often is important to helping students internalize and generalize their skills.
9. Teachers have found that extending the BEST framework to include some standard procedures for what to say in certain situations can be helpful. The most common example occurs during teasing situations on the bus, at lunch, during gym, at recess, or in the hallways. Prompting students to use BEST seems to be quite effective in making them less "fun" to tease, but it is also useful to provide them with specific verbal strategies for

responding to teasing and for appropriate assertive behavior. Teachers with whom we have worked taught students to use the following sequence when faced with persistent teasing:

- First, ignore the teasers.
- Second, say, "Please stop."
- Third, say, "Please stop, what you're doing is bothering me."
- Fourth, say, "If you don't stop, I am going to tell the teacher (aide, bus driver, etc.) what you are doing".
- Fifth, tell the teacher (aide, bus driver, etc.) who is on-duty, and use BEST as you tell what happened.

Two related strategies that teachers have used with more immature students are to:

- Keep ongoing listings of "helpful things you've said when you've been teased" and other common "trigger situations" accessible on a poster or on a computer to refer children to these listings.
- Initially teach younger or more impaired students a three-step procedure, omitting the ignoring and the warning that if things continue help will be sought.

TOPIC: BE YOUR BEST

ELEMENTARY SCHOOL:

OBJECTIVES: To teach children to distinguish between passive, aggressive, and confident/assertive styles of behavior.

To model and provide students with practice using assertive/confident behaviors as shown by their body posture, eye contact, words used, and tone of voice.

To practice BEST behaviors in role plays of simple teammate interactions such as greetings and saying goodbye.

SOCIAL/EMOTIONAL SKILLS: Self-expression, communication skills, assertive behavior, self-monitoring, and awareness of how behavior impacts others

CHARACTER TRAITS: Montvale CARES- Citizenship, Achievement, Respect, Empathy, and Strength

MATERIALS/PREPARATION: Blackboard or overhead with BEST Grid. Copies of the BEST grid. To prepare for this lesson, it is important to practice several short and simple role plays. The goal is to model three different ways you can do the same thing. Descriptions below in #5 & #6.

INSTRUCTIONAL ACTIVITIES:

1. Review the role play lesson and inform students that they will be using their role play skills during the next several lessons.
2. Ask children if they know what "Tone of Voice" means. (Common responses include: how your voice sounds, how loud, happy, mad, sad or normal a voice sounds, it is like a note of a musical instrument, only it is your voice and words.) Conduct a Sharing Circle using Speaker Power. Ask children to say Hello using "an appropriate tone of voice for the classroom." If anyone wants to share the word Hello in another language that would be fun, too.
3. Explain that an important part of being a team is treating ourselves and each other with respect. Ask students what respect means. Have the students describe how they like to be treated as a member of a team and note that many of those things were summarized as respect for each other. Have students describe disrespectful behavior and how it impacts the feelings of others.
4. Explain that today we will learn a very powerful new skill that will help our team be successful. A team is successful when all members of the team are their BEST. Point to each letter on the grid and explain that the way to be your BEST shows in:

B for Body Posture,
E for Eye Contact,
S for Say Nice Words and
T for Tone of Voice.

5. Say, "An important part of being a team is respecting the rights of each person to say what they think and feel, so everyone can participate and feel a part. The way we talk to each other is the most important part."

"I would like to go over three different ways a person could act when talking to another person or other people. Let's start at the beginning of our day. I am going to pretend that I am coming into the classroom. I am also going to pretend that one of my class teammates is standing right inside the door facing me and says hello to me. I want you to try to imagine how you would feel if you were that person."

Here is one way I could do it.

6. Role play someone coming into the classroom displaying three styles of behavior:

Aggressive:

Body posture – tense, tightened muscles, stiff back, lean forward, fists clenched, stomp.

Eye contact – glare, piercing stare.

Speech – use strong aggressive language (threat, put down, insult)

Example: "I hate this class," or "What are you looking at, you jerk," or "You're an idiot, you're stupid!"

Tone of voice – (harsh, loud, mean)

- Either make an overhead and/or distribute copies of the BEST Grid and ask students to describe what they observed. List their descriptions within the box on the grid designated for each of the four components in the Monster/Aggressive column.

"Now I am going to pretend again and show you another way I could enter the classroom in the morning."

Demonstrate Passive:

Body posture - slouched, rounded shoulders, head down, shuffle feet.

Eye Contact - look down, look away, make eye contact briefly, and then look away.

Speech - Use vague, indirect words (mumble something inaudible).

Tone of voice - low, squeaky, hesitant

- Refer to the Mouse/ Passive column of the BEST Grid and record behaviors the students observed related to the four components, body posture, eye contact, speech, and tone of voice.

Let students know that one final time you are going to role play how someone could enter the classroom in the morning. Because there is no one way to be your BEST, some teachers tell the students that this time you are going to be your BEST and ask them for some suggestions for what you could say. Let them know that all of their appropriate suggestions would be a good example of BEST. Choose something to say from the group or one of the suggestions below.

Demonstrate Assertive or Your BEST:

B - Tall body posture. Walk tall, a slight bounce in your step, pause slightly as you pass to make authentic contact, face the other person, have a relaxed stance, don't slump, have a friendly and relaxed look on face.

E - Direct eye contact. Direct gaze, friendly happy eyes

S - Speech - Use nice, polite words. "Good morning. How are you today?" or "Hi," and "I hope you have a great day" as you continue into the room, or "Hey, nice catch on the playground this morning." An alternative is to use a suggestion from the group or say nice words that are natural and comfortable.

T - Use calm, even tone of voice.

7. Review examples of behavior recorded on the BEST grid and ask students how each of the three ways of presenting yourself would make them feel. Ask students if they would rather have Monster/Aggressive, Mouse/Passive or BEST behaviors from teammates. Which way of acting would make you feel good about the team and ready to do good work?

8. Practice Activity #1:

Have students stand in a circle and ask them to think about what they would say as a morning greeting to a teammate. Ask them to remember to respect Speaker Power without using the object and take turns facing the person on their right and greet them using their BEST. Depending on the maturity of the group, students could pair up and each practice giving their partner a morning greeting.

Have students brainstorm ways that they could say goodbye to a teammate that would make the person feel good about being a part of the team. Give students time to pick something they would like to say and have students role play practice saying goodbye by taking turns around a circle or in pairs.

9. Practice Activity #2:

Prepare the other person away from the class, to ensure that the class is unaware of how the role plays are going to look. One suggestion is to pretend that you are the main character and you are inviting a friend over to your house to watch a new television show that you really enjoy. The other person in the role play will pretend that they do not like the show and that they do not want to watch the show. The focus of the role plays will be on the main

character, but instruct the other person to respond in a normal and appropriate way. For the first role play, the main character will act aggressively and the other person could respond in an aggressive or passive way.

For example, when the other person says that they do not want to watch your new favorite show, you (the main character) will react by standing up, getting into their face and space, glaring at them, and yelling at them using words that are mean, nasty putdowns. The other person could respond by also acting this way, or they could be passive and back or run away.

10. Reflective Summary

11. Follow-up:

a. Assignment:

Encourage children to use BEST and tell about it next time. Provide children with positive feedback for acting their BEST during the day. Be sure to ask for changes in behavior, for example, "I can tell that you want to tell me something, but please start again and remember to use your BEST tone of voice, please." Be sure to thank or reinforce any behavior change.

b. Take Home

- **BEST on Television:** If the opportunity arises, suggest that parents/guardians have a discussion with their child regarding the assertive, aggressive, and passive behaviors they see in movies, videos, and television programs that they watch together. Also, recommend that they discuss the impact of one character's assertive, aggressive, or passive behaviors on the other members of the show.
- Send the BEST Take Home Page to parents/guardians and follow-up as appropriate.

c. Plans for Promoting the Transfer and Generalization of the Skill:

You can encourage students to use BEST and to help their teammates remember to use it, too. Having shared language and skill prompts can empower class teammates to help each other when these situations occur. On the bus, one boy told another during a teasing episode that his voice was not strong enough and that he was not standing tall.

This kind of "in vivo" coaching, teamwork, and camaraderie can be of significant help in giving youngsters the confidence and pride that they need to function in school as well as in peer, family, and ultimately, job situations.

Have children write, tell, or draw a story about a situation where they could have used BEST.

Write a story comparing and contrasting how passive behavior and aggressive behavior would be used to react to a situation using the BEST terms.

Find magazine pictures of people using mouse/passive, monster/aggressive and me (BEST) behavior. Have children describe the behaviors that led to their decision.

Using pictures from the above activity, categorize the three types of communication, mouse/passive, monster/aggressive, and BEST.

MONSTER

BEST

MOUSE

AGGRESSIVE

ASSERTIVE

PASSIVE

**Body
Posture**

--	--	--

**Eye
Contact**

--	--	--

Speech

--	--	--

**Tone of
Voice**

--	--	--



	MONSTER AGGRESSIVE	BEST ASSERTIVE	MOUSE PASSIVE
Body Posture	Fists "In Your Face" Tense/Leaning Stomp Feet Grab, Hit, Slam Pound, Push	Listening Position Relaxed Standing tall Straight	Slump Shoulders Shuffling feet Head down
Eye Contact	Glare Stare	Direct Good eye contact	Looking down Looking away No eye contact
Speech	Insults, Putdowns Bossy, Bad words Mean words	Clear sentences Communication Nice words Polite	Unclear Muttering, mumbles
Tone of Voice	Yell & Scream	Mostly calm Medium	Soft Low

Probable
Consequence

↓
Shrink back
(You trigger them)

↓
Best Chance of
of Productive
Acceptable Relation

↓
Annoy,
Guilt, Pity
brings out the Bully

BE YOUR BEST

Your child has been learning how important it is to show respect to others by using their **BEST**.

BEST refers to:

BEST

B - Body Posture

E - Eye Contact

S - Say Something Appropriate
(Use nice words)

T - Tone of Voice

Practice Being Your BEST at Home

- Help your child learn to monitor his/her own behavior. When you see your child forgetting to use Be Your **BEST**, ask him/her what they could have done differently and help him/her role-play the **BEST** way to handle the situation.
- Help your child think of ways to stick up for him/her self, instead of going along with the crowd because it is easier. Initially, have him/her practice being assertive in simple situations. This builds skills for the times when tougher issues arise.
- **BEST** on Television: If the opportunity arises, have a discussion with your child regarding the assertive, aggressive, and passive behaviors that he/she sees in movies, videos, and television programs that you watch together. Also, it is recommended that you discuss the impact of one character's assertive, aggressive, and passive behaviors on the other members of the show.

MIDDLE SCHOOL:

TOPIC 9: USING YOUR BEST TO STOP BULLYING AND TEASING:

OBJECTIVES: To review the Be Your BEST skill in the context of situations with strong emotions, such as those evoked by bullying and teasing.
To practice Be Your BEST using role play situations

SOCIAL EMOTIONAL SKILLS: Self expression, communication skills, assertive behavior, self-monitoring, awareness of how behavior impacts others

CHARACTER TRAITS: Montvale CARES- Citizenship, Achievement, Respect, Empathy and Strength.

MATERIALS/PREPARATION: Blackboard or overhead with BEST Grid. Copies of BEST Grid. Role play prepared in advance with another person (See #4 of Instructional Activities).

INSTRUCTIONAL ACTIVITIES:

1. Ask students when they used their BEST communication skills.
2. Explain to students that it is important to practice ways to keep control and be our BEST. BEST refers to a way of talking to someone without losing our cool or pushing them into losing their cool.
3. Distribute blank copies of the BEST grid and review the behavioral components of the Be Your BEST skill. Point out that using Be Your BEST can help make all students better social problem solvers.

Point to each letter on the BEST grid and review:

- B, for body posture,
- E, for eye contact,
- S, for say nice words
- T, for tone of voice.

Have students model and describe how all four aspects of BEST look and sound different in Mouse/Passive, Monster/Aggressive, and BEST behaviors.

4. Prepare a role play in advance of the lesson, to ensure that the class is unaware of how the role plays are going to look. One suggestion is to pretend that you are the main character and you are inviting a friend over to your house to watch a new television show that you really enjoy. The other person in the role play will pretend that they do not want to watch the show. The focus of the role plays will be on the main character, but instruct the other person to respond in a normal and appropriate way.

For the first role play, the main character will act aggressively and the other person could respond in an aggressive or passive way. For example, when the other person says that they do not want to watch your new favorite show, you (the main character) will react by standing up, getting into their face and space, glaring at them, and yelling at them using words that are mean, nasty putdowns. The other person could respond by also acting this way, or they could be passive and back off or run away. After the first role play, have the students guess which type of communication style you used. Have students explain how they know this by reviewing the four components of BEST and filling out the grid. Repeat the process using a passive communication style and then the BEST style.

5. Have students practice their BEST skills using the following role play. Students should only practice the BEST style of communication, not being passive or aggressive.

A group of girls are playing at recess, but they will not let Rosa play with them. Rosa walks away from the group and finds Alicia and they begin playing together. Then, the group of girls walks over to Alicia and says to her, "Why do you want to play with Rosa, don't you know that nobody likes her?"

- Have the class brainstorm how the role play will look and what the characters will say and do.
 - Divide students observing the role play into four groups, assigning each group to watch and report on one aspect of BEST.
 - After each role play ask observers for some type of praise for each skill they observed.
 - Ask students in the role play, and others, if they have any suggestions that would make BEST even better. Ask students with suggestions to role play their ideas.
6. Ask students how it feels when someone teases them. Ask them how they feel when they are bullied by another student.
 7. Introduce the following practice situations as ways to help students use their BEST when they are teased or bullied.
 - Veronica is a new girl in class. She moved from a town in Canada. She is nice, but she speaks with an accent and she uses words and phrases that the other kids in the class don't understand. A group of girls laugh and make fun of her by imitating her and now they won't let her sit at the fifth grade girls' lunch table.
 - Han has difficulty learning math. He needs to go to the resource room teacher every day during math class. Several of the boys in his class call him "stupid" or "idiot." Every morning, they take the special math book that he uses and toss it to each other on the playground before school. They tease him about not knowing the answers to simple math problems.

- Alex likes to read and do puzzles in his free time. Several of the boys in Alex's class tease him and make fun of him, because he does poorly at sports. When the teams are picked in gym, he is always picked last. The boys call him a loser and tell him that they don't want him on their team.

Ask students to role play what they would suggest Veronica, Han, and Alex do in these situations, using BEST. Begin with students taking turns role playing in front of the class, and move to pairing and then sharing if the students seem ready for it.

8. Praise students for any skill improvement you observed when a student listened to feedback from the group and/or assessed their own behavior and used it to improve their performance in a second role play. Let them know that listening to the suggestions of teammates and coming up with their own ideas about how to improve their BEST is a great way to improve their skills.

Remind the children that these are difficult skills because it is hard to think clearly when emotions are strong. Assure them that it is worth the effort to learn these skills now because these skills will help them for the rest of their lives. Since we know practice is how people get good at any skill, just think how strong these skills will be by the time they grow up.

9. Reflective Summary

10. Follow-up:

a. Assignment:

Encourage students to use BEST and tell about it next time. Have students think about times when they did not remember to use their BEST and have students discuss what happened during the next session. Provide children with positive feedback for acting their BEST during the day. Be sure to ask for changes in behavior: "I can tell that you want to tell me something, but please start again and remember to use your BEST tone of voice, please." Be sure to thank or reinforce any behavior change.

b. Take Home:

Assert Your Beliefs: Suggest to parents/guardians that they help their child think of ways to stick up for himself or herself, instead of going along with the crowd because it is easier. Recommend that they use the prompt "Use Be Your BEST" to help guide their child to practice ways of handling these kinds of situations.

c. Plans for Promoting Transfer and Generalization of Skill:

Have students write about a time when they used their BEST skills. If students can not think of a time, have them write about a time when they could have or should have used their BEST skills and have them write about what happened because they forgot to be their BEST.

School-wide “BEST” Guidelines for School Behavior

The following matrix has been developed to create consistency in behavioral expectations throughout the school day. These guidelines support the goals of the SDM/PS Program.

	<u>Hallway</u>	<u>Stairwell/ Doorway</u>	<u>Lunchroom</u>	<u>Playground</u>	<u>Classroom</u>	<u>Bathroom</u>	<u>Bus/Bus Line</u>
<u>Respect Learning</u>	- Be quiet and considerate to those around you	- Be quiet and considerate to those around you	- Use good manners (say “please, thank you and excuse me”) - Raise hand	- Follow adult direction at all times - Play in designated areas	- Complete assignments - Participate - Follow all teacher directions	- Use soft voices - Return to class promptly	- Follow safety procedures and rules - Soft voices
<u>Respect all others</u>	- Keep hands and feet to self - Walk quietly to the right (single file)	- Walk quietly to the right (single file) - Face forward - Hold door for the person behind you	- Keep hands and feet to self - Follow adult directions - Walk	- Keep hands and feet to self - Share all equipment - Play fairly	- Keep hands and feet to self - Speak with good purpose - Respect personal space	- Keep hands and feet to yourself - Flush toilets - Respect others’ privacy	- Keep hands and feet to self - Follow adult directions
<u>Respect Self</u>	- Face forward quietly - Keep you hands to your side	- Take one step at a time - Keep hand on railing	- Eat your own food - Use soft indoor voices	- Play safely - Dress appropriately for the weather	- Always do your best work - Stay on task - Be prepared - Be cooperative	- Wash your hands - Respect your privacy - Walk safely	- Be safe - Face forward and sit quietly
<u>Respect Property</u>	- Keep hands, feet and objects off wall and bulletin boards	- Keep hands, feet and objects off wall and bulletin boards	- Maintain a clean eating area	- Use all equipment properly	- Treat materials and equipment with care	- Leave all utensils and materials in class - Maintain a clean bathroom environment	- Leave all utensils and materials in backpack - Maintain a clean bus area

MONTVALE SCHOOL DISTRICT

**C. MONTVALE CARES 2007 KICK-OFF
PLAN: PARENTS / GUARDIANS**

**MONTVALE PUBLIC SCHOOLS
Office of Special Services
Memorial School
Grand Avenue West
Montvale, New Jersey 07645**

Audrey Levi
Supervisor of Special Services

Phone: (201) 391-2900, ext. 600
Fax: (201) 391-1504

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Dear Parents/Guardians,

I would like to take this opportunity to introduce you to an important aspect of our school curriculum. Throughout the year, your child will be learning and practicing social decision making and problem solving skills using the research-based curriculum program entitled, Social Decision Making/Social Problem Solving out of the University of Medicine and Dentistry of New Jersey. All of the teachers in our school district have been trained in the program. Your child will be learning valuable skills in the areas of self-control, problem solving, decision-making, and getting along with others.

This school year, we have selected "Be Your Best" as our first skill to reinforce both in the school and at home. "Be Your Best" is a strategy for effective communication. Children learn the differences between passive, aggressive, and assertive styles of behavior and communication. It is shown through their body posture, eye contact, words used, and tone of voice. This skill requires time and practice to develop. We are attaching ideas for activities to help your child practice this skill. We encourage you to reinforce this skill with your children.

Your continued support and encouragement will enable your child to gain strength in this important life skill and experience success now and in the future.

If you have any questions, please don't hesitate to call me at 210-391-2900, ext. 600.

Sincerely,

Audrey Levi
Supervisor of Special Services

BE YOUR BEST

Your child has been learning how important it is to show respect to others by using their **BEST**.

BEST refers to:

BEST

B - Body Posture

E - Eye Contact

S - Say Something Appropriate
(Use nice words)

T - Tone of Voice

Practice Being Your BEST at Home

- Help your child learn to monitor his/her own behavior. When you see your child forgetting to use Be Your **BEST**, ask him/her what they could have done differently and help him/her role-play the **BEST** way to handle the situation.
- Help your child think of ways to stick up for him/her self, instead of going along with the crowd because it is easier. Initially, have him/her practice being assertive in simple situations. This builds skills for the times when tougher issues arise.
- **BEST** on Television: If the opportunity arises, have a discussion with your child regarding the assertive, aggressive, and passive behaviors that he/she sees in movies, videos, and television programs that you watch together. Also, it is recommended that you discuss the impact of one character's assertive, aggressive, and passive behaviors on the other members of the show.

MONTVALE SCHOOL DISTRICT

**D. MONTVALE PUBLIC SCHOOL
COMMUNITY CODE OF
CONDUCT (selected pages)**

MONTVALE PUBLIC SCHOOL COMMUNITY CODE OF CONDUCT

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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 a committee composed of 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, **boundaries, and behavioral supports;**
- **Implement evidenced-based programs 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 disciplinary action. 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.

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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

- **Montvale Pride/CARE Awards – Montvale Pride acknowledges students who consistently demonstrate the characteristics of respect, responsibility, kindness, effort, caring, honesty, strength, and leadership. Students, from every homeroom, at each grade level, are recognized at monthly Montvale Pride assemblies.**
- **Random Acts of Kindness Awards – This program recognizes students for performing random acts of kindness throughout the school day. “Smiley faces” are awarded to students from adults in the school.**
- **Academic Awards – Students may participate in, and earn awards for, the following competitions: Geography Olympiad (gr. 2-4); Math Challenge (gr. 2-4); Language Arts League (gr. 3 and 4); the Regional Spelling Bee (gr. 4 representatives); and the school-wide Poetry Contest.**

Fieldstone School

- **Honor Roll – At the conclusion of each marking period, an Honor Roll and High Honor Roll are established for the students in grades seven and eight. Students who earn placement on the Honor Rolls are presented with a certificate at a grade level meeting. In addition, the Honor Roll lists are prominently displayed in the front hall.**
- **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 student from adults in the school.**
- **Falcon Meetings – Falcon Meetings are held monthly for each grade level. The Falcon Award and Montvale CARES Award is presented at the conclusion of each meeting to students at each grade level. This award recognizes students who have exhibited positive attitudes and strong work ethics. A positive message regarding self-worth, character, and the like is delivered at these monthly meetings.**

STUDENT SUPPORT PROGRAMS

- **MS/FMS Guidance Program – The Guidance Department provides services to all children as well as their families. Their objective is to educate, build strong character for all students, and provide quality school counseling programs designed to meet the child’s specific developmental needs.**
- **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 athletics, reading, or just talking. Through “Connections,” students find adults who care about them as individuals.**
- **FMS Peer Mediation – Selected 8th grade students also serve as Peer Mediators. Through this program, trained students help their classmates identify problems behind conflicts and find solutions.**
- **FMS Service Project – All eighth grade students are required to complete a service project for the school as a requirement to attend the “8th grade activity.”**
- **FMS Bullying/Teasing Reporting System – In an effort to help prevent school bullying/violence from occurring within our school, Fieldstone Middle School offers students and members of the community the ability to securely and anonymously report all concerns of violence, bullying, teasing, and harassment. Specifically, a website is available for students to anonymously report incidences of bullying, teasing, etc. The submitted report is directly sent to FMS administration, via e-mail.**