

Montclair High School
100 Chestnut St. Montclair, NJ 07042
973-509-4100

STUDENT HANDBOOK
2026-2027

WEBSITE:
<https://mhs.montclair.k12.nj.us/>



Welcome to Montclair High School

The administration and faculty wish you success as you pursue the opportunities offered this new school year. We want every student to succeed, and we are committed to working with you and your guardians to ensure that you learn and grow in a safe and supportive environment.

The Montclair High School (MHS) student handbook contains policies and procedures that will allow you to better understand our expectations. It is important for you to read the student handbook and share its contents with your parents.

Successful people take pride in their school, recognize their self-worth, and know when the support of others is beneficial in reaching their full potential. Montclair High School offers many exciting academic and extra-curricular opportunities for our students. GET INVOLVED! This is YOUR school.

The mission of Montclair High School is to ignite the passions of high school students through the discovery and development of their unique interests; to empower students to develop self-confidence and create their own success through a personalized learning environment and purposeful internships of their choice; and, with the support of advisors and community partners, graduate as confident and capable young adults, prepared to make their mark on the world! Feel free to ask for the help of secretaries, teachers, counselors, and administrators who are all here to assist you in achieving success at Montclair High School.

Principal

Jeffrey A. Freeman

Assistant Principals

Reginald E. Clark, 9th-grade

Jeffrey R. Gannon, 10th-grade

Mirta E. Alsina, 11th-grade

Elizabeth A. Marflak, 12th-grade

ALMA MATER

Written by Anne Coe Mitchell (1886-1970)

You may sing of other places,
little do we care;
There is one place that is dearer
here in old Montclair.

Raise the chorus, speed it onward,
sing with praises fair;
Hail to thee, our Alma Mater
Hail, all hail Montclair.

Come then friends and come then scholars,
Raise the hearty song;
Swell the chorus with your voices,
pass the strain along.

Raise the chorus, speed it onward,
sing with praises fair;
Hail to thee, our Alma Mater
Hail, all hail Montclair.

School Colors
Blue, White

Nickname
Mounties

School Mascot
Bulldog

TABLE OF CONTENTS

Academic Grading Calendar	page 16	Graduation Requirements	pages 47-50
Academic Dishonesty	pages 46	Hall Passes	page 27
Administrative Staff	page 2	Harassment, Intimidation, Bullying or Cyber Bullying	page 30
Announcements	page 77	Incomplete as a Grade	page 54
Advancement	page 56	Independent Study	page 54
Advanced Placement Testing	pages 20-21	Interim Reports	page 50
Assemblies	page 42	Late Arrival & Early Dismissal	page 24
Assessments	pages 17-19	Lockers	page 36
Athletic Code of Conduct Form	pages 81-84	Lost and Found	page 42
Athletic Eligibility	page 86	Loss of Credit	page 27
Athletic Participation	page 85	Making Up Assignments	page 28
Athletic Teams	pages 78-80	MHS Departments (<i>Academic/Support</i>)	page 1
Attendance Appeal Process	page 28	National Honor Society	page 87
Auditing Courses	page 53	Out-of-School Suspension	page 26
Awards	pages 87	Photo Identification Policy	page 22
Bell Schedule	pages 11-13	Plagiarism	page 46
Cafeteria	page 41	PSAT	page 19
Calendar	pages 5	Report Cards	page 51
Career Internship Program	page 58	Rotating Calendar	pages 14-16
Child Study Team Staff	page 4	Schedule Change Procedures	pages 51-54
Class Rank	page 54	School Attendance	page 23
Clubs & Extracurricular Activities	page 77	School Closings	page 24
Code of Conduct	pages 60-76	School Counseling Staff	page 3
College Application Policy	pages 59	School Values	page 1
College Readiness Test Dates	pages 19-20	Search and Seizure	page 35
Computer Usage and Policies	pages 42-45	Selective Service Registration	page 29
Contracting for Honors	page 53	Service Awards	pages 87-88
Course Level Changes	pages 51-53	Sexual Harassment	page 31
Course Overrides	page 51	Smoking Policy	page 34
Cutting	page 26,28,68	State Assessments	pages 17-19
Daily Attendance Notification	page 27	Student Government	page 86
Department Test Days	page 55	Student Medication Policy	page 29
Distribution of Literature	page 40	Student Network Accounts	page 42
Double Rotating Drop Schedule	pages 6- 10	Summer School/External Coursework	page 56
Dress Code	pages 37-39	Symbolic Speech	page 41
Drug and Alcohol Policy	page 32-34	Tardiness to Class	page 26
Electronic Devices/Cell Phones	page 45	Tardy to School	page 26
Eligibility (<i>Academic/Athletic</i>)	page 86	Testing Calendars	pages 17-23
Emergency Procedures	pages 21-22	Textbooks	page 56
Exchange Programs	page 57	Transfer Course/Credit Policy	page 57
Excused Absences	page 25	Truancy	page 26
Fee Waivers	page 59	Unexcused Absences/Cutting	page 24-26
Field Trips	page 29	Vaping	page 34
Genesis	page 50	Visitors	page 23
Grading	page 55	Weapons/Dangerous Instruments	page 35
Grading Calendar	page 16	Withdrawal from Courses	page 52
Grading/Grade Disputes	page 55		

MHS Student Principles

- ❖ I respect others and myself. I am kind and courteous.
- ❖ I demonstrate positive verbal and nonverbal communication and positive behavior.
- ❖ I am responsible for my behavior and its consequences.
- ❖ I come to school on time, focused, and prepared to work.
- ❖ I demonstrate behaviors that promote a clean, safe, and civil learning environment.
- ❖ I respect school property and the property of others.
- ❖ I present myself in an appropriate and orderly fashion at all times and in all settings.
- ❖ I demonstrate personal honor and integrity at all times.

We Value

- ❖ Justice and Fairness – Demonstrating impartial, unbiased, and equitable treatment for all
- ❖ Inclusiveness - The quality of including all sections of society
- ❖ Honesty – Being truthful in word and action
- ❖ Respect – Showing high regard for self, others, and property
- ❖ Responsibility – Being accountable for individual behavior
- ❖ Self-esteem – Confidence in one's worth or ability
- ❖ Caring – Showing concern for the well-being of others
- ❖ Citizenship – Being an informed, responsible and caring participant in the community
- ❖ Courage – Doing the right thing in the face of difficulty
- ❖ Perseverance – Demonstrating commitment, pride, and a positive attitude in completing task

MHS DEPARTMENTS

Athletics 973-509-4100 ext. 31703

Business 973-509-4100 ext. 32700

Child Study Team/Special Education 973-509-4100 ext. 31832

English 973-509-4100 ext. 31724

School Counseling 973-509-4100 ext. 31814

Mathematics 973-509-4100 ext. 31725

Nurse's Office (Main Building) 973-509-4100 ext. 31753

Nurse's Office (Annex) 973-509-4100 ext. 32751

P.E./Family Life/Drivers Education 973-509-4100 ext. 31724

Science 973-509-4100 ext. 31723

Social Studies 973-509-4100 ext. 32700

Visual & Performing Arts 973-509-4100 ext. 31725

World Languages 973-509-4100 ext. 31723

Montclair High School Administrative Team

Jeffrey A. Freeman, Principal

Valerie Glasgow, Administrative Assistant

Principal's Office.....973-509-4100 x 31702

Judy Lehman, Administrative Assistant

Main Office.....973-509-4100 x 31701

Ninth Grade Academy

Reginald E. Clark, Assistant Principal

Patricia Macaluso, Administrative Assistant

The office serves students in grade 9, 9th grade 504 and I&RS.

Office Contact.....973-509-4100 x 32700

Team 1

Elizabeth A. Marflak, Assistant Principal

Susan Varlese, Administrative Assistant

The office serves students in grade 12, 12th grade 504 and I&RS.

Office Contact.....973-509-4100x 31723

Team 2

Mirta E. Alsina, Assistant Principal

Shashana Smiley, Administrative Assistant

The office serves students in grade 11, 11th grade 504 and I&RS.

Office Contact.....973-509-4000 x 31725

Team 3

Jeffrey R. Gannon, Assistant Principal

The office serves students in grade 10, 10th grade 504 and I&RS.

Office Contact.....973-509-4100 x 31724

Office of Pupil Services

Maria C. Meo, Supervisor

Debra Sessoms, Administrative Assistant/Home Instruction Coordinator

Office Contact.....973-509-4100 x 31832

Office of School Counseling

Jennifer P. Griffith, Director of School Counseling

Degra Aulderman, Administrative Assistant

Office Contact.....973-509-4100 x 31814

Athletic Department

Matthew Belford, Athletic Director

Susan Robinson, Administrative Assistant

Office Contact.....973-509-4100 x 31712

Student Resource Officer

Detective A. Sanders.....973-509-4100 x 31720

School Counseling Staff

Chanda Fields	9 th Grade A - Lef.....	973-509-4100 x 32813
Lauren Csuka	9 th Grade Lei - Z.....	973-509-4100 x 32811
Whitney Gibbs	10 th Grade A- Carruth	973-509-4100 x 31815
	11 th Grade A - Carranza-Polito	
	12 th Grade A- Brewington	
Hugh Witter	10 th Grade Carter-Fromson	973-509-4100 x 32181
	11 th Grade Carter-Felber	
	12 th Grade Brocks- Douek	
Erica Rago	10 th Grade Fulco- Jacobsen.....	973-509-4100 x 31282
	11 th Grade Finley- Jones	
	12 th Grade Douno- Hull	
Debbie Jaramillo	10 th Grade Jalili- Lofgren	973-509-4100 x 31812
	11 th Grade Kissel- Martinez- Valladres	
	12 th Grade Ingram- Marin-Harewood	
William Wolf	10 th Grade Loporto- Pholwattana.....	973-509-4100 x 31813
	11 th Grade MacWilliams- Peniston	
	12 th Grade Marino- Peniston	
Dana Labonia	10 th Grade Pierre- Skinner.....	973-509-4100 x 31283
	11 th Grade Pereyra- Shemo	
	12 th Grade Pearson- Shea	
Bryan Hardy	10 th Grade Smith - Z.....	973-509-4100 x 31816
	11 th Grade Kratz-Krabbe; Shepard- Walwyn– Z	
	12 th Grade Shelhorse- Z	

Student Assistance Counselors

Jamie Doshi (9th & 10th grade)	973-509-4100 x 32616
Arthur Settembrino (11th & 12th grade)	973-509-4100 x 31721

Office of Pupil Services

Maria Meo, Supervisor
Debra Sessoms, Administrative Assistant to Child Study Team.....973-509-4100 x 31832

Maria Meo, Home Instruction Supervisor
Debra Sessoms, Administrative Assistant/Home Instruction Coordinator.....973-509-4100 x 31832

Child Study Team Members

Jeffrey Heike, 9th Grade.....973-509-4100 x 32617
Kristin Koenigsfest, 9th Grade.....973-509-4100 x 32812
Margaret Omariba.....973-509-4100 x 31834
Arlene Luna973-509-4100 x 31736
Jaimini Patel, 9th Grade.....973-509-4100 x 32831
Claudia Knierling.....973-509-4100 x 31737
Janet Leon973-509-4100 x 31833
Lindsey Reddington973-509-4100 x 31836
Shirley Tantawi..973-509-4100 x 31737
Paige Hakimian.....973-509-4100 x 31837

2026-2027 School Calendar

Montclair Public School District Calendar 2026 – 2027

JULY 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
SEPTEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
NOVEMBER 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
JANUARY 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
MARCH 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
MAY 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JULY

3 - District Closed – Observance of Independence Day

AUGUST

25-26 - New Teacher Orientation

26-27 - Freshman & New Student Orientation

SEPTEMBER

1 - Staff Convocation

2 - Staff PD

3 - First Day for Students

7 - Labor Day (District Closed)

21 - Yom Kippur (District Closed)

Student Days – 18 Staff Days – 20

OCTOBER

12 - Indigenous People's Day/Columbus Day (District Closed)

21 - Evening Middle & High P/T Conferences / PD Elem. Abbrev. day

22 - Afternoon Middle & High P/T Conferences / PD Elem. Abbrev. day

Student Days – 21 Staff Days – 21

NOVEMBER

3 - Election Day (Staff PD, Schools Closed)

5-6 - NJEA Convention (District Closed)

11 - Veteran's Day (District Closed)

25 - Abbreviated Day for Students & Staff

26-27 - Thanksgiving (District Closed)

Student Days – 15 Staff Days – 16

DECEMBER

2 - Evening Elem. P/T Conferences / PD Middle & High Abbrev. day

3 - Afternoon Elem. P/T Conferences / PD Middle & High Abbrev. day

23 - Early Dismissal for Students & Staff

24 - Winter Break (District Closed)

25 - Christmas Day (District Closed)

28-31 - Winter Break (Schools Closed)

Student Days – 17 Staff Days – 17

JANUARY

1 - New Year's Day (District Closed)

4 - District Reopens

11 - Staff PD – Abbrev. day for Students

18 - Dr. Martin Luther King, Jr. Day (District Closed)

Student Days – 19 Staff Days – 19

FEBRUARY

15 - Presidents' Day (District Closed)

22 - Staff PD – Abbrev. day for Students

Student Days – 19 Staff Days – 19

MARCH

17 - Evening P/T Conferences – Abbrev. day for Students

18 - Afternoon P/T Conferences – Abbrev. day for Students

22-25 - Spring Break (Schools Closed)

26 - Good Friday (District Closed)

Student Days – 18 Staff Days – 18

APRIL

Student Days – 22 Staff Days – 22

MAY

31 - Memorial Day (District Closed)

Student Days – 20 Staff Days – 20

JUNE

8 - Election Day - Staff PD (Schools Closed)

18 - Juneteenth (District Closed)

21 - Early Dismissal for Students

22 - Early Dismissal/Last Day for Students & Staff, H.S. Graduation

Student Days – 15 Staff Days – 16

DAY TYPE LEGEND		
District OR Schools & Offices Closed	Professional Development (PD) Day for Staff	
Early Dismissal for Students	First Day / Last Day for Students	
New Teacher Orientation	Last Day for Certified Staff	

TOTAL DAYS: 183 Student Days / 187 Staff Days

This calendar has three (3) emergency closing days built in. If more days are needed, the days will be made up during Spring Break beginning with March 22, 23, 24, and 25. When advisable, a two-hour delayed opening will be used rather than an emergency closing. A delayed opening on an early dismissal day will cancel the early dismissal and school will end at the regular time. On delayed opening days, staff is expected at the regular time or as soon after as weather permits. Any unused emergency/snow days will be given as days off on 5/28, 5/27 and 6/1, respectively, to be determined no later than May 15, 2027. June 22nd will remain as high school graduation day.

AUGUST 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
OCTOBER 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
DECEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
FEBRUARY 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
APRIL 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
JUNE 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

The Double Rotating Drop Schedule

MHS's Double Rotating Drop Schedule allows each student to register for eight instructional classes in addition to a community lunch period. A student has 4 AM classes (Class 1-4) and 4 PM classes (5-8). There are four possible days (A-D); on each day, one class drops from the AM periods and one class drops from the PM periods. Also, on each day, the classes rotate.

At MHS, we will use the words period and class. **Period** refers to the time that the class meets. The period times remain the same each day (A-D). The **Class** that meets during that period changes each day.

The following describes the rotation:

A-Day- The student will attend classes 1,2 and 3. Class 4 will drop from the schedule. The community lunch session occurs after the AM sessions. After lunch, the student will attend classes 5,6,7. Class 8 will drop from the schedule.

B-Day- The student will attend classes 2,3 and 4. Class 1 will drop from the schedule. The community lunch session occurs after the AM sessions. After lunch, the student will attend classes 6,7,8. Class 5 will drop from the schedule.

C-Day- The student will attend classes 3,4 and 1. Class 2 will drop from the schedule. The community lunch session occurs after the AM sessions. After lunch, the student will attend class 7,8,5. Class 6 will drop from the schedule.

D-Day- The student will attend classes 4,1 and 2. Class 3 will drop from the schedule. The community lunch session occurs after the AM sessions. After lunch, the student will attend class 8,5,6. Class 7 will drop from the schedule.

Students with science labs will be assigned a lab rotation schedule that will be coupled with a study hall or physical education class. In the schedule rotation, students will have a minimum of 1 lab per week and a maximum of two labs per week.

Regular School Day

Start time 8:00 a.m.

End time 2:33 p.m.

Abbreviated School Day

Start time 8:00 a.m.

End time 1:07 p.m.

Delayed Opening

Start time 10:00 a.m.

End time 2:33 p.m.

Below is a sample rotation schedule.

	A Day	B Day	C Day	D Day
8:00-8:52	Class 1	Class 2	Class 3	Class 4
8:57-9:49	Class 2	Class 3	Class 4	Class 1
9:54-10:46	Class 3	Class 4	Class 1	Class 2
10:46-11:42	Lunch			
11:47-12:39	Class 6	Class 7	Class 8	Class 9
12:44-1:36	Class 7	Class 8	Class 9	Class 6
1:41-2:33	Class 8	Class 9	Class 6	Class 7

For the majority of the school year students will follow the schedule described above. Once actual classes are inputted into the chart, a pattern will be noticed.

There will be a series of days throughout the year that will follow a traditional straight 8- period schedule: these days will be titled **E Days**. On an E day, a student will attend classes 1-4 in order, attend lunch, then attend classes 6-9 in that order.

There will also be **AE Days** included in the yearly schedule. These days are abbreviated E Days for the intention of district abbreviated days. On an AE day, a student will attend classes 1-4 in order, attend lunch, then attend classes 6-9 in that order. The only difference is the periods will be shortened to accommodate the abbreviated day.

A calendar of days will be made available prior to the beginning of the school year. Also, calendars will be posted throughout the building.

Due to the addition of an instructional period, a zero period will no longer be an option.

In the following section, all necessary bell schedules are made available with samples of students' schedules.

Student Sample Schedule #1 - Junior

Class 1- AP US History

Class 2- Finance H

Class 3- Physics H

Class 4- PE/Health 11

Class 6- Italian 3

Class 7- AP Calculus AB

Class 8- AP Lang and Comp

Class 9- Anatomy and Physiology H

Period & Time	A Day	B Day	C Day	D Day
8:00-8:52	AP US History	Finance H	Physics H	PE/Health 11
8:57-9:49	Finance H	Physics H	Physics H Lab	AP US History
9:54-10:46	Physics H	PE/Health 11	AP US History	Finance H
10:46-11:42	Lunch			
11:47-12:39	Italian 3	AP Calculus AB	AP Lang and Comp	Forensic Science
12:44-1:36	AP Calculus AB	AP Lang and Comp	Forensic Science	Italian 3
1:41-2:33	AP Lang and Comp	Forensic Science	Italian 3	AP Calculus AB

Student Sample Schedule #2 - Freshmen

Class 1 - World Lit H

Class 2- Global Studies

Class 3- Geometry Honors

Class 4- Spanish 1 H

Class 6- Carpentry

Class 7- Biology H

Class 8- PE/Health 9

Class 9- Study Hall/MHS-101

Period & Time	A Day	B Day	C Day	D Day
8:00-8:52	World Lit H	Global Studies H	Geometry H	Spanish 1 H
8:57-9:49	Global Studies H	Geometry H	Spanish 1 H	World Lit H
9:54-10:46	Geometry H	Spanish 1 H	World Lit H	Global Studies H
10:46-11:42	Lunch			
11:47-12:39	Carpentry	Biology H	PE/Health 9	Study Hall MHS-101
12:44-1:36	Biology H	PE/Health 9	Study Hall MHS-101	Carpentry
1:41-2:33	PE/Health 9	Study Hall MHS-101	Carpentry	Biology H

Student Sample Schedule #3 - Sophomore

Class 1- PE/Driver's Ed. 10

Class 2- GeoScience

Class 3- US History 1 H

Class 4- French 3 H

Class 6- Art 2

Class 7- English 10

Class 8- Algebra 2

Class 9- Study Hall

Period & Time	A Day	B Day	C Day	D Day
8:00-8:52	PE/Driver's Ed.	Geo Science	US History 1 H	French 3 H
8:57-9:49	Geo Science	US History 1 H	French 3 H	PE/Driver's Ed.
9:54-10:46	US History 1 H	French 3 H	PE/Driver's Ed.	Geo Science
10:46-11:42	Lunch			
11:47-12:39	Art 2	English 10	Algebra 2	Study Hall
12:44-1:36	English 10	Algebra 2	Study Hall	Art 2
1:41-2:33	Algebra 2	Study Hall	Art 2	English 10

Student Sample Schedule #4 - Sophomore SLC

Class 1- PE/Health 10

Class 2- US History 1 H

Class 3- Government Studies 1 H

Class 4- English 10 H

Class 6- Algebra 2 Trig H

Class 7- Spanish 2 H

Class 8- Geo Science H

Class 9- Band H

Period & Time	A Day	B Day	C Day	D Day
8:00-8:52	PE/Health 10	US History 1 H	Government Studies 1 H	English 10 H
8:57-9:49	US History 1 H	Government Studies 1 H	English 10 H	PE/Health 10
9:54-10:46	Government Studies 1 H	English 10 H	PE/Health 10	US History 1 H
10:46-11:42	Lunch			
11:47-12:39	Algebra 2 Trig H	Spanish 2 H	Geo Science H	Band H
12:44-1:36	Spanish 2 H	Geo Science H	Band H	Algebra 2 Trig H
1:41-2:33	Geo Science H	Band H	Algebra 2 Trig H	Spanish 2 H

Student Sample Schedule #5 - Senior

Class 1- AP English Literature

Class 2- AP Physics 1

Class 3- PE/Health 12

Class 4- Finance

Class 6- AP Calculus AB

Class 7- Cultural Pluralism H

Class 8- AP Spanish Language

Class 9- Band H

Period & Time	A Day	B Day	C Day	D Day
8:00-8:52	AP English Literature	AP Physics 1	PE/Health 12	Finance
8:57-9:49	AP Physics 1	AP Physics 1 Lab	Finance	AP English Literature
9:54-10:46	PE/Health 12	Finance	AP English Literature	AP Physics 1
10:46-11:42	Lunch			
11:47-12:39	AP Calculus AB	Cultural Pluralism H	AP Spanish Language	Band H
12:44-1:36	Cultural Pluralism H	AP Spanish Language	Band H	AP Calculus AB
1:41-2:33	AP Spanish Language	Band H	AP Calculus AB	Cultural Pluralism H

Bell Schedules

Full-Day A, B, C and D Day (Rotating Drop Schedule)

REGULAR BELL SCHEDULE

Minutes	A DAY		Minutes	B DAY	
52	1	8:00-8:52	52	2	8:00-8:52
52	2	8:57-9:49	52	3	8:57-9:49
52	3	9:54-10:46	52	4	9:54-10:46
56	LUNCH	10:46-11:42	56	LUNCH	10:46-11:42
Warning Bell	10 Minute	11:37	Warning Bell	10 Minute	11:37
Warning Bell	5 Minute	11:42	Warning Bell	5 Minute	11:42
52	6	11:47-12:39	52	7	11:47-12:39
52	7	12:44-1:36	52	8	12:44-1:36
52	8	1:41-2:33	52	9	1:41-2:33
Minutes	C DAY		Minutes	D DAY	
52	3	8:00-8:52	52	4	8:00-8:52
52	4	8:57-9:49	52	1	8:57-9:49
52	1	9:54-10:46	52	2	9:54-10:46
56	LUNCH	10:46-11:42	56	LUNCH	10:46-11:42
Warning Bell	10 Minute	11:37	Warning Bell	10 Minute	11:367
Warning Bell	5 Minute	11:42	Warning Bell	5 Minute	11:42
52	8	11:47-12:39	52	9	11:47-12:39
52	9	12:44-1:36	52	6	12:44-1:36
50	6	1:41-2:33	50	7	1:41-2:33

E DAY (EVERY PERIOD) SCHEDULE/ ABBREVIATED E DAY PERIOD SCHEDULE

Minutes	E DAY		Minutes	ABBV. E DAY	
39	1	8:00-8:39	28	1	8:00-8:28
38	2	8:43-9:21	28	2	8:32-9:00
39	3	9:25-10:04	28	3	9:04-9:32
38	4	10:08-10:46	28	4	9:36-10:04
56	LUNCH	10:46-11:42	55	LUNCH	10:04-10:59
Warning Bell	10 Minute	11:37	Warning Bell	10 Minute	10:53
Warning Bell	5 Minute	11:42	Warning Bell	5 Minute	10:58
38	6	11:47-12:25	28	6	11:03-11:31
39	7	12:29-1:08	28	7	11:35-12:03
39	8	1:12-1:51	28	8	12:07-12:35
38	9	1:55-2:33	28	9	12:39-1:07

	ABBREVIATED DAY				
Minutes		A	B	C	D
38	8:00- 8:38	1	2	3	4
38	8:43 - 9:21	2	3	4	1
38	9:26 -10:04	3	4	1	2
55	10:04- 10:59	LUNCH	LUNCH	LUNCH	LUNCH
Warning Bell	10:54	10 Minute	10 Minute	10 Minute	10 Minute
Warning Bell	10:59	5 Minute	5 Minute	5 Minute	5 Minute
38	11:04-11:42	6	7	8	9
38	11:46 -12:24	7	8	9	6
38	12:29 - 1:07	8	9	6	7

	DELAYED OPENING				
Minutes		A	B	C	D
32	10:00- 10:32	1	2	3	4
32	10:37 -11:09	2	3	4	1
32	11:14- 11:46	3	4	1	2
55	11:46 -12:41	LUNCH	LUNCH	LUNCH	LUNCH
Warning Bell	12:36	10 Minute	10 Minute	10 Minute	10 Minute
Warning Bell	12:41	5 Minute	5 Minute	5 Minute	5 Minute
32	12:46 - 1:18	6	7	8	9
32	1:23 - 1:55	7	8	9	6
33	2:00 - 2:33	8	9	6	7

	PEP RALLY				
Minutes		A	B	C	D
40	8:00 - 8:40	1	2	3	4
40	8:45 - 9:25	2	3	4	1
40	9:30 - 10:10	3	4	1	2
60	10:10- 11:10	LUNCH	LUNCH	LUNCH	LUNCH
Warning Bell	11:00	10 Minute	10 Minute	10 Minute	10 Minute
Warning Bell	11:05	5 Minute	5 Minute	5 Minute	5 Minute
40	11:10 -11:50	6	7	8	9
40	11:55 -12:35	7	8	9	6
40	12:40 - 1:20	8	9	6	7

2026-2027 MHS ROTATING CALENDAR

Key

	No School
	Abbreviated Day
	E Day
	Midterms/Finals
	PSAT
	NJSLA- ELA/MATH/SCIENCE
	NJGPA- Grade 11

SEPTEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Staff Only School Closed	2 Staff Only School Closed	3 HR E Day	4 HR E Day	
		8 A	9 B	10 C	11 D	
	14 A	15 B	16 C	17 D Back to School Night	18 A	
		22 B	23 C	24 D	25 Pep Rally A	
	28 B	29 C	30 D			

OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 A Club Fair	2 B	
	5 C	6 D	7 A	8 B College Fair	9 C	
		13 D	14 A	15 PSAT	16 B	
	19 C	20 NJGPA	21 NJGPA Abbreviated Day Evening P/T Conferences	22 NJGPA Abbreviated Day Afternoon P/T Conferences	23 D	
	26 A	27 B	28 C	29 D	30 A	

NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	2 B	3 Staff PD School Closed	4 C			
	9 D	10 A		12 B	13 C End of MP 1	
	16 D	17 A	18 B	19 C	20 D	
	23 A	24 B	25 Abbreviated C Day			
	30 D					

DECEMBER						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 A	2 Abbreviated B Day Staff PD	3 Abbreviated C Day Staff PD	4 D	
	7 A	8 B	9 C	10 D	11 A	
	14 B	15 C	16 D	17 A	18 B	
	21 C	22 D	23 Abbreviated A Day			
JANUARY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	4 B	5 C	6 D	7 A	8 B	
	11 Abbreviated C Day Staff PD	12 D	13 A	14 B	15 C	
		19 D	20 A	21 B	22 C	
	25 Exams	26 Exams	27 E Day	28 Exams	29 Exams	
FEBRUARY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 D End of 2nd MP	2 E Day First day of S2	3 A	4 B	5 C	
	8 D	9 A	10 B	11 C	12 D	
		16 A	17 B	18 C	19 D	
	22 Abbreviated A Day Staff PD	23 B	24 C	25 D	26 A	
MARCH						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 B	2 C	3 D	4 A	5 B	
	8 C	9 NJGPA	10 NJGPA	11 NJGPA	12 D	
	15 A	16 B	17 Abbreviated C Day Evening P/T Conferences	18 Abbreviated D Day Afternoon P/T Conferences	19 A	
	29 B	30 C	31 D			
APRIL						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 A	2 B	
	5 C	6 D	7 A	8 B	9 C	
	12 D	13 A	14 B End of 3rd MP	15 C Start of 4th MP	16 D	
	19 NJSLA	20 NJSLA	21 NJSLA	22 A Take your child to work day	23 B	
	26 C	27 D	28 A	29 B	30 C	

MAY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	3 D	4 A	5 B	6 C	7 D	
	10 A	11 B	12 C	13 D	14 E day CIP SIGN OUT	
	17 A	18 B	19 C	20 D	21 A	
	24 B	25 C	26 D	27 A	28 B	
JUNE						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 C	2 D	3 E Day Last day of instruction	4 E Day Mandatory Review	
	7 Exams		9 Exams	10 Exams	11Exams	
	14 A	15 B All grades due by noon	16 C	17 D		
	21 Abbreviated E	22 Abbreviated E				

Montclair Public Schools: 2026-2027 Summary of State and District Testing

Montclair High School Grading Calendar Dates for 2026-2027				
	MP1	MP2	MP3	MP4
Quarter Begins	9/3/2026	11/16/2026	2/2/2027	4/15/2027
Interim Reporting Due	10/16/2026	12/21/2026	3/12/2027	5/21/2027
Quarter Closes	11/13/2026	2/1/2027	4/14/2027	6/22/2027
Grade Due Date	11/23/2026	2/5/2027	4/20/2027	6/15/2027 by noon

For the most up-to-date information, please visit the District website [Montclair Public Schools Summary of State and District](#)

District Assessments

Assessment & Subject Area	Dates of Administration & Duration	Grades Covered	State Requirement For Graduation
The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT) www.collegeboard.com	Administration: October 15, 2026 Duration: 3 hours*	Administered to all 10th and 11th graders	NJDOE Graduation Assessment Option details**
District Midterms and Final Exams	<u>Administration:</u> Midterms: January 2027 Finals: June 2027	HS: All subjects (see course syllabi)	N/A

Statewide Assessment Testing Schedule 2026-2027 (Subject to Change)

Assessment	Grades	Computer Administration Window	Paper Administration Window
Dynamic Learning Maps (DLM) Instructionally Embedded (IE) Model: ELA, Math & Science (Optional)	ELA and Math: 3 through 8, and 11 Science: 5, 8 and 11	September- December 2026	N/A
New Jersey Graduation Proficiency Assessment (NJGPA) Fall Administration	Administration: October 20-22, 2026 11 and 12 Note: Students in grade 12 and students repeating grade 11 may take the NJGPA if needed to meet the State graduation assessment requirement.	October 2026	N/A
New Jersey Student Learning Assessment (NJSLA)-English Language Arts (ELA) and Math Fall Block Administration	ELA: 9 Math: 9 through 12 (Algebra I, Geometry or Algebra II for federal accountability)	N/A	N/A
Portfolio Appeals	Grade 12	January- April 2027	N/A
ACCESS and Alternate ACCESS for ELLs	ACCESS: K through 12 Alt. ACCESS: 1 through 12	TBD	TBD

NJGPA Spring Administration	Grade 11	March 2027	N/A
Dynamic Learning Maps (DLM) Year End (YE) Model: ELA, Math & Science	ELA and Math: 3 through 8, and 11 Science: 5, 8 and 11	TBD	
NJSLA-ELA and Math Spring Administration NJSLA-Science Administration	ELA: 3 through 9 Math: 3 through high school Algebra Geometry, or Algebra II as needed based on accountability requirements. Science: 5, 8 and 11	April 2027	N/A
National Assessment of Educational Progress (NAEP)	TBD	TBD	N/A

Other Assessments

Assessment & Subject Area	Dates of Administration & Duration	Grades Covered	State Requirement For Graduation
Scholastic Aptitude Test (SAT) College entrance exam	<u>Administration:</u> For details and to register go to www.collegeboard.com	Student interest; seniors in need of meeting state graduation requirements	Click link for state graduation requirements.
American College Test (ACT) College entrance exam	For details and to register go to www.act.org	Student interest; seniors in need of meeting state graduation requirements	Option for graduation. See details **

*If students are permitted extra time or any other accommodation by their IEP or 504, parents/guardians may contact their child's case manager, counselor or principal for additional details on accommodations and accessibility.

**Click [details](#) to link to NJ State Graduation Testing Requirements. For questions regarding district and other tests, please contact your child's counselor or principal.

College Readiness Test Dates and Related Deadlines for 2026-2027

MONTCLAIR HIGH SCHOOL CEEB CODE: 310820

SAT: register at www.collegeboard.org

SAT Test Date	Registration Deadline	Deadline for Cancellation, Changes, and Late Registration
Saturday, September 12, 2026	August 28, 2026	September 1, 2026
Saturday, October 3, 2026	September 18, 2026	September 22, 2026
Saturday, December 5, 2026	November 20, 2026	November 24, 2026
Saturday, March 6, 2027	February 19, 2027 (Tentative)	February 23, 2027
Saturday, May 1, 2027	April 16, 2027 (Tentative)	April 20, 2027
Saturday, June 5, 2027	May 21, 2027 (Tentative)	May 25, 2027

All exams will be administered at the Main Building, 100 Chestnut Street, unless otherwise indicated in an email from the College Board.

* SAT testing days above are offered at the high school during the school year.

ACT: register at www.act.org

Test Date	Deadline	Late Deadline
September 19, 2026	August 14, 2026	September 1, 2026
October 17, 2026	September 11, 2026	September 29, 2026
December 12, 2026	November 6, 2026	November 29, 2026
February 27, 2027	January 22, 2027	February 9, 2027
April 10, 2027	March 5, 2027	March 23, 2027
June 12, 2027	May 7, 2027	May 25, 2027
July 10, 2027	June 4, 2027	June 22, 2027

10th and 11th grade PSAT: October 15, 2026

Advanced Placement Testing Dates 2027

Date	Session 1 AP Exams	Session 2 AP Exams
Monday, May 3, 2027	Human Geography Physics C: Mechanics	Biology Italian Language and Culture
Tuesday, May 4, 2027	Business with Personal Finance United States Government and Politics	European History Microeconomics
Wednesday, May 5, 2027	Cybersecurity English Literature and Composition	Physics 1: Algebra-Based Physics C: Electricity and Magnetism
Thursday, May 6, 2027	French Language and Culture Physics 2: Algebra-Based World History: Modern	African American Studies Chemistry
Friday, May 7, 2027	German Language and Culture United States History	Macroeconomics
Monday, May 10, 2027	Calculus AB Calculus BC	Music Theory Seminar
Tuesday, May 11, 2027	Japanese Language and Culture Precalculus	Statistics
Wednesday, May 12, 2027	English Language and Composition	Art History Computer Science A
Thursday, May 13, 2027	Spanish Language and Culture	Chinese Language and Culture Environmental Science
Friday, May 14, 2027	Comparative Government and Politics Computer Science Principles Spanish Literature and Culture	Latin Psychology

Emergency Procedures

In order to ensure that you, the student, remain safe in our buildings throughout the year we practice the following: **Fire Drills, Non-Fire Emergency Drills, and Lockdown Drills. FAILURE TO FOLLOW INSTRUCTIONS DURING ANY OF THESE DRILLS WILL RESULT IN DISCIPLINARY ACTION.**

Evacuation Drills

Fire Drills are practiced to make certain that you are prepared in case of a Fire Emergency. An alarm will sound alerting you to begin evacuating the building in an orderly manner. Students are to stay with their class and teacher throughout the fire drill. Egress signs are posted in each classroom that provide directions as to how you are to vacate the building. Please listen to the security guards if they give directions for an alternate route to leave the building. Follow the directions given to you by your teacher. You are to return with your teacher back to your classroom after the fire drill is over.

Non-Fire Emergency Drills are practiced in the event we have to evacuate the building for any non-fire emergencies (e.g., gas leak). Egress signs are posted in all classrooms indicating directions for exiting the building. Please listen to your teachers and or/security guards if they are giving you an alternate route to exit the building. Follow the directions given to you by your teacher. You are to return with your teacher back to your classroom after the fire drill. Please note that there may be a need for a period adjustment.

Lockdown Drills

Lockdown Drills are practiced in order to be ready in case of an Active Shooter, Lockdown, or Shelter-in-Place emergency. When you hear the announcement, you **MUST** follow all instructions. These drills can be done any time during the academic day and are necessary to ensure your safety. **YOU ARE TO TAKE THEM SERIOUSLY.**

Lockdown

A Lockdown involves occupants of a school building being directed to remain confined to a room or area within a building. A Lockdown may be the appropriate response when a dangerous person(s) is believed to be on or near the premises and school administrators are taking these measures to minimize the risk that the occupants will be exposed to danger. Lockdowns necessitate a law enforcement response and immediate intervention.

Your classroom **door will be locked**, you will **remain calm and quiet**, and you will position yourself on the floor in a sitting or crouching position staying **away** from all windows and doors. All cell phones should be turned off and all teacher instructions should be followed. **Teachers must take attendance.**

If you find yourself outside of the building and receive an alert from the Montclair Emergency Alert system of a Lockdown and are in a safe place, remain where you are. For students who are off-site, return to the high school only when the Montclair Emergency Alert System sends a signal for ALL CLEAR. If you receive Montclair Emergency Alert Systems of a Lockdown and you are in close proximity to the building and a safe route exists, return to the building immediately. All class changes are suspended until an ALL CLEAR signal is given.

Active Shooter

An Active Shooter or armed assault on school grounds involves one or more individuals' intent on causing physical harm to students and staff. Intruders may possess "weapons," which include but are not limited to: gun(s); assault rifle(s); explosives(s); knife(s) including all other edged weapons; or other harmful devices. In an active shooter situation, one or more subjects who are believed to be armed/has used/has threatened to use a weapon to inflict a series of bodily injury or death on another person (s) and/or continues to do so while having unrestricted access to additional victims; their prior actions have demonstrated their intent to continuously harm others; and, their overriding objective appears to be that of mass injury and murder.

Your classroom **door will be locked**, you will **remain calm and quiet**, and you will position yourself on the floor in a sitting or crouching position staying **away** from all windows and doors. All cell phones should be turned off and all teacher instructions should be followed. **Teachers must take attendance.**

If you find yourself outside of the building and receive an alert from the Montclair Emergency Alert system of a Lockdown and are in a safe place, remain where you are. For students who are off-site, return to the high school only when the Montclair Emergency Alert System sends a signal for ALL CLEAR. If you receive Montclair Emergency Alert Systems of a Lockdown and you are in close proximity to the building and a safe route exists, return to the building immediately. All class changes are suspended until an ALL CLEAR signal is given.

Shelter-in-Place

Shelter-in-Place is similar to a lockdown in that the occupants are to remain on the premises. Shelter-in-Place will mean that you can move about in the classroom but will **NOT** be able to leave the classroom. Occupants may be moved to another part of the building to minimize the risk of exposure to a dangerous event taking place outside of the building. **Teachers must take attendance.**

Evacuation

In the case of an evacuation, students are to bring their phones and leave all other personal items behind; follow staff instructions. Teachers will lead the students to the designated evacuation location, take attendance and immediately notify security or administration of missing, injured, or extra students.

Photo Identification Policy

We live in a time when every organization, especially schools, must ensure the safety of students at all times. The use of a MHS-issued photo identification card (ID) system will permit quick identification of any intruder who may enter the school or any unauthorized personnel.

General – All Students and Staff

All teaching and non-teaching personnel will be required to have a MHS-issued ID while on school grounds. This includes but is not limited to, administrators, teachers, secretaries, custodians, maintenance, and lunch staff.

Students

All high school students will be provided with a MHS-issued ID free of charge at the beginning of each school year. **ALL STUDENTS MUST CARRY MHS ID CARDS AT ALL TIMES.** Students must have their ID in possession when attending school-related activities. Students are not permitted to borrow, lend or exchange student IDs. Violation of this policy will result in disciplinary action. Identification cards can also serve as library cards, bus passes, and lunch passes.

Students will utilize IDs when entering the building. Students are expected to surrender their MHS-issued ID and access card upon withdrawing from school.

If the student ID card is lost, the student will be responsible for the replacement of the card. The cost of a replacement card is \$5.00 for each card.

Visitors

Please note Montclair Board Policy P-1250-Visitors

All visitors MUST sign in at the Security Front Desk and present a picture ID.

All visitors will be issued a visitor sticker from Security Personnel at the Front Desk when entering the building. The sticker must be worn at all times when visiting the school. At the end of the visit, the sticker should be returned to Security at the Front Desk.

PEOPLE IN THE BUILDING WITHOUT APPROVAL FROM THE APPROPRIATE OFFICE SHALL BE CONSIDERED TRESPASSERS, AND RISK BEING ARRESTED BY THE POLICE.

Montclair High School recognizes the need for prospective students to visit our school. They may do so when accompanied by their parents, after arranging this date through the School Counseling Department @ (973) 509-4100 ext. 31814. All Prospective Student Tours are given the 2nd Friday of every month (except July and August) unless there is a state-mandated assessment being given. School tours **will not** take place during the summer months due to summer maintenance in both the Annex and Main Buildings.

All visitors must comply with the sign-in and sign-out procedures including any additional health and safety protocols.

School Attendance

In order for the Board of Education to fulfill its responsibility of providing a thorough and efficient education for each pupil, the complete cooperation of parents/caregivers and pupils is required to maintain appropriate school attendance. The frequent absence of a pupil from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of that pupil to complete the prescribed curriculum requirements successfully. (N.J.S.A:18A38:25-26). To access the full text of the Attendance Policy, N.J.S.A. and, N.J.A.C. references please go to www.montclair.k12.nj.us

Each morning, students are expected to be present on time and engaged in instruction within the designated schedule.

Regular Dismissal

School is dismissed at 2:33 p.m. each day.

School Closing Due to Inclement Weather

The district's automated system will be activated to call, text, or email the families of all students in the case of either a school closing or delayed opening.

In addition, parents may also receive information by:

- ❖ [Checking the Montclair Public Schools website.](#)
- ❖ Watching — or logging on to — **New Jersey News12/Channel 62**; **Verizon FiOS1 News**; **WABC-TV/Channel 7**; **WNBC-TV/Channel 4**; **WCBS-TV/Channel 2**; **WNYW-TV/Channel 5**; Montclair's TV34. Radio reports can be found at 1010 WINS and WOR.

Late Arrival/Early Dismissal Policy

Students who must arrive late to school or leave early are required to check out through the Main Office. It is strongly recommended to make appointments **after** school hours. Please refer to excused absences for non-cumulative tardy excuses.

A student arriving **after** 8:00 am must report directly to the Main Office in the Main Building or the Main Office in the George Inness Annex. Lateness shall be treated within the guidelines of the School Code of Conduct.

Students must be picked up by a parent, guardian, or authorized adult in Genesis. The parent or person picking up the student must report to the Main Office to sign the student out. Students who leave early will be marked absent from subsequent classes. Students must report to the Main Office in the Main Building or the Main Office in the George Inness Annex to sign in if they return to school.

To participate in an athletic competition, an athlete must be in school for a minimum of four (4) hours, on the day of the competition. For weekend and holiday games, athletes are required to be in school the last school day preceding the event (Regulation 2431).

Dismissal from School Due to Emergency

Whether the school is closed for the day or released early, the school system will make use of our parent notification system. Closing and delay information can also be found on the Montclair Public Schools website www.montclair.k12.nj.us.

Reporting Daily Absence

An absence from class requires a written explanation from a parent/guardian. The Parent Portal (Genesis) is now open for you to conveniently submit your student's attendance details. Log in to the Parent Portal by 9 a.m. and use the 'Attendance' tab, then select 'Notify Attendance Office (Regulation 5200).

Submitting a note does not change the “unexcused absence” designation (Regulation 5200).

[Parent Portal- Genesis Attendance Directions](#)

Excused Daily Absence

The following are considered excused absences and do not count toward credit loss:

- ❖ Religious observance (N.J.A.C. 6A:32-8.3(h));
- ❖ A college visit (up to 3 days per school year, only for students in grades 11 and 12);
- ❖ “Take Our Children to Work Day” (pursuant to the memo issued by the Commissioner to all districts on April 25, 2017) or other rule issued by the Commissioner;
- ❖ Participation in observance of Veterans Day (N.J.S.A. 18A: 36-13.2) or district board of election membership activities (N.J.S.A. 18A: 36-33); or
- ❖ The closure of a bussing district that prevents a student from having transportation to the receiving school.
- ❖ Governor Phil Murphy signed S2304/A1271, permitting each public school student from grades 6 through 12 to have one State-excused absence per school year to be used for a civic event. These State-excused absences can only be applied to an event sponsored by a government entity, a community-based organization, or a nonprofit. The civic event is required to incorporate an element of service learning and address a public issue or concern.

“Cumulative Days Present” is an element in NJ SMART defined as the number of school days a student is present (not absent) when the school is in session during the annual reporting period (July 1 through June 30) and the student is recorded under the guidance and direction of a teacher in the teaching process (N.J.A.C. 6A:32-8.3). **Whether a student's absence is due to illness, disciplinary action, or other reasons, the student may not be considered present at school unless home instruction is received.**

School-sponsored education programs: A student participating in a school-sponsored educational program under the guidance and direction of a teacher, pursuant to N.J.A.C. 6A:32- 8.3, even if not located in the school, will be considered to be in attendance (e.g., field trip, structured learning experience, community-based instruction).

An unexcused absence that counts toward truancy is a student’s absence from school for a full or portion of a day for any reason that is not an excused absence as defined above.

Truancy

Truancy means **ten or more** cumulative unexcused absences that count toward truancy of a student between the ages of six and sixteen as determined by the Board’s Attendance Policy and Regulation pursuant to N.J.A.C. 6A:16-7.6(a)4.iii. and the definition of school day pursuant to N.J.A.C. 6A:32-8.3. Any unexcused absence not listed below shall be an absence counted toward truancy (Regulation 5200).

The following are considered excused absences and do not count toward truancy:

- ❖ Religious observance (N.J.A.C. 6A:32-8.3(h));
- ❖ A college visit (up to 3 days per school year, only for students in grades 11 and 12);
- ❖ “Take Our Children to Work Day” (pursuant to the memo issued by the Commissioner to all districts on April 25, 2017) or other rule issued by the Commissioner;
- ❖ Participation in observance of Veterans Day (N.J.S.A. 18A: 36-13.2) or district board of election membership activities (N.J.S.A. 18A: 36-33); or
- ❖ The closure of a bussing district that prevents a student from having transportation to the receiving school.
- ❖ A student’s illness supported by a written letter from the parent upon student’s return to school;

- supported by notification to the school by the student's parent.
- ❖ A student's required attendance in court.
- ❖ A student's suspension from school.
- ❖ Family illness or death supported by a written letter from the parent upon the student's return to school, supported by notification to the school by the student's parent.
- ❖ Examination for a driver's license.
- ❖ Necessary medical or dental appointments that cannot be scheduled at a time other than the school day.

Out-of-School Suspensions

Students receiving short-term suspension must be provided with academic instruction that addresses the New Jersey Student Learning Standards **within five days** of the suspension. (N.J.A.C. 6A:16-7.2(a)5)
Students receiving long-term suspension must be provided with educational services (academic instruction and support services) **within five days** of the suspension. (N.J.A.C. 6A:16-7.3(a)9)

Absences Before or After Prom

Students are expected to attend classes whenever school is open, including the days preceding and following proms. Prom will not serve as a valid excuse to miss school, and **NO ATTENDANCE WAIVERS** will be granted for students missing school due to plans before or after prom.

Cuts (Unexcused Class Absences)

A cut is defined as being present in the school building but failing to report for instruction, without the specific approval of certified personnel, in the period and classroom assigned. Failure to report for instruction in the assigned period and classroom as a result of being tardy to school without a proper excuse is unexcused and may be considered a cut. Classes missed because a student is truant are classified as cuts.

When a student's absence from class appears to be cut, the teacher will document the cut and initiate a conference with the student and guardian to ascertain the reason for the absence. If the teacher believes that the absence should be classified as cutting, they will follow the consequences outlined in the code of conduct.

Tardiness to Class

School begins each day at 8:00 a.m. Promptness is a requisite to learning. A student who is late to class misses essential portions of the instructional program and creates disruption in the academic process. Students arriving late to school should follow the procedure outlined above "Late Arrival to School". The teacher will mark the student tardy, with the time of arrival to class, and is under no obligation to permit the student to make up work missed or to dedicate extra help sessions to material covered when the student was not in attendance. Lateness shall be treated within the guidelines of the School Code of Conduct.

Students arriving to class periods 2-8, should report directly to class. Teachers will record attendance and follow the School Code of Conduct.

Hall Passes

Hall passes should be used anytime a student signs out of a class to go anywhere in the building. Students must refrain from loitering in halls, lavatories, or staircases. **Hall passes will not be issued until five minutes into the period and not five minutes before the period ends.**

Daily Attendance Notification

In an effort to go green, Montclair High School will no longer mail home notifications for your child's loss of credit. In order to keep abreast of a student's credit status, please access the Parent Portal and utilize the School Messenger account. Through Genesis/School Messenger, there are a variety of options to receive email/text message notifications from Montclair High School.

If you have a new phone number and it is not in our system, please contact the Office of the Registrar to update your contact information.

<https://www.montclair.k12.nj.us/cms/one.aspx?portalId=889560&pageId=1098541>

Parents or students unable to access the Parent Portal can submit a ticket through Incident IQ.

<https://montclair.incidentiq.com/guest/WDRMDPF8/mps-remote-support#top>

Loss of Credit

All excused and unexcused absences are included in attendance records. A student whose absences exceed the limits specified in the policy of the scheduled classes for each course may be denied credit for the course. Loss of credit will occur in all cases when a student has exceeded the following unexcused absences unless they successfully appeal the loss of credit (Regulation 5200):

Length	Credits	Days
Full Year	5 & 6	18
Quarter (Health)	1 & 1.25	5
Semester	2.5	10
3 Quarters (Gym)	3.0 & 3.75	14

Attendance Appeal Process

A student who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:

The student shall file a written appeal to the Principal or designee **within five school days** of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student should either continue to be enrolled in the course or receive course credit for a class the student completed.

If the student is not satisfied, they may submit a written request to the Principal for consideration by an Attendance Review Committee via the Attendance Appeal Google Form.

On a student's request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the student's appeal.

The student may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board of Education, and the Commissioner of Education in accordance with Policy 5710, Student Grievance and N.J.S.A. 18A.

The appeal due dates are:

Quarter 1 class ends on 11/13/2026, appeal forms are due 11/20/2026

Quarter 2/Semester 1 class ends on 2/1/2027, appeal forms are due 2/12/2027

Quarter 3 class ends on 4/14/2027, appeal forms are due 4/21/2027

Quarter 4/ Semester 2/ Full-Year end on 6/22/2027---**appeal forms are due 6/4/2027.**

All appeal forms are to be completed using the [Attendance Appeal Form](#)

Make-Up Assignments

Students are responsible for material covered and assigned in each class session, including sessions missed through absence or lateness. Work to be made up must be reviewed with the teacher. Satisfactory make-up work will be accepted for the achievement grades. Failure to make up assigned work will be a factor in determining the grade for the marking period. Make-up tests, quizzes, and assignments must be completed within a reasonable time following an absence, to be determined by the teacher **no less than two days per day of absence.**

Scheduling the completion of assignments following each absence is the responsibility of the student. A student must meet with his or her teachers to coordinate this effort.

Students who **cut** class will receive a failing grade, "0" for the class work, activities, tests or quizzes of the day and are not granted the opportunity to make these assignments up. The teacher is under no obligation to permit students who have cut to make up work missed or to dedicate extra help sessions to material covered when the student was cutting class.

Student Medication Policy

According to the New Jersey State Code and Board of Education guidelines, the following rules must be adhered to:

- ❖ All students carrying or taking medication on school property are required to store and consume these medications under the supervision of the school nurse.
- ❖ Parents are ultimately responsible for enforcing this procedure.
- ❖ **The only medication that may be self-administered by N.J. State Code are asthma inhalers, epi-pens, and insulin with proper forms completed, signed, and on file in the nurse's office.**
- ❖ **All medications must be in a labeled bottle (pharmacy or brand) with directions for dispensing.**
- ❖ Medication is to be delivered to the school nurse by the parent/caregiver. Both the parent/caregiver **and** physician or healthcare provider must sign the district medication form **before** medication can be dispensed.
- ❖ Consumption of any medication in places other than the Nurse's Office is considered a violation of this policy and subject to drug/alcohol laws.

Field Trips (Local and Abroad)

Students who are participating in a field trip will receive a permission form from their teacher/advisor that must be brought home and signed by a parent/caregiver. Once the parent/caregiver has signed the form, it is the student's responsibility to take it to each teacher. All appropriate signatures must be completed and turned in to the teacher coordinating the trip at least a day before the trip is to take place.

Students should be made to understand that when they leave MHS as a participant on a field trip or a foreign exchange program, they are representing MHS. Consequently, they are expected to be on their best behavior. They are expected to abide by established school rules just as they would if they were at MHS. For example, the fact that a student may be in a foreign country does not mean that the MHS drug and alcohol policy can be ignored. The students should be reminded that they remain subject to the Student Code of Conduct.

No student will be permitted to attend a field trip without their prescribed medication and completed action plan unless they have a written doctor's order to discontinue the medication submitted to the school nurse prior to the field trip.

Selective Service Registration

All male students within 30 days before or after their 18th birthday must register with the selective service system, or they will be ineligible to qualify for the following benefits:

- ❖ Pell Grants - Supplemental Educational Opportunity Grants
- ❖ National Direct Student Loans - Guaranteed Students/Plus Loans
- ❖ Some State Student Incentive Grant Programs
- ❖ Job Training Programs - Federal Employment Opportunities and some State jobs.
- ❖ Students may register with the Selective Service System at any U.S. Post Office; or they can answer "yes" in box number 22 on the FAFSA form, to register with Selective Service.

Harassment, Intimidation, or Bullying

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwarranted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

- ❖ Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
- ❖ Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
- ❖ Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; **and that**
- ❖ A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- ❖ Has the effect of insulting or demeaning any student or group of students; or
- ❖ Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager.

Please note the following Board Policy P-5512 which is available on the Montclair Public Schools website under District Board Policy

*Students can report anonymously by using the electronic link [HIB Reporting System](#) on the District website under the HIB tab.

Sexual Harassment

Sexual harassment of students is prohibited. Sexual harassing conduct, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature by an employee, by another student, or by a third party that is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment. (R-5751)

Grievance Procedure - The grievance procedure provides for prompt and equitable resolution of discrimination complaints, including complaints of sexual harassment. The grievance procedure provides the school district with a mechanism for discovering sexual harassment as early as possible and for effectively correcting problems. A student, parent, or employee may file a grievance. (R-5751)

The following Grievance Procedure shall be used for an allegation(s) of Harassment of Students by School Employees, Other Students, or Third Parties:

- ❖ Reporting of Sexual Harassment Conduct
 - Any person with any information regarding actual and/or potential sexual harassment of a student by any school employee, other students, or third parties must report the information to the school Building
- ❖ Principal, their immediate supervisor or the Affirmative Action Officer.
- ❖ If the Building Principal deems it appropriate, he/she may immediately notify the parent(s) or legal guardian(s) of the alleged harasser(s) or alleged victim(s) upon receipt of any information prior to notifying the Affirmative Action Officer.
- ❖ The Building Principal will not disclose the name(s) of the alleged harasser(s) or alleged victim(s) to the other party.
- ❖ Nothing in the Policy and Regulation on Student Sexual Harassment shall preclude the Building Principal, or designee, from complying with the provisions of Policy No. 5600 - Student Discipline in order to maintain the health, safety, and welfare of staff and/or students.
- ❖ A report from the school Building Principal or an immediate supervisor will be forwarded to the school district Affirmative Action Officer within one working day, even if the school Building Principal or immediate supervisor feels sexual harassment conduct was not present.
- ❖ Upon receipt of an allegation and/or report, the Affirmative Action Officer shall immediately notify the parent(s) or legal guardian(s) of any alleged harasser(s) and victim(s) for which a report has been filed even if the Building Principal has previously notified the parent(s) or legal guardian(s).
- ❖ The Affirmative Action Officer shall notify the parent(s) or legal guardian(s) of all involved students and any other involved individuals of the process to be followed in investigating a report or complaint.

Drugs, Alcohol, and Anabolic Steroids

The Board prohibits the use, possession, and/or distribution of alcohol or other drugs on school grounds according to N.J.S.A. 18A:40A-9, 10, and 11.

A student who uses, possesses, or distributes alcohol or other drugs will be subject to discipline in accordance with the district's Student Code of Conduct. School authorities also have the authority to impose a consequence on a student for conduct away from school grounds in accordance with the provisions of N.J.A.C. 6A:16-7.5. Discipline may include suspension or expulsion. The Board will establish consequences for a student not following through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors.

In accordance with N.J.A.C. 6A:16-4.1(c), in the event the student does not follow through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors disciplinary action will be taken in accordance with the Student Code of Conduct (Regulation 5600).

Any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs on school grounds, including on a school bus or at a school-sponsored function, shall report the matter as soon as possible to the Principal or, in the Principal's absence, to a person designated by the Principal **and** either the certified school nurse, the non-certified nurse, the school physician or the substance awareness coordinator, pursuant to N.J.S.A. 18A:40A-12 and identified in N.J.S.A. 18A:40A-9 and N.J.A.C. 6A:16-4.1(a), on school grounds shall report the matter in accordance with N.J.A.C. 6A:16-4.3(a)1(Regulation 5530).

- ❖ Referring staff member(s) will complete an incident report form.
- ❖ Parent(s) or guardian(s) and Superintendent shall be immediately notified.
- ❖ A search of a student or a student's private possessions may be conducted by the Principal. When possible, the search will be conducted in the presence of the student, the student's parent(s) or legal guardian(s), and a teaching staff member other than the Principal (Policy 5770).
- ❖ An immediate medical examination shall be conducted and a written report of the medical evaluation shall be furnished to the parent of the student, the Principal, and the Superintendent in accordance with N.J.A.C. 6A:16-4.3(a)2 through 4.3(a)8 **within twenty-four (24) hours of the referral of the student** [Regulation 5530(g)].
- ❖ A student reasonably believed to be in **possession** of a controlled substance or related paraphernalia or a student reasonably believed to be involved in **distribution** activities will be reported to law enforcement.
- ❖ When the medical examination is conducted by a physician selected by the parent, the examination shall be at the expense of the parent and shall not be at the expense of the district board of education.
- ❖ If the written report of the medical examination is not provided within **twenty-four (24) hours** of the referral of the student, the student shall be allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the examining physician unless the student was also removed for violating the Code of Student Conduct (N.J.A.C. 6A:16-4.3 (a) 9).
- ❖ If the written report of the medical evaluation verifies that alcohol or other drugs do not interfere with the student's physical or mental ability to perform in school, the student shall be immediately returned to school.
- ❖ If there is a positive determination from the medical examination indicating the student's alcohol or other drug use interferes with his or her physical or mental ability to perform in school, the student shall be returned to the care of the parent as soon as possible. Attendance at school shall not resume until a written report has been submitted to the parent, Principal, and Superintendent from a physician licensed

to practice medicine or osteopathy who has examined the student that verifies the student's alcohol or other drug use no longer interferes with his or her physical and mental ability to perform in school.

- ❖ Removal of a student with a disability shall be in accordance with N.J.A.C. 6A:14.
- ❖ While a student is at home because of the medical evaluation or after the student returns to school, an appropriately certified school staff member(s) will conduct an alcohol and other drug assessment of the student and a reasonable investigation of the situation and may initiate referral alcohol or other drug abuse treatment in accordance with N.J.A.C. 6A:16-4.3(a)12, 4.3(a)13, and 4.3(a)14.
- ❖ While the student is at home because of the medical examination or after his or her return to school, the principal or chief school administrator may recommend or require alcohol and other drug assessment of the student or evaluation by appropriately certified or licensed professionals to make a positive determination of a student's need for programs and services which extend beyond the general school program, as necessary. The findings of these additional evaluations alone shall not be used to prevent a student from attending school. Drug abuse treatment referral shall initiate a referral for alcohol or other drug abuse treatment.
- ❖ If at any time it is determined that the student's use of alcohol or other drugs presents a danger to the student's health and well-being, an individual who holds the Educational Services Certificate with the substance awareness coordinator endorsement or an individual who holds either a school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker or student personnel services endorsement on the Educational Services Certificate and is trained in alcohol and
- ❖ Disclosure to law enforcement authorities of the identity of a student in instances of alcohol and other drugs shall be in accordance with the requirements of N.J.A.C. 6A:16-4.3(a)3 and Regulation 5600.
- ❖ The Board may provide additional intervention and referral services for the student according to the requirements of N.J.S.A. 18A:40A-10 and N.J.A.C. 6A:16-8.

Anabolic Steroids

- ❖ Whenever any teaching staff member, certified or non-certified school nurse, or other educational personnel shall have reason to believe a student has used or may be using anabolic steroids, the person shall report the matter as soon as possible to the Principal and wither the certified or non-certified school nurse, the school physician or Substance Awareness Counselor (SAC) in accordance with N.J.A.C. 6A:16-4.3(b)1, Regulation 5600.
- ❖ A search of a student or a student's private possessions may be conducted by the Principal. When possible, the search will be conducted in the presence of the student, the student's parent(s) or legal guardian(s), and a teaching staff member other than the Principal (Policy 5770).
- ❖ The Principal or designee upon receiving such report shall immediately notify the parent and Superintendent and shall arrange for an examination of the student by a physician licensed to practice medicine or osteopathy selected by the parent as soon as possible to determine whether the student has been using anabolic steroids in accordance with N.J.A.C. 6A:16-4.3(b)2.
- ❖ If the physician chosen by the parent is not available to perform the examination, the examination shall be conducted by the school physician or other physician identified by the Principal.
- ❖ Disclosure to law enforcement authorities of the identity of students in instances of anabolic steroids shall be in accordance with the requirements of N.J.A.C. 6A:16-4.3(b)3, Regulation 5600.
- ❖ A written report of the examination shall be provided by the examining physician to the parent, Principal, and Superintendent.
- ❖ If it is determined the student has used anabolic steroids, an appropriately certified school staff member(s) shall interview the student and others to determine the extent of the student's involvement with and use of anabolic steroids and the possible need for referral for treatment in accordance with N.J.A.C. 6A:16-4.3, Regulation 5600.
- ❖ If the results of a referral for evaluation have positively determined the student's involvement with and use of anabolic steroids represents a danger to the student's health and well-being, an appropriately

certified school staff member(s) shall initiate a referral for treatment to agencies and/or private practitioners as outlined in N.J.A.C. 6A:16-4.3(b)6, Regulation 5600.

- ❖ A school employee who seizes or discovers alcohol or other drugs, or an item believed to be a controlled dangerous substance, including anabolic steroids, or drug paraphernalia, shall comply with the provisions of N.J.A.C. 6A:16-6.4, Regulation 5600.
- ❖ The Board will provide intervention, referral for evaluation, and referral for treatment services to those students that are affected by alcohol or other drug use in accordance with the provisions of N.J.A.C. 6A:16-4.1(c)7.
- ❖ Refusal or failure by a parent to comply with the provisions of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 shall be treated as a policy violation of the Compulsory Education Act, pursuant to N.J.S.A. 18A:38-25 and 31, and child neglect laws, pursuant to N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11.
- ❖ Refusal or failure of a student to comply with the provisions of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 shall be treated by the school district as a policy violation and handled in accordance with N.J.A.C. 6A:16-4.1(c)2.

Smoking/Vaping

“Smoking” means the burning of, inhaling from, exhaling the smoke from, or the possession of a lighted cigar, cigarette, pipe, or any other matter or substance which contains tobacco or any other matter that can be smoked, or the inhaling or exhaling of smoke or vapor from an electronic smoking device pursuant to N.J.S.A. 26:3D-57.

“Electronic smoking device” means an electronic device that can be used to deliver nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, cigarillo, pipe, or any cartridge or other component of the device or related product pursuant to N.J.S.A. 2A:170-51.4.

The Board prohibits smoking by students at any time in school buildings or on school grounds, at school-sponsored events away from school, or on a school bus.

The Board also prohibits the *possession* of any item listed in N.J.S.A. 2A:170-51.4 at any time in school buildings or on school grounds, at school-sponsored events away from school, or on a school bus. Such items will be confiscated.

A student who violates the provisions of this Policy shall be subject to appropriate disciplinary measures in accordance with the Student Code of Conduct, may be subject to fines in accordance with the law, and may be required to participate in additional educational programs to help the student understand the harmful effects of smoking and to discourage the use of tobacco products. These programs may include, but are not limited to, counseling, smoking information programs, and/or smoking cessation programs sponsored by this school district or available through approved outside agencies.

Upon receipt of a report that a student is reasonably suspected of smoking/vaping, the Principal or designee will:

- ❖ The Principal or designee will call the parent/guardian immediately.
- ❖ All smoking devices and paraphernalia will be confiscated and not returned to the student or family members.
- ❖ A search of a student or a student’s private possessions may be conducted by the Principal. When possible, the search will be conducted in the presence of the student, the student’s parent(s) or legal guardian(s), and a teaching staff member other than the Principal (Policy 5770).

- ❖ The student will be escorted to the school nurse for an assessment of vital signs.
- ❖ If the smoking device was any form of an e-cigarette, the Student Assistance Counselor will provide the student and parent/guardian with a letter documenting where to be urine tested and screened at the school's expense. Urine screening is conducted in accordance with Board Policy 5530 governing substance abuse.
- ❖ For e-cigarette violations, the student will be sent out for an immediate medical examination and drug screening.
- ❖ Upon return to school, the student will meet with the Student Assistance Counselor to discuss and assess the extent of the student's smoking habits and health risks and be referred to a treatment program for a full evaluation if urine screen is positive for substances other than tobacco.
- ❖ All out-of-school treatment programs will be at the parent/guardian's expense.

Weapons and Dangerous Instruments

Weapons brought to school shall be confiscated by school personnel and reported to the police. In the event a student should threaten another person with a weapon, the incident must be reported immediately to an administrator. Weapons include but are not limited to, firearms, knives, daggers, billies, blackjacks, bludgeons, metal knuckles, sand clubs, slingshots, cesti or similar leather bands studded with metal filings, razor blades, any device that projects, releases, or emits tear gas or any other substance intended to produce temporary physical discomfort or permanent injury through being vaporized or otherwise dispensed in the air, stun guns, and imitation firearms, which means an object or device reasonably capable of being mistaken for a firearm (Regulation 8467).

- ❖ A student convicted or found to be delinquent for possessing a firearm on any school property, on a school bus, or at a school-sponsored function or a student committing a crime with a firearm shall be immediately removed from the school's regular education program for a period of not less than one calendar year in accordance with Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act and Policy 5611.
- ❖ A student who assaults a member of the school community with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program in accordance with Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act and Policy No. 5611.
- ❖ Removal of a student for reasons enumerated above shall be in accordance with Policy and Regulation 5611.
- ❖ The Building Principal will immediately notify the student's parent(s) or legal guardian(s) if the student is found to be in possession of a firearm on school property or if a student commits an assault upon members of the school community with a weapon other than a firearm on school property.

Search and Seizure

Police can enter the school if they have a warrant for arrest, or search students if a crime is committed on school property. Police may be summoned to the school by the Principal or, in the absence of the Principal, the staff member in charge of the school building. If the Principal or staff member in charge is not immediately available in an emergency situation, the police may be summoned by any staff member with direct knowledge of the emergency, who shall report his/her call to the Principal at the earliest possible time (Regulation 9320).

The Principal or his designee may inspect lockers, desks, and other storage facilities on school district property provided for use by students. The school Principal or designee is directed to conduct, without further notice, the regular inspection of such facilities provided to students for the storage of property. Whenever possible, a search of a student or a student's private possessions may be conducted by the Principal in the presence of the student, the student's parent(s) or legal guardian(s), and a teaching staff member other than the Principal (Policy 5770). The Principal shall conduct a student search on the request of a law enforcement officer only on presentation of a duly authorized search warrant or on the voluntary and knowing consent of the student or when the Principal has independent grounds to suspect the presence of an incriminating object.

The Principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of the informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The Principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student (N.J.S.A. 18A:36-19.2, 18A:37-6; Policy 5770).

Lockers

Each student is assigned a locker and will be held responsible for the general condition and cleanliness of the assigned locker. The school does not assume any responsibility for providing a lock for a student's locker nor responsibility for lost, stolen, or damaged articles.

If a lock is placed or left on a locker that is not assigned to a student, the lock may be cut, and the content of the locker removed and disposed of.

Lockers are subject to random searches. Individual lockers may be searched for any reason determined by the Principal or designee ((N.J.S.A. 18A:36-19.2, 18A:37-6; Policy 5770). *Students are advised not to put anything in their locker they would not want the police or school officials to find.*

Dress Code Philosophy

Montclair High School's student dress code supports equitable educational access. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- ❖ All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- ❖ All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- ❖ Student dress code enforcement should not result in unnecessary barriers to school attendance.
- ❖ Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- ❖ Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- ❖ Allow students to wear clothing of their choice that is comfortable.
- ❖ Allow students to wear clothing that expresses their self-identified gender.
- ❖ Allow students to wear religious attire without fear of discipline or discrimination.
- ❖ Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- ❖ Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs, or related paraphernalia or other illegal conduct or activities.
- ❖ Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- ❖ Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- ❖ Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Dress Code

Montclair High School expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any

restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code (Policy 5511).

Basic Principle: Certain body parts must be covered for all students at all times.

- ❖ Clothes must be worn in a way such that genitalia, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

Students Must Wear*, while following the basic principle above:

- ❖ A shirt (with fabric in the front, back, and on the sides under the arms), AND
- ❖ Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- ❖ Shoes (Regulation 5511).

**Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).*

Students May Wear, as long as these items do not violate the principles above:

- ❖ Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- ❖ Religious headwear
- ❖ Fitted pants, including opaque leggings, yoga pants, and “skinny jeans”
- ❖ Ripped jeans, as long as underwear and buttocks are not exposed.
- ❖ Tank tops, including spaghetti straps; halter tops
- ❖ Athletic attire

Students Cannot Wear:

- ❖ Violent language or images.
- ❖ Images or language depicting/suggesting drugs, alcohol, vaping, or paraphernalia (or any illegal item or activity).
- ❖ Bulletproof vest, body armor, tactical gear, or facsimile.
- ❖ Hate speech, profanity, pornography.
- ❖ Images or language that create a hostile or intimidating environment based on any protected class or consistently marginalized groups.
 - ❖ Any clothing that reveals visible undergarments (boxers/briefs, sports bra, etc.)
 - ❖ Swimsuits (except as required in class or athletic practice).
 - ❖ Accessories that could be considered dangerous or could be used as a weapon.
 - ❖ Any item that obscures the face or ears (except as a religious observance).
 - ❖ Sunglasses, unless doctor approved for medical reasons.
 - ❖ Earbuds, AirPods, headphones, etc. for the safety and security of staff and students.

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have the discretion to vary the requirements in ways that lead to discriminatory enforcement.

Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in above. Students in violation of the dress code above will be provided three (3) options to be dressed more to code during the school day:

- ❖ Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- ❖ Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
- ❖ If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity. School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.

Students should not be shamed or required to display their bodies in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:

- ❖ kneeling or bending over to check attire fit;
- ❖ measuring straps or skirt length;
- ❖ asking students to account for their attire in the classroom or in hallways in front of others;
- ❖ calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
- ❖ accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Principal or designee.

Distribution of Literature by Students

Independent Publications

Montclair High School respects the right of students to express themselves in written word or picture, video images, or computer-generated illustrations, and to distribute printed materials as part of that expression; at the same time, the exercise of that right is limited by the rights of other members of the school community.

“Printed materials” include any written or printed cards, letters, circulars, books, pamphlets, notices, newspapers, and similar materials but do not include any publication that is sponsored by this Board.

Certain printed materials are not protected by a student’s right of free expression because they violate the rights of others. The Board may identify and prohibit the distribution on school premises of printed materials that are prejudicial to an ethnic, national, religious, or racial group or to either gender; libel any person or persons; seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other; advocate the use or advertise the availability of any substance or material that constitutes a direct and substantial danger to the health of students; contain obscenity or material otherwise deemed to be harmful to impressionable students; incite violence, advocate the use of force, or urge the violation of law or school regulations; advertise goods or services for the benefit of profit-making organizations; fail to identify the student responsible for distribution and the agent responsible for reproduction; solicit funds for non-school organizations when such solicitations have not been approved by the Board; or promote, favor, or oppose any candidate for election to the Board or the adoption of any bond issue, proposal, or questions submitted at any election.

If a building administrator determines that literature is causing or is about to cause a material and substantial disruption to the requirement of appropriate discipline or the educational process, he or she will prohibit distribution. “Hate” literature, which scurrilously attacks ethnic, religious, and racial groups; publications aimed at creating hostility and violence; pornography; and/or libelous materials are likely to cause a material and substantial disruption to the school process. The district reserves the right to discipline any student who distributes material that causes such a disruption or which is otherwise prohibited by law or this policy.

Place and Manner of Distribution

The school setting requires reasonable guidelines establishing the places and manner of the distribution of materials and for defining fair standards for their content. Students may distribute literature on the school sidewalk, in front of the main entrance to any school building, and, in addition, at the high school on the walk in front of the gym lobby. In case of bad weather, only two pupils may be permitted in the main entrance and/or the gym lobby. Blocking pedestrian traffic or entrances to a building is prohibited.

Symbolic Speech

Students may wear or display buttons, armbands, flags, decals, or other badges of symbolic expression unless the manner of expression materially and substantially interferes with the orderly process of the school or the rights of others.

Cafeteria

Freshmen may not leave campus during their lunch period. Students in grades 10-12 may leave the building during their lunch period to return home or go elsewhere for lunch. This privilege will continue as long as the student does not abuse it by returning tardy to the next class, causing disturbances in the neighborhood, creating a hazard with improper use of autos, or otherwise jeopardizing the policy by exercising poor judgment.

The cafeteria is open for lunch from 10:46 a.m. – 11:46 a.m.; it offers a place to socialize and meet new students. This is an opportunity for students to demonstrate their respect for each other without adult intervention.

Students are not permitted to transport food from the cafeteria and eat in the classroom or office area unless authorized by the administration.

Students who place lunch orders via delivery services must pick up their orders during lunch at the following locations:

- ❖ Main Building - Midland Ave entrance/ Heningburg Field (closest address is 150 Midland Ave)
- ❖ George Inness Annex - Front circle (141 Park St.)

Montclair High School staff will not handle any food delivery items. Delivery service items will not be accepted in the Main Offices or security desks. Students are not to order food during school hours outside of the lunch hour.

Students are expected to:

- ❖ Clear their tables and place garbage in appropriate recycling containers in various parts of the cafeteria. Students who fail to clean their tables will be recalled to the cafeteria to do so and may be subject to disciplinary action.
- ❖ Follow the direction of security officers and other staff in authority
- ❖ Not throw food.
- ❖ Wait in line to be served.

Students who fail to comply with the cafeteria guidelines or violate MHS Code of Conduct may be subject to disciplinary action.

Assemblies and Assembly Etiquette

Assemblies are an important component of our school life. MHS assemblies provide entertainment, guidance, instruction, and an opportunity to share in a common learning experience outside of the traditional classroom. Students are expected to demonstrate appropriate behavior and follow all school guidelines. Students are expected to be attentive and courteous. Unless otherwise stated, attendance is mandatory.

Lost and Found

Items that are left and found on campus are placed in the lost and found located in room 104 in the Main Building and Main Office of the Annex. Students are also encouraged to check with security personnel.

Computer and Network Usage

Student Network Account

Each student is issued a student network ID. Students are not to share their passwords with anyone. It is the responsibility of the student to remember their network ID and password and to keep this information private.

To Utilize the Student Network:

- ❖ Restart the Chromebook.
- ❖ Log in using the student's new email address with the updated domain after the @symbol.
 - **Example:** jsmith@montclairps.org
- ❖ The temporary password has been reset to **Mps** followed by the student's birthday in **MMDDYYYY** format.
 - **Example:** A student with a birthday of May 28, 2004 would use **Mps05282004**.
- ❖ Students will be prompted to create a new password.
- ❖ On the Security page, scroll down and select **Other Options**.
- ❖ Click **Security Questions**.
- ❖ Have students select their security questions and enter their answers.
- ❖ Once complete, they should be able to log in successfully using their new email address and newly created password.
- ❖ Students experiencing difficulty signing into their accounts should report to Team Office or submit a student incident ID <https://montclair.incidentiq.com/guest/WDRMDPF8/mps-remote-support#top>

To reset Genesis, send an email to parentaccess@montclairps.org

If the student's network account does not work, contact the High School Technology Team located in the Media Center.

Transferring Data

To transfer data from home to school computers, students should use their Google Drive account to upload data.

Standards for Use of Computer Networks (Policy 2361)

The use of school computers is a privilege. Students are required to follow the guidelines of the district and the high school. If a student abuses this privilege, the Director of Technology has the right to inspect and/or remove files from a student's folder and the student faces the possibility of losing privileges to computers and the network.

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- ❖ Using the computer networks/computers for illegal, inappropriate, or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, and local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for the use of publicly owned and operated communication vehicles.
- ❖ Using the computer networks/computers to violate copyrights, institutional or third-party copyrights, license agreements, or other contracts.

Using the computer networks in a manner that:

- ❖ Intentionally disrupts network traffic or crashes the network;
- ❖ Degrades or disrupts equipment or system performance;
- ❖ Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
- ❖ Steals data or other intellectual property;
- ❖ Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
- ❖ Gains or seeks unauthorized access to resources or entities;
- ❖ Forges electronic mail messages or uses an account owned by others;
- ❖ Invades privacy of others;
- ❖ Posts anonymous messages;
- ❖ Possesses any data which is a violation of this Policy; and/or
- ❖ Engages in other activities that do not advance the educational purpose for which computer networks/computers are provided.

The following prohibited behavior and/or conduct using the school district's networks/computers, includes but is not limited to, the following:

- ❖ Sending or displaying offensive messages or pictures;
- ❖ Using obscene language and/or accessing material or visual depictions that are obscene;
- ❖ Using or accessing material or visual depictions that are child pornography;
- ❖ Using or accessing material or visual depictions that are harmful to minors including any pictures, images, graphic image files or other material or visual depictions that taken as a whole and with respect to minors;
- ❖ Cyberbullying;
- ❖ Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;
- ❖ Harassing, insulting, or attacking others;
- ❖ Damaging computers, computer systems, or computer networks/computers;
- ❖ Violating copyright laws;
- ❖ Using another's password;
- ❖ Trespassing in another's folders, work or files;
- ❖ Intentionally wasting limited resources;
- ❖ Employing the computer networks/computers for commercial purposes; and/or

- ❖ Engaging in other activities that do not advance the educational purposes for which computer networks/computers are provided.

Individuals violating this Policy shall be subject to the consequences as indicated in Board Policy and Regulation 2361 and other appropriate discipline, which includes but is not limited to:

- ❖ Use of computer networks/computers only under direct supervision;
- ❖ Suspension of network privileges;
- ❖ Revocation of network privileges;
- ❖ Suspension of computer privileges;
- ❖ Revocation of computer privileges;
- ❖ Suspension from school;
- ❖ Expulsion from school; and/or
- ❖ Legal action and prosecution by the authorities.

Chromebooks

The Chromebook and other district-issued devices, email/Google accounts are the property of the Montclair Public Schools District and, as a result, may be subject to inspection at any time. Damages to a school issued device may result in repairs or replacement at the cost listed in the MPS Chromebook Handbook. The student should have NO expectation of privacy of materials found on a Chromebook, Google Drive, or Gmail account. Supplied devices are educational tools and not intended for personal use such as: gaming, social networking, or high-end computing. Please read the MPS Chromebook Handbook linked below.

[MPS Chromebook Handbook](#)

Student use of Privately-Owned Technology (Policy 2363)

Montclair High School staff recognizes technology is always changing and as a result of increased accessibility to technology many students possess technology devices for their use during non-school hours. These privately-owned devices may be beneficial to students during school hours for approved educational purposes. Therefore, students are allowed to use their privately-owned technology devices under conditions outlined in Policy 2363.

The use of privately-owned technology by a student in the educational program during the school day must be approved by the student's parent or legal guardian and the school teaching staff member responsible for supervising and/or providing the student's instructional program. A teaching staff member may approve a student's use of privately-owned technology based on the assignment(s) to the student. The teaching staff member may also prohibit the use of privately-owned technology for an assignment(s).

Students who use privately-owned technology in school will not be given access to the school district's computer server(s) or network(s). A student granted such permission must comply with school district policies and regulations regarding the acceptable use of computers and technology. Any use of privately-owned technology by a student shall be in strict accordance with the teaching staff member's specific approval(s) and Board policies and regulations. Privately-owned technology used in violation of this policy may be confiscated. *Any violation will subject the student to appropriate discipline and/or grading consequences.*

The school district assumes no responsibility for any privately-owned technology brought to school by a student. The student shall be responsible for the proper operation and use of any privately-owned technology brought to school

Inappropriate Use of Cell Phone or Electronic Devices (Policy 5516)

The Board of Education believes students and/or school staff members should not be subject to **having a video or audio recording taken of any student(s) or school staff member(s) for any purpose without the consent of the student, the student's parent, and/or the school staff member.** In addition to protecting the privacy rights of students and school staff members, the Board recognizes such recordings can be disruptive to the educational program. In addition, inappropriate recordings of educational material, student assessment instruments, and/or student assessment reviews can be used to compromise the integrity of the district's educational program or lead to academic dishonesty in the event such recordings are stored and/or transmitted to other students.

“Electronic communication and recording device (ECRD)” includes any device with the capability to audio or video record or is capable of receiving or transmitting any type of communication between persons. An ECRD includes, but is not limited to, cameras, cellular and wireless telephones, pagers/beepers, laptop computers, electronic readers, personal digital assistants (PDAs), two-way radios, portable fax machines, video broadcasting devices, and any other device that allows a person to record and/or transmit, on either a real-time or delayed basis, sound, video, or still images, text, or other information.

An ECRD used in violation of this Policy will be confiscated by a school staff member or Principal or designee and the student will be subject to appropriate disciplinary action. (Policy 5516)

Academic Policies

Grading

All students are reminded that courses must be completed if a passing grade is to be given. Remember that your grade reflects your personal efforts in the areas of classroom participation, homework completion, and test, quiz, project, and exam performance. The goal is that you maintain high standards and challenge yourself to acquire new skills and competencies.

All students are expected to adhere to the high standards and expectations for honesty and integrity in their work. Cheating, lying, stealing, plagiarizing, or engaging in any behaviors that are in violation of the acceptable norms of appropriate character will not be tolerated. We encourage each student to support this code of behavior for the school and the general society.

The Board of Education encourages the certified staff, under the direction of the superintendent, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, mandated state and federal tests, recognized standardized achievement testing programs, written and oral teacher-made tests, performance observation, parental or guardian interview, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations. A pupil is expected to participate in all tests, including district-administered tests, unless otherwise prohibited by the pupil's Individual Education Plan (IEP).

Academic Dishonesty

“Academic integrity” is a highly valued principle in the Montclair Public Schools. The Montclair Public Schools’ mission engages high-quality learning experiences that help to transform students for global citizenship and individual excellence. As part of this mission, students, teachers, and staff all have an important role in upholding academic integrity values of honesty, trust, fairness, respect, and responsibility. Academic integrity means being intellectually honest in all work created in the pursuit of knowledge and submitted in your courses. All academic communities expect their work to be original, and Montclair subscribes to this tradition of intellectual honesty. Montclair takes pride in its upholding of high standards of academic conduct and supports intellectual growth of all voices in our community.” Citation: <http://www.webster.edu/academic-integrity/>

Definition of Academic Dishonesty

Academic dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student’s work in meeting course and degree requirements. Examples of academic dishonesty include, but are not limited to, the following:

Plagiarism - Plagiarism is the use of another person’s distinctive ideas or words without acknowledgment. The incorporation of another person’s work into one’s own requires appropriate identification and acknowledgment, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:

- ❖ Word-for-word copying of another person's ideas or words.
- ❖ The mosaic (the interspersing of one’s own words here and there while, in essence, copying another's work).
- ❖ The paraphrase (the rewriting of another’s work, yet still using their fundamental idea or theory).
- ❖ Fabrication of references (inventing or counterfeiting sources).
- ❖ Submission of another’s work as one's own.
- ❖ Neglecting quotation marks on material that is otherwise acknowledged.
- ❖ Acknowledgement is not necessary when the material used is common knowledge.

Cheating - Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. Examples of cheating are:

- ❖ Copying from another's paper or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material.
- ❖ Using a calculator when its use has been disallowed.
- ❖ Collaborating with another student or students during an academic exercise without the consent of the instructor.
- ❖ Fabrication and Falsification - Fabrication involves inventing or counterfeiting information, i.e., creating results not obtained in a study or laboratory experiment. Falsification, on the other hand, involves deliberately altering or changing results to suit one’s needs in an experiment or other academic exercise.
- ❖ Multiple Submissions - This is the submission of academic work for which academic credit has already been earned when such submission is made without instructor authorization.
- ❖ Misuse of Academic Materials - The misuse of academic materials includes but is not limited to, the following:
 - ❖ Stealing or destroying library or reference materials or computer programs.
 - ❖ Stealing or destroying another student’s notes or materials, or having such materials in one’s possession

without the owner's permission.

- ❖ Receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor.
- ❖ Illegitimate possession, disposition, or use of examinations or answer keys to examinations.
- ❖ Unauthorized alteration, forgery, or falsification.
- ❖ Unauthorized sale or purchase of examinations, papers, or assignments.
- ❖ Complicity in Academic Dishonesty - Complicity involves knowingly contributing to another's acts of academic dishonesty.

Furthermore, academic dishonesty involves altering official documents for the purpose of misrepresentation, falsifying information by failure to provide accurate information to school officials or staff, either in writing or verbally, and an individual's use or the attempt to use another person's identity, signature, academic work or research as if his/her own.

Citation

Montclair High School teachers have at their disposal the ability to require students to submit their papers to www.turnitin.com electronically before submitting the paper copy to their teacher.

Plagiarism is a serious academic offense and school personnel will follow the School Code of Conduct. Students are expected to submit work that represents their thinking.

Academic Integrity, in the context of AI use, means using AI tools responsibly, ethically, and as intended – to support your learning, not to bypass it. It implies producing work that is primarily your own, and appropriately acknowledging assistance received from AI. Description may be updated pending new BOE policy.

MHS Graduation Requirements (Policy 5460)

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation. College entrance requirements differ from one institution to the next and it is important to ask your school counselor for specific requirements of colleges or programs that interest you.

A graduating student must have earned a minimum of 122 (four-year high school: no fewer than one hundred twenty-two credits) credits in courses designed to meet all of the New Jersey Core Curriculum Content Standards including, but not limited to, the following credits:

- ❖ 20 (At least twenty) credits in language arts literacy aligned to grade nine through twelve standards;
- ❖ 15 (At least fifteen) credits in mathematics, including Algebra I or the content equivalent ("content equivalent" is defined at N.J.A.C. 6A:8-1.3) geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers;
- ❖ 15 (At least fifteen) credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;

- ❖ 15 (At least fifteen) credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course;
- ❖ 3.75 (At least three and three-quarters) credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;
- ❖ 5 (At least five) credits in visual and performing arts;
- ❖ 5 (At least five) credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2);
- ❖ 2.5 (At least two and one-half) credits in financial, economic, business, and entrepreneurial literacy;
- ❖ Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum;
- ❖ 5 (At least five) credits in 21st century life and careers, or career-technical education; and
- ❖ Electives as determined by the high school program are sufficient to total a minimum of 35.75 (must be at least one hundred twenty-two; 122 per MHS BOE).

As defined in N.J.A.C. 6A:8-1.3, “credit” means the award for the equivalent of a class period of instruction which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2.

Credit will not be awarded more than once for the same course.

Additional Graduation Requirements

- ❖ Attendance requirements as indicated in Policy and Regulation 5200;
- ❖ Any statutorily mandated requirements for earning a high school diploma; and
- ❖ Any Statewide assessment graduation requirements as determined by the New Jersey Department of Education.

State Assessment Graduation Requirements

On July 5, 2022, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2023 and beyond.

High School Graduation Assessment Requirements

Class of 2027 will be required to achieve the same NJGPA cut scores of 725 on English language arts (ELA) and mathematics as the Class of 2025. As of August, 2025 NJDOE has not provided graduation requirements for the second and third pathway.

Please visit <https://www.nj.gov/education/assessment/requirements/> for the most current information.

English Language Arts and Literacy (ELA)

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- ❖ Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- ❖ Third Pathway: By submitting, through the district, a student portfolio appeals to the New Jersey Department of Education.

Mathematics

- ❖ If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:
- ❖ Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- ❖ Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

First Pathway—NJGPA

Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

ELA	Mathematics
New Jersey Graduation Proficiency Assessment—ELA $\geq$ 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics $\geq$ 725 (Graduation Ready)

Second Pathway—Menu of Substitute Competency Tests

Note: This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the

designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

ELA	Mathematics
One of the following: ACT Reading ≥ 17 Accuplacer WritePlacer ≥ 5 Accuplacer WritePlacer English Second Language ≥ 4 PSAT10 Evidence-Based Reading and Writing (EBRW) ≥ 420 PSAT10 Reading ≥ 21 PSAT/NMSQT EBRW ≥ 420 PSAT/NMSQT Reading ≥ 21 SAT EBRW ≥ 450 SAT Reading ≥ 23	One of the following: ACT Math ≥ 17 Accuplacer Elementary Algebra ≥ 49 Accuplacer Next-Generation QAS ≥ 250 PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 PSAT10 Math or PSAT/NMSQT Math ≥ 21 SAT Math Section ≥ 440 SAT Math Test ≥ 22

Note: This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

Third Pathway—Portfolio Appeals

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

All graduation requirements (courses, credits, and state assessments) must be met in order to participate in the graduation ceremony at the end of the school year.

Genesis

Genesis is our School Information System. Through Genesis, families will be able to view student progress and attendance and maintain enhanced communication with the school. To access Genesis, you will need to go to the Montclair Public Schools website (www.montclair.k12.nj.us) and scroll down the page until you see the link for Genesis-Parents or Genesis-Students.

Report Cards

Report cards will be posted to a student's portfolio in Genesis four times during the school year at approximately nine-week intervals. The report card is the basic indicator to the parent/caregiver of a student's achievement and attendance in his or her coursework. Report cards are also available by hard copy from the school counselors. ***Each Marking Period will account for 22.5% of the final grade for students. The Mid-Term Exam will account for 5% of the Final Grade and the Final Exam 5% of the grade.***

Letter grades shall appear on the report card with the following definitions:

A	= 90 – 100	I	= Incomplete
B	= 80 - 89	AU	= Audit
C	= 70 – 79	NC	= No Credit
D	= 60 - 69	WP	= Withdraw Passing
F	= 0 - 59	WF	= Withdraw Failing
		P	= Passing
		M	= Medical

Interim Reports

Interim reports will be posted to a student's portfolio in Genesis four times during the school year at the midpoint of each quarter. Interim reports are also available in hard copy from the school counselors. Parents are encouraged in general to contact counselors and teachers as needed, but particularly when an interim report is posted.

Scheduling/Grading

Schedules will be released prior to the start of the school year. Students and guardians are asked to review current schedules for omissions and/or errors based on the course requests.

Only changes to core courses will be permitted (and honored based on availability). For the 2026-2027 school year, requests to change elective courses **will not be honored**, except to satisfy graduation requirements for **seniors only**. If your schedule falls into one of the categories above (core course change or senior needing a graduation requirement), complete the [Schedule Change Form](#)

All other **core course** changes will be processed according to the following order:

- ❖ **Seniors:** Beginning Tuesday, August 25, 2026
- ❖ **Juniors:** Beginning Monday, September 7, 2026
- ❖ **Sophomores and Freshmen:** Beginning Friday, September 14, 2026

Course change requests form will close on **Friday, September 18, 2026. No requests will be made after this date.**

All requests will be honored based on availability. Be advised, students will have only one opportunity to make changes to the schedule.

Course Overrides

Initial Window: 4/3/26-4/10/26

Subsequent Window: 8/25/2026-9/14/2026

Students who override course-level recommendations from the teacher must complete the override form in Genesis, Parent Portal, and are required to remain in the course until the **end of the 1st marking period**.

Be advised, for students making changes to their classes including leveling up or leveling down during the first MP or at the end of the MP, **the grade will follow**.

Course Level Drops

Students' requests to drop the level must be submitted by **December 4, 2026**.

Requests received after **December 4, 2026**, may be considered ONLY for the following reasons:

- ❖ Child Study Team recommendations.
- ❖ Intervention and Referral Services Team (I&RS) or 504 Committee recommendation.
- ❖ Students on Home Instruction.

Course Level Up

Students' requests to level up must be submitted by **Friday, September 18, 2026**. Requests received after September 18, 2026, **will not** be considered.

Withdrawal from Courses

Any student intending to withdraw from a **full-year course** must do so according to the following guidelines:

- ❖ The withdrawal must be done by the end of the first semester (**February 1, 2027**) in order for the course to be removed from the transcript.
- ❖ No credit will be given for the course and it will not be calculated in the GPA
- ❖ If the withdrawal is done during the third quarter (**February 2, 2027 – April 14, 2027**) a grade of “WP” (withdraw passing) or “WF” (withdraw failing) **will** be recorded on the transcript to reflect the student’s status at the time of withdrawal. **No credit** will be given for a “WP” or a “WF”.
- ❖ No student may withdraw from a course after the fourth quarter begins (**April 14, 2027**). Any withdrawal from a course after the beginning of the fourth quarter will be recorded as a failure.
- ❖ Any student intending to withdraw from a **half-year** course must do so according to the following guidelines:
 - The withdrawal must be done by the end of the first quarter (**November 13, 2026**) in order for there to be no grade of record. In addition, no credit will be given and it will not be calculated in the GPA
 - If the withdrawal is done during the first half of the 2nd quarter (**November 14, 2026 – December 23, 2026**) a grade of “WP” (withdrawn passing) or “WF” (withdrawn failing) will be recorded on the transcript to reflect the student’s status at the time of withdrawal. No credit will be given, a “WP” will not be calculated in the GPA, but a “WF” will be.
 - No student may withdraw from a half-year course after the midpoint of the 2nd quarter for a fall course (**December 23, 2026**) or the midpoint of the 4th quarter for a spring course (**May 21, 2027**). Any withdrawal after these dates will be recorded as an F.

Credit Requirement for Course Withdrawals

A request for course withdrawal will **not be approved** if it results in a student earning:

- 9th grade **fewer than 40 credits** for the school year
- 10th-11th grades **fewer than 35 credits**
- **12th grade fewer than 30 credits**

Contracting for Honors

In certain courses, not offered at the honors level, a student may contract for a higher level. This must be done by **Friday, September 25, 2026**. For all contract courses, the teacher will go over Honors Contract Guidelines during the first day of the course.

On the first day of class, the teacher will hand out the course syllabus and announce Honors Contract Guidelines. Consequences will be explained for instances where contractual obligations are not met. Contracts will be passed out to those students who request them. The student, the parent, and the teacher will sign contracts. All contracts must be completed **no later than Friday, September 25, 2026**.

A list of students contracting for Honors will be given to the Director of School Counseling. The above information will be entered for each student in Genesis for the specified course and the new course name will appear as “Honors” on the Report Card. Parents and students are encouraged to check report cards to make sure that this information is reported accurately. If the contracted course does not appear correctly on the Report Card, it is necessary to notify the School Counselor by the end of the academic year in which the course is taken.

Auditing Courses *(This option is available to Seniors only.)*

A senior student may elect to audit a full-year class. An audited class carries the responsibility of attending class daily and completing all required coursework. This option is contingent upon the approval of the parent, teacher, guidance counselor, and department assistant principal, enrollment of the class as well as the availability of equipment and instructional materials. An audited class cannot be required for graduation. Only one full-year course may be taken for the duration of your 4 years at Montclair High School. **Please note that the Course Audit Application form must be completed and approved by the 4th week of class, Friday, October 2, 2026.** Requests after this date will not be honored. Each application will be evaluated on a case-by-case basis.

A student may audit a class only if they meet **one or more** of the following criteria:

- ❖ The student previously received a **final grade of D** in the course and wishes to audit it the following year in preparation for enrolling in an upper-level course in the same subject area.
- ❖ The student would like to **experience an upper-level course** without receiving credit or a grade.

Auditing will only be permitted if the student's schedule allows, such as having an available **study hall period**.

Implications of the Audit Option

Under no circumstances can academic credit be given to an auditor, nor can an audited course be converted into an accredited course. A student may be dropped from the course at the discretion of the teacher if the

terms of the regularly discussed requirements are not adhered to completely.

The effective date of the contract will impact whether the student will receive a grade for the quarter. Any senior who has applied to college, and for whom a transcript has been sent, should notify the college of any changes in their senior year course of study. The student will receive a grade of “AU” with zero (0) credits. An audit grade does not impact a student’s GPA.

Independent Study

A student who wishes to explore the possibilities of independent study of an approved Montclair High School course must complete an Independent Study Request Form and return it to their school counselor.

Independent Study courses will only be approved for courses **currently** offered at Montclair High School. If there is an available class the Independent Study will **not** be approved.

Independent study can only run if faculty schedules allow.

Once the course is approved, the student will sign a written contract available from the school counselor along with the teacher and administrator. This contract should clearly define and establish guidelines concerning time, specific instructional tasks to be completed, teacher supervision, and test/exam requirements.

Approval will not be granted until all guidelines and signatures have been obtained and you are in receipt of an approved copy of the Request.

Incomplete As a Grade

If a student’s work has not been completed by the close of a quarterly report period because of an **illness or prolonged excused absence**, their assignments may be **temporarily** evaluated as incomplete.

Noting that the student may have received an Incomplete Grade in several classes both teacher and student should agree upon the terms for completing the work. The form, “Incomplete Grade Contract” will be completed at the time the Incomplete is submitted. Students will have a maximum of two weeks to complete all missing assignments, exceptions to this policy will only occur with permission of the principal.

An **Incomplete (I) grade** must be resolved within **two weeks after the end of the marking period**. If the required work is **not completed by the deadline**, the Incomplete will be converted to an **F** or the **corresponding grade** based on the work submitted.

A grade of incomplete will not be given as a final grade in June, except where necessary because of illness or other legitimate reasons for the student’s prolonged excused absence.

Class Rank

Class ranking percentiles will no longer appear on student transcripts for the Class of 2022 and beyond.

QUALITY POINT INDEX POINT (POINT VALUE) GROUP

Grade	A	B	C	D	F	NC
High Honor/AP	5.0	4.0	3.0	2.0	0	0
Honors	4.5	3.5	2.5	1.5	0	0
Academic	4.0	3.0	2.0	1.0	0	0

Grading/Grade Disputes

All grades will be recorded in Genesis by the teacher and shared with the student within a reasonable time frame. Graded assignments should be returned to students as per the following guidelines.

Homework, Classwork, Quizzes	2 Days
Tests	4 Days
Projects	1 Week
Major Essays & Research Papers	2 -3 Weeks

Any dispute over a grade **must be first addressed with the teacher**. If the issue is not resolved, **the student** may appeal to the Assistant Principal assigned to the Department. If the issue is still not resolved, **the student** can petition the Principal to render a decision. The decision of the Principal will be **final** and the results of the decision will be shared with all parties involved. Students are welcome to have their parent/caregiver involved at any or all stages of the process.

Department Test Days *(other than midterm and final exams)*

Because of the heavy pressure placed on students having to take four tests on one day, the following days are designated as tests days for specific departments:

Art	B and D
Business Education	A and C
English Language Arts	A and C
Foreign Language	B and D
Health/Driver Education	A and C
Industrial Arts	B and D
Mathematics	A and C
Music	C and D
Practical Arts	C and D
Physical Education	A and C
Science	B and D
Social Studies	B and D
Assessments can be given on lab days. The department testing days above do not include quizzes.	

Textbooks

Textbooks are the responsibility of the student. Students often forget about books that were not returned in earlier years. A student who has outstanding book fines will not receive their graduation tickets. **Textbooks are due to be returned to the teacher on the day of the Final Exam.** If the textbook has been lost the student must reimburse the Department Office with cash or money order made out to Montclair High School. Book fines will be assessed for textbooks that are returned damaged.

Remediation/Advancement

Remediation

Montclair High School recognizes the need for students to earn credits through alternate programs. Remedial credit can be earned through the list of approved programs below. Students are encouraged to discuss summer school options with their school counselor.

Approved List of Programs

In-Person Classes

- ❖ Montclair High School, Montclair, New Jersey

Online Programs

- ❖ New Jersey Virtual School: www.njvs.org
- ❖ Educere: www.educere.net

Students are to submit an [External Coursework Approval Form](#) to their counselor for approval **prior** to enrolling. Failure to submit this form for review and approval will result in the course/credits not being updated on the transcript.

Advancement

Students may earn credit to satisfy prerequisites for higher-level courses. Grades earned in courses taken for advancement **will not be factored into the GPA**. Credit is not awarded to rising 9th-grade students.

- ❖ 120 hours completed for courses taken for advancement
- ❖ Students are to submit an [External Coursework Approval Form](#) to their counselor and receive official approval for approval before enrolling in the course.
- ❖ All external courses must be completed by **August 14, 2026** prior to the beginning of the school year.
- ❖ Recommendations to the next course will follow the prerequisites in the Program of Studies.

Approved List of Programs for Advancement

- ❖ MKA
- ❖ Newark Academy
- ❖ Johns Hopkins CTY
- ❖ College level courses (i.e. MSU, Essex Community College, etc.)

Requests from ALL other institutions **will not** be approved.

New Credit Graduation Requirement

Students are **not permitted** to take a course offered at MHS externally.

If a student requires **new credits**—defined as courses needed to fulfill a **graduation requirement** that cannot be scheduled within the regular school day and would otherwise **prevent the student from graduating**—they may be eligible for an **external course request** with prior approval.

Grades earned in approved external courses taken for **new credit (graduation requirement)** will **not be calculated** into the student's **GPA**. All external courses require approval from the supervising Assistant Principal. Administration has the right to approve or deny all courses.

Transfer Course and Credit Policy

Students who transfer to Montclair High School will receive credit from their sending school for classes with a grade of “D” or better. **The grade will not be factored into the GPA.**

International and home-schooled students who transfer to Montclair High School will have their transcripts evaluated on a case-by-case basis by the Director of School Counseling.

There may be occasions when a student transfers midyear; their evaluation will be conducted as outlined:

- ❖ Grades earned in full-year courses will be evaluated as cited above and include the final grade.
- ❖ Courses that are completed as $\frac{1}{2}$ or $\frac{1}{4}$ year course work will be evaluated on a case-by-case basis.

Exchange Programs

Students and parents occasionally ask to participate in academic programs outside of Montclair High School. Sometimes the programs are experiential and no credit or transcript designation is requested or required. At other times, the family requests for us to integrate the learning experience elsewhere with our academic program. Some programs are year-long, some are semester-long and others fall during different time periods.

The first step in the process is the completion and submission of a Course Request Form. This will provide information on the name of the program, the contact information for the program, and the certification of the program. After the submission of the Course Request Form along with a description of the program, the Director of School Counseling will consult with the Assistant Principal in charge of academic instruction. A written response will be given to the parent from the counselor outlining how the academic program will be integrated into the curriculum of the program.

Please note credit will be awarded from the institution the student completed their coursework.

Career Internship Program

The Career Internship Program (CIP) allows qualifying 12th graders the opportunity to intern and volunteer with local companies, government or faith-based organizations, schools, and/or other community entities. The Career Internship Program is designed to provide Seniors with diversified learning experiences that bridge the gap between school, employment, and/or higher education. Each qualified Senior will participate, as an unpaid volunteer, in structured and supervised activities. It is the student's responsibility to find a reliable, appropriate internship that is career-focused and related to their post-high school education or training. Seniors are encouraged to use resources within the CIP Office to help them identify potential mentors and internship opportunities.

Students entering the Career Internship Program (CIP) will receive one credit for the successful completion of their internship. Their CIP experience will be graded as follows:

- ❖ CIP Attendance
- ❖ CIP Midpoint and Final Evaluations
- ❖ CIP Summative Assessment: Creation & Presentation of their CIP Final Project

CIP Eligibility

Students must pre-qualify in order to apply for participation in CIP. Students will NOT receive a CIP application unless they have met the following requisites:

- ❖ Achieved the MBOE Graduation minimum requirement of 122 Credits, satisfying all programmatic conditions;
- ❖ Completed the New Jersey State Assessment requirements or their equivalent;
- ❖ Amassed Satisfactory Academic Standing in all classes (the equivalent of a final grade of a C or higher in all classes by **May 12, 2027**;
- ❖ Possesses a Satisfactory Discipline Record, unblemished by suspensions, HIB, or other major infractions;
- ❖ Discharged any and all obligations for any unpaid fines, including but not limited to cafeteria balances, overdue library materials, damaged or lost textbooks, or failure to return athletic equipment;
- ❖ Satisfied the MBOE Attendance requirements for participation in CIP as of May .

Length	Credits	Days
Full year	5 & 6	18
Quarter (health)	1 & 1.25	5
Semester	2.5	10
3 quarters (Gym)	3.0 & 3.75	14

NOTE: Although a parent note may validate some absences, clearing up truancy and/or a cut, such notes cannot change an absence from being unexcused to excused. **There are only five instances which are considered excused absences according to the NJDOE. All others are unexcused absences.**

College Application Policy

A student will be allowed transcript requests free of charge. All requests for transcripts must be given to the team guidance secretary 10 school days prior to the college application deadline. A family that is eligible and/or receives free or reduced lunch may request up to four college application fee waivers.

Fee Waivers

To be eligible for college application fee waivers a student must have used an SAT or ACT Fee Waiver during the junior or senior year and plan to enter college in the Fall of 2027.

An eligible senior or junior may receive only one fee waiver for the SAT or ACT each year.

A college is not obligated to waive its application fee. Check with your school counselor for additional information.

Code of Conduct Philosophy

Montclair High School is committed to providing an environment where teaching and learning take place every day in safe and orderly schools, and where students, school staff, and administrators are valued and can succeed.

Schools are safe when they have:

- ❖ A clear vision that the entire school community supports and owns.
- ❖ Instructions that reach all students and address their academic and behavioral needs.
- ❖ Support for students who are dealing with serious challenges in their homes and communities.
- ❖ Training and resources for teachers, staff, and students so that they can resolve conflicts peacefully and respectfully.
- ❖ Clear rules that everyone in the school understands and enforces.
- ❖ Support from parents and communities.

To make sure that schools are safe for students, Montclair High School believes that:

- ❖ The school community (students, parents, guardians, school staff, and principals) must work together to prevent inappropriate or disruptive behavior by encouraging good behavior and giving students a variety of opportunities to explore their interests.
- ❖ When students engage in inappropriate or disruptive behavior, school staff and principals should use a variety of interventions to teach students appropriate behavior and correct any harm that resulted from the behavior.
- ❖ In rare cases where students are suspended or expelled from school because of inappropriate or disruptive behavior, students may be provided with schoolwork to complete or be referred to other educational settings where they will continue to learn.

In order to create a positive learning environment for all students, it is necessary to establish clear behavioral expectations for everyone in Montclair High School. Montclair High School's Code of Conduct is based on six principles. Listed below, these principles provide an important foundation to guide behavior, both individually and in interpersonal relationships. If students abide by these principles, they will contribute to a positive learning environment.

Principles:

1. I respect others and myself. I am kind and courteous. I demonstrate positive verbal and nonverbal communication and positive behavior.
2. I am responsible for my behavior and its consequences.
3. I come to school on time, focused, and prepared to work.
4. I demonstrate behaviors that promote a clean, safe, and civil learning environment.
5. I respect school property and the property of others.
6. I present myself in an appropriate and orderly fashion at all times and in all settings.
7. I demonstrate personal honor and integrity at all times.

Rights and Responsibilities of the School Community

Student Rights and Responsibilities

Students have the right to:

1. Attend school and receive a free and appropriate public education from age five to 21, as provided by law.
2. Be taught in a safe learning environment.
3. Be treated courteously, fairly, and respectfully by other students and school staff.
4. Receive a written copy of select district and school policies and procedures at the beginning of the school year.
5. Bring complaints or concerns to the school principal or staff.
6. Be told, orally and in writing, the reason(s) for any disciplinary decisions.
7. Have a parent or guardian attend applicable disciplinary conferences and hearings.
8. Have school staff or an administrator present when police are called and have a parent or guardian notified of the nature of the investigation and other details as appropriate unless the situation involves child abuse or neglect.

Students have the responsibility to:

1. Attend school daily, be prepared for class, and complete assignments to the best of their ability.
2. Know and obey school rules and instructions given by the school principal and staff.
3. Tell school staff about any dangerous behavior or activity that occurs on school grounds, or off school grounds that may result in disruption to the educational setting.
4. Bring only those materials to school that are allowed.
5. Behave respectfully toward everyone in the school community.
6. Keep parents or guardians informed of school-related issues.

Staff and Principal Rights and Responsibilities**School staff and principals have the right to:**

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly, and respectfully by students, parents or guardians, and other school staff.
3. Communicate concerns, suggestions, and complaints.
4. Receive professional and supportive development training.
5. Receive the necessary resources for quality instruction.

School staff and principals have the responsibility to:

1. Attend work daily, be punctual, and use well-planned, creative, and engaging instructional plans every day.
2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following Montclair High School's Code of Conduct.
3. Be respectful and courteous to students, parents, and guardians serving as role models for students.
4. Be knowledgeable about the policies and regulations, and enforce them fairly and consistently.
5. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
6. Communicate policies, expectations, and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand.
7. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies, and organizations when outside support is necessary.
8. Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation, and have regular communication in a language they understand.
9. Provide makeup work for students with lawful absences, including those students who are absent for disciplinary reasons.

Parent and Guardian Rights and Responsibilities**Parents and guardians have the right to:**

1. Be actively involved in their children's education.
2. Be treated courteously, fairly, and respectfully by all school staff and principals.
3. Get information about the policies and procedures that relate to their children's education.
4. Get regular reports, whether written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports, and conferences.
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their child, and any disciplinary actions taken by school staff or principals.
6. Receive information about due process procedures for disciplinary matters concerning their child, including information on conferences and appeals.
7. Receive information from staff about ways to improve their child's academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs, academic programs, and mental health services within Montclair Public Schools and the community.
8. Receive information about services for students with disabilities and English Language Learners, when applicable.
9. Receive communications through translators provided.

Parents and guardians have the responsibility to:

1. Make sure their child attends school regularly and on time, and let schools know why their child is absent.
2. Tell school officials about any concerns or complaints in a respectful and timely manner.
3. Work with school staff and principals to address any academic or behavioral problems their child may experience.
4. Support Montclair High School by being a role model for their child, talking with their child about school and expected behavior.
5. Read and become familiar with the policies, administrative regulations, and this code of conduct.
6. Give updated contact information to Montclair High School and their child's individual school needs.
7. Give their child a space to complete their academic tasks and allow participation in after-school programs.
8. Be respectful and courteous to staff, other parents, guardians, and students.

Associated Responses and Intervention Strategies

To help students conduct themselves appropriately, Montclair High School's Code of Conduct provides a list of prevention and intervention strategies that may be used prior to or in addition to any associated responses to student behavior.

Examples of prevention and intervention strategies may include:

- ❖ **Behavioral Intervention Plan:** A proactive plan designed by school staff to correct inappropriate or disruptive student behavior through positive behavioral interventions, strategies, and supports. This plan is appropriate for students with and without disabilities.
- ❖ **Community Conferencing:** Allows students, school staff, and others involved in a conflict to discuss the conflict, how it affected them, and to propose solutions
- ❖ **Conference:** Involves students, parents, guardians, teachers, school staff, and principals in a discussion about student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior.
- ❖ **Conflict Resolution:** Conflict resolution empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff, and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
- ❖ **Functional Behavior Assessment (FBA):** Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student. (AVAILABLE TO STUDENTS WITH 504 PLAN OR IEP)
- ❖ **Referral to Child Study Team (CST):** Groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing, and revising IEPs for students with disabilities; Functional Behavior Assessments and Behavior Intervention Plans; and determining the placement of students with disabilities in the least restrictive environment.
- ❖ **Mentoring Program:** Students are paired with mentors (a counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.
- ❖ **Parent Outreach:** Requires school staff to inform parents or guardians of their children's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Parent outreach can include a request for parents to accompany students to school via written or telephone communications that keep them aware of the student's behavior, task completion, and achievement.
- ❖ **Peer Mediation:** This is a form of conflict resolution in which students help other students deal with and develop solutions to conflicts.
- ❖ **Referral to Appropriate Substance Abuse Counseling Services:** Students with behavior related to substance abuse or when there is reason to believe substance abuse counseling is needed, are referred to school-based or community-based services.
- ❖ **Referral to Community-Based Organizations:** Students can be referred to community-based organizations for a variety of services, including afterschool programming, individual or group counseling, leadership development, conflict resolution, and tutoring.

- ❖ **Referral to Intervention and Referral Services (I&RS) Team:** Usually consists of teachers, school principals, social workers, nurses, mental health clinicians, and psychologists, who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, parents, school staff and the principal may request that the I&RS develop a plan to address the behavior.

In certain circumstances, associated responses that remove students from the classroom or school environment may be necessary. In these cases, Montclair High School's goal is to make sure that students continue their education, learn how to behave appropriately and correct any harm they may have caused.

Responses include:

- ❖ **Short-Term Suspension:** The removal of a student from school for up to but not more than 10 school days in accordance with the Student Code of Conduct and Restorative Justice Practices (Regulation 5600).
- ❖ **Extended Suspension:** The temporary removal of a student from school for a specified period of time longer than 10 school days but not more than 45 school days. A student may be referred for extended suspension if his or her presence in school presents a danger or severe disruption, additional time is needed to further investigate the incident, or a recommendation to expel the student has been made.
- ❖ **Expulsion:** The removal of a student from their regular school for more than 45 school days. A student may only be recommended for expulsion if an extended suspension is inadequate to address the behavior; the behavior has seriously endangered the health, welfare, or safety of other students or school personnel; or the student's continued presence in the school constitutes a significant safety risk. An expulsion may be permanent if the behavior results in serious injury or places others at substantial risk of serious injury or death.
- ❖ **Alternative Educational Setting:** This setting can be inside or outside a school that enables students with IEPs to continue to progress in the general curriculum, and to continue to receive special education, related services, and accommodations needed to meet the goals of their IEPs.

All actions must have the approval of the Superintendent and the subsequent approval of the Montclair Board of Education

Montclair High School's Code of Conduct identifies certain inappropriate or disruptive behaviors that may be considered a danger to the health, safety, and welfare of the school community. When these behaviors occur Montclair Police must be notified. If and when school staff or principals take steps to contact school police, parents or guardians of the affected student must be notified immediately.

Use of the Code of Conduct for Off-site Behavior

The code of conduct applies to all students and school personnel at all times while they are on Montclair Public School's property during school hours, before and after school, while traveling on vehicles funded or owned by Montclair Public Schools and at any school-sponsored event, including field trips. Incidents that occur off school grounds are generally not addressed by Montclair Public Schools or the Code of Conduct, except for those incidents that occur during students' regular route to and from school, in school-sponsored activities, or within a reasonable time before and after school or school activities or 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. 2. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The consequence shall be handled in accordance with the district board of education's approved code of student conduct, N.J.S.A 6A:16-7.5.

If it has been determined that students have engaged in cyberbullying during non-school hours and the behavior seriously impacts the climate and safety of other students in the school, Montclair Public Schools may implement an intervention or disciplinary responses included in the Code of Conduct.

Youth in Crisis

The New Jersey Crisis Hotline, 2nd Floor is a 24-hour toll-free hotline 988 Lifeline designed to meet the needs of troubled young persons and youth in crisis. The Hotline provides help for problems such as drug and alcohol abuse, physical and sexual abuse, depression, loneliness, relationship difficulties, and many other issues. For full list of hotlines and resources, click <https://www.nj.gov/njparentlink/hotlines/>

Inappropriate and Disruptive Behaviors

Levels of Response

When students are disruptive or act inappropriately, school staff and principals respond logically, appropriately, and consistently. Montclair High School's Code of Conduct divides the responses to inappropriate and disruptive behaviors into four levels. Each inappropriate or disruptive behavior is assigned to one or more levels of intervention and responses. School staff and principals should use only the levels suggested below for each behavior. **If the inappropriate or disruptive behavior is assigned to two or more levels, then the lowest level of intervention and disciplinary response should be used first.** For example, if a student refuses to follow directions, school staff and principals should first use intervention strategies and responses in Level 1 before moving to Level 2.

When school staff and principals respond to student misbehavior, they are expected to consider the age, health, decision-making ability, and disability or special education status of the student; the student's prior conduct and record of behavior; the student's willingness to repair the harm; the seriousness of the offense and the degree of harm caused; and the impact of the incident on the school community.

The interventions and disciplinary responses outlined below are in alignment with the Student Code of Conduct and Restorative Justice Practices (Regulation 5600).



Scan QR code for access to Regulation 5600

Levels of Interventions and Disciplinary Responses	
Level 1	Non-Violent, Uncooperative, Non-Compliant Behaviors These interventions aim to teach and correct alternative behavior so students can learn and demonstrate safe and respectful behavior. They should include teachers implementing classroom-based student support interventions. As needed, the teacher may involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning. interventions. and maintain a record of interventions and conferences. Staff is encouraged to try a variety of teaching, classroom management, and intervention strategies. (DOES NOT REQUIRE GENESIS REFERRAL)
	1st offense, teachers must: Provide verbal correction Student-teacher conference and reflection 2nd offense, teacher must: Contact parent via telephone and/or email Contact school counselor and/or case manager 3rd offense (or more), teacher must: Issue a teacher detention Parent-teacher conference in-person or via phone Implement classroom-based intervention, Tier I interventions Discuss with the School-Based Restorative Justice Team Restorative Justice Practice is not a consequence for disruptive behavior but rather a level of intervention to address the harm. Staff must maintain a record of parent contact and conferences (emails/call logs), and Tier I/II interventions.
Level 2	Non-Violent, Disruptive, Disorderly Behaviors These interventions should involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning. Staff may involve the school administration with the aim of correcting the behavior by stressing the seriousness of the behavior while keeping the student in school. (REQUIRES GENESIS REFERRAL)
	1st offense, teachers must: Provide verbal correction Student-teacher conference and reflection Issue a teacher detention and contact home via telephone and/or email, if this is a repeated level 1 offense. 2nd offense, teacher must: Contact parent via telephone and/or email Parent-teacher conference in-person or via phone Contact school counselor and/or case manager. 3rd offense (or more), teacher must: Issue a teacher detention Implement classroom-based intervention, Tier I/II interventions . Refer to I&RS Discuss with the School-Based Restorative Justice Team. Restorative Justice Practice is not a consequence for disruptive behavior but rather a level of intervention to address the harm. Staff must maintain a record of parent contact and conferences, and Tier I/II interventions. Administrative based interventions: Possible loss of privileges Administrator detention if the teacher has already issued 2 or more detentions for the same concern. Peer mediation Peer mentoring

Level 3	Habitual Behaviors These interventions involve a higher level of intervention because of the severity of the behavior. These interventions will involve support staff, both school-based and within the broader community, and aim to engage the student's support system and correct behavior. Staff will involve the school administration with the aim of correcting the behavior by stressing the seriousness of the behavior while keeping the student in school. Staff will refer the student to Restorative Justice after parent notification and appropriate discipline has been implemented. (REQUIRES GENESIS REFERRAL)
	Due to the continued demonstrated behaviors and escalation through the levels, teachers must: Contact parent via telephone and/or email Parent-teacher conference in-person or via phone Contact school counselor, case manager, social worker and/or SAC Enter a Genesis referral to the grade-level administrator Implement classroom-based intervention, Tier II interventions Refer to the I&RS team Refer to the School-Based Restorative Justice Team. Restorative Justice Practice is not a consequence for disruptive behavior but rather a level of intervention to address the harm. Staff must maintain a record of parent contact and conferences, and Tier I/II interventions. Administrative based interventions: Possible loss of privileges Administrator detention Peer mediation Peer mentoring Parent conference Referral to mental health/substance abuse counseling Daily/weekly progress sheets Possible Referral to CST IEP students possible request for FBA
Level 4	Infractions that are Harmful, Highly Serious or Cause Imminent Danger to Self or Others. These interventions involve the removal of a student from the school environment because of the severity of the behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior. In addition, referrals to mental health/counseling/and community support must be completed. (REQUIRES GENESIS REFERRAL)
	Due to severity of the infraction, teacher must: Immediately referred to principal or designee Administrator will: Contact school counselor and/or casemanager Notify and conference with the parent or guardian Issue a suspension or ISI depending on the infraction level Request a Functional Behavioral Assessment (504/IEP) Request a Behavioral Intervention Plan Implement an intervention/action plan Refer to the School-Based Restorative Justice Team. Restorative Justice Practice is not a consequence for disruptive behavior but rather a level of intervention to address the harm. Additional Possible Interventions: Possible, referral to mental health support Possible expulsion (serious behavioral infractions) Referral to IEP team (Students with Disabilities) for Manifestation Determination Possible alternative educational placement Contact police/fire department, if appropriate Referral to substance abuse counseling Staff must maintain a record of parent contact and conferences, and Tier I/II/III interventions.

Inappropriate and Disruptive Behaviors and Levels of Response					
Key: Use the lowest level indicated first					
Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Must be Referred to School Resource Officer
Absences					
Unexcused Absence from Class	x				
Persistent or Excessive Absences from Class		x	x		
Habitual Truancy	x	x	x		
Academic Dishonesty					
Students receive a failing grade “(0)” for the assignment. Altering Notes False Information Cheating Plagiarism Other	x (Zero for Academic work.)	x (Zero for Academic work.)	x (Zero for Academic work.)		
Assault					
No Injury			x**	x*	
Bodily Injury				x*	
*1st infraction up to 3 days OSS, 2nd infraction 3-5 days OSS, 3rd infraction 5-10 days OSS. **The administrative team reserves the right to assess and determine disciplinary actions.					
Behaviors that Jeopardize Environmental Safety					
Behaviors that endanger or reasonably appear to endanger the health or safety of other students, school employees, or other persons. (Inciting campus disturbance, pranks that may cause harm or injury, etc.)				x* 1st infraction(5-10 days OSS) Possible expulsion hearing.** More than one infraction 10+ days OSS and expulsion hearing.	
*Police will be notified, as needed. **1st offense, 5-10 days OSS and possible expulsion hearing , 2nd offense, 10+ days OSS and expulsion hearing , 3 or more offenses, 10+ days OSS and expulsion hearing					
Bus Violations					
Minor disruption on the bus (e.g., eating, drinking, standing, etc.)	x	x			
Serious disruption on the bus		x	x		

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Must be Referred to School Resource Officer
Class Cutting					
1-2 offense(s)	x	x			
3-5+ offenses		x	x		
At all levels, teachers are required to submit a referral and contact home.					
Dating Violence					
A person threatens to use, or actually uses physical, sexual, verbal, or emotional abuse to control a dating partner (5519).			x*	x*	
*The administrative team reserves the right to assess and determine disciplinary actions.					
Defiance of Authority or Insubordination (Non-Violent or Non-Physical)					
Failure to follow directions	x	x	x*		
Failure to respond to school staff	x	x	x*		
*May lead to a tier 3 or 4 on first offense based on infraction. The administrative team reserves the right to assess and determine disciplinary actions.					
Disruptive Behavior(s)					
Making inappropriate gestures, symbols, comments, or using profane or offensive language targeted at the individual(s). This may include in person or on social media, texting, etc.	x	x	x*		
Behaviors that interrupt the educational process and/or interferes with teaching or learning.					
Behaviors that distract students from learning.	x	x	x		
*May lead to a tier 3 or 4 on first offense based on infraction.					
Dress Code Violation					
Refer to dress code standards in the student handbook.	x	x	x		

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Must be Referred to School Resource Officer
Drugs/Alcohol/Electronic Smoking Devices/Inhalants/Vapes/Tobacco and/or any other Substances					
Use				x*	x
Possession				x**	x
Distributing or Selling				x***	x
School staff are required to refer students to appropriate substance abuse counseling. Students, lockers, desks, and other storage facilities on school district property may be subject to search. See MBOE Drug and Alcohol Policy, Search and Seizure Policy (5530, 5533, 5770). * First offense up to 3 days OSS, second offense 3-5 days, **The administrative team reserves the right to assess and determine disciplinary actions, which may include OSS on the first offense. *** 1st and 2nd infraction 5-10 days OSS. Three or more infractions 10+ days OSS. If a student is non-compliant with drug/alcohol testing and treatment DCP&P will be notified. ALL STUDENTS FOUND UNDER SUSPICION OF USING, POSSESSING, OR DISTRIBUTING DRUGS, ALCOHOL, OR VAPING DEVICES WILL BE SEARCHED. ANY ITEMS CONFISCATED WILL BE GIVEN TO THE SCHOOL RESOURCE OFFICER. REFUSAL OF SEARCH WILL RESULT IN SCHOOL RESOURCE OFFICER NOTIFICATION.					
Electronic Device Use at Unauthorized Times					
Cellphones/headphones/tablets, etc .	x	x	x		
Extortion					
Taking or attempting to take from another money or any material thing (regardless of value) by the threat of force, the threat of future violence, expressed or implied.			x*	x* (1-3 days OSS, third infraction)	
*The administrative team reserves the right to assess and determine disciplinary actions.					
Failure to Attend Detention					
Teacher or Administrator Issued	x	x	x	x (ISI or OSS up to 1 day)	
False Alarms and Scares					
Pulling an alarm or calling in a false alarm or bomb scare that would cause an evacuation of the building. An event causing the closure of schools.				x* -1st infraction (1-3 days OSS) -2nd infraction (3-5 days OSS) -3 or more infractions (5-10 days OSS)	x
*The administrative team reserves the right to assess and determine disciplinary actions.					

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Must be Referred to School Resource Officer
Fighting					
Physical aggression with another student (minor confrontation such as shoving or verbal confrontation that does not result in injury)				x -1st infraction (up to 1 day OSS) -2nd infraction (1-3 days OSS) -3 or more infractions (3-5 days OSS)	x
A physical confrontation that results in bodily injury to either party. (e.g. may include incidents resulting in minor injury) Mutual engagement in a physical confrontation. Both participants will be classified as offenders.				x 1st infraction (up to 2 days OSS) -2nd infraction (1-3 days OSS) -3 or more infractions (3-5 days OSS) -Police involvement	x
Gambling					
Playing a game of skill or chance for money or anything of value.	x*	x*			
*Refer to administration. Confiscation of any items used in gambling.					
Hallway Misbehavior					
Disruptive behavior/loitering	x	x	x		
Harassment, Intimidation & Bullying					
“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents. Code of conduct violation will determine infraction and associated response and may be given prior to completion of the HIB investigation					

Hate Crimes & Bias-Related Acts					
A hate crime is any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race, color, gender, disability, religion, sexual orientation, or ethnicity. A bias-related act is an act directed at a person, group of persons, private property, or public property that is motivated in whole or in part by racial, gender, disability, religion, sexual orientation, or ethnic prejudice. A bias-related act need not involve an act that constitutes a criminal offense. All hate crimes are also bias-related acts, but not all bias-related acts will constitute a hate crime. The Building Principal will notify the Superintendent, the Montclair Police Department, and Bias Incident Officer for the county prosecutor's office. See Regulation 8465 for detailed procedures for reporting hate crimes and bias-related acts. A Harassment, Bullying, and Intimidation investigation may be conducted. The administrative team reserves the right to assess and determine disciplinary actions.					
Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Must be Referred to School Resource Officer
Physical Contact with School Personnel					
Unintentional physical contact with school personnel			x*	x* (up to 3 days OSS)	
Pursuant to the provisions of N.J.A.C. 6A:16-5.7, any student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, not involving the use of a weapon or firearm, upon a teacher, administrator, other school Board employee, or Board of Education member acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim's relationship to the school district, pursuant to N.J.S.A. 18A:37-2.1 shall be immediately				x*	x

removed from school. Removal from school pending BOE hearing (Regulation 5612) N.J.S.A. 2C:12-1(a)1					
* The administrative team reserves the right to assess and determine disciplinary actions.					
Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Must be Referred to School Resource Officer
Profanity and Verbal Abuse to Staff					
Use of obscene, profane, or vulgar language or gestures that is intentionally or unintentionally offensive			x*	x* (1-3 days OSS)	
May lead to a tier 4 on first offense based on infraction.					
* The administrative team reserves the right to assess and determine disciplinary actions.					
Property Damage/Vandalism					
Minor damage to another person's or school's property.	x	x	x		
Major damage to another person's or school property.			x	x * 2nd infraction 1-3 days OSS 3rd infraction 3-5 days OSS.	
In all cases of property damage, students/guardians will be expected to provide restitution to the victim.					
*The administrative team reserves the right to assess and determine disciplinary actions, which may include OSS on the first offense.					
Serious Bodily Injury					
Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body, or impairment of the function of any part of the body. *Removal from school pending BOE hearing.				x* (5-10 days OSS)	x
Sexual Assault					
Refer to Regulation (5600) Subjecting another to sexual contact or exposure. For the incident to be considered a sex offense, at least one of the following criteria must apply to the offender. Intentionally touch, either directly or through clothing, the victim's intimate body parts for the purpose of degrading or humiliating the victim; sexually aroused or sexually gratify himself or herself in view of the victim whom the offender knows to be present; force or coerce the victim to participate in any contact or exposure; or commit any act of sexual assault defined under N.J.S.A. 2C:14-2, which includes provisions related to the age of the victim and the offender. DCPD notified if applicable					
Staff are required to report to the Montclair Police Department. DCP&P notified, if applicable.					

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Must be Referred to School Resource Officer
Sexually-Based Infractions					
Sexual Harassment (e.g. unwelcome sexual advances, other inappropriate verbal, written, or conduct of a sexual nature)			x**	x* (5-10* days OSS)	x
Sexual Activity (e.g. engaging in sexual activity on school grounds, etc.)				x* (5-10 days OSS)	x
*Staff is required to refer students to SAC, CST, Affirmative Action Officer, and AP. Students will be reported to the School Resource Officer. DCP&P notified, if applicable. ** The administrative team reserves the right to assess and determine disciplinary actions.					
Tardiness					
Persistent or excessive tardiness to class or school	x	x	x		
Technology Acceptable Use Policy Violation					
Please refer to the technology policy in the student handbook.	x	x			
Engaging in any activity on the computer/cell phone/social media/email/etc. for reasons other than those expressly given by a teacher for educational purposes.	x	x	x		
Theft					
Taking property belonging to the school, individual, or group without prior permission. Having in one's possession property obtained without the permission of the owner.		x* 1st infraction	x* 2nd infraction	x* 3rd infractions 1-3 days OSS.	
* The administrative team reserves the right to assess and determine disciplinary actions.					

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Must be Referred to School Resource Officer
Threat Against the Safety of the School					
Bomb threat or any other event that would cause an evacuation, lockdown, or closure of the school.				x*	x
Fire Setting/Arson Starting a fire or causing an explosion in or on the grounds of a school, placing the victim or group of specified victims in danger of death or bodily injury; or with the purpose of destroying or damaging the victim's or group of specified victim's property that – as defined under Incident Location – is in the school, on school grounds, or in another school building or structure. Arson does NOT include the act of lighting a match.				x 10+ days OSS	x
False activation of a fire alarm				x*	x
*1st offense 3-5 days OSS, 2nd offense 5-10 days OSS, 3+ offenses +10 days OSS pending BOE hearing.					
Threat Against School Personnel					
Written, electronic, or verbal threatening or aggressive language or gesture directed toward school personnel.			x*	x (1-3 days OSS)	
*May lead to Tier 4 on first offense pending the infraction.					

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Must be Referred to School Resource Officer
Threat Against Student (s)					
Written electronic, or verbally threatening or aggressive language or gesture directed toward a student (s)			x*	x (1-3 days OSS)	
Interventions listed in addition to restitution to the harmed party. *May lead to Tier 4 on first offense pending the infraction.					
Trespassing					
Present in restricted or unauthorized areas of the school building or campus.			x	x (1-3 days OSS)	
Being on school property without permission, including while suspended or expelled, includes breaking and entering.			x	x*	x
*Only while on suspension, 1st infraction 1 day OSS, 2nd infraction 1-3 days OSS, 3rd infraction 3-5 days OSS					
Unauthorized Departure from Class/School					
Students leaving the class or school without permission	x	x	x		
Violation of Technology Policy					
*Refer to Technology Policy located in the student handbook.					
Weapons, Firearms, and Explosives					
Explosives: Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substance or combination of the substance of articles, other than a firearm.				x (10 + days OSS)	x
Firearms: Possession of a firearm.				x (10+ days OSS)	x

Other guns: Possession of any gun, loaded or unloaded, operable or inoperable, including any object that is the same in fashion as a gun, other than a firearm (e.g., BB guns, pellet guns, water guns, etc.)				x (10+ days OSS)	x
Other weapons: Possession of any implement which could cause bodily harm (e.g., including but not limited to: brass knuckles, taser etc.)				x (10+ days OSS)	x



2026-2027

Extracurricular Clubs/Activities and Athletic Teams

Montclair High School has a rich tradition of providing students with many valuable educational opportunities outside the classroom. Our school community offers a wide variety of clubs and extracurricular activities in which students can become involved.

Each club and activity lists the name of the advisor(s). Students and/or staff interested in any of these activities should contact the advisor. **All Advisors work within the High School and can be emailed by typing their FirstInitialLastName@montclairps.org (example: jsmith@montclairps.org)**

This list is updated consistently throughout the year to reflect changes in the roster of clubs/activities and advisors. Hard copies of this list will be kept in the Office of Student Services. If you have any questions about existing clubs or questions about starting a new club, please contact Mrs. Mirta E. Alsina, Assistant Principal at malsina@montclairps.org

Announcements

Announcements will be e-blasted to all students daily.

Athletic Teams

Practice starts approximately twenty days prior to the first scheduled game. All Physicals, Parent Permission, Code of Conduct, and steroid forms must be submitted to the Main Office prior to the start of the season for each season a sport is played. All athletes must have a valid IMPACT test. This test is valid for 2 years. Please visit the athletic web page for dates offered or contact our trainer, Michele Chemidlin at mchemidlin@montclairps.org Validation is good for 2 years and is offered to all 9th and 11th grade students, and incoming new students regardless of grade.

Fall Sports	Head Coach
Cheerleading Coed	Rahzier Kelly rahzier24kelly@gmail.com
Cross Country Boys	Daryl Washington runningmounties@gmail.com
Cross Country Girls	Daryl Washington runningmounties@gmail.com
Field Hockey Girls	Michelle Hagel hagelmichelle@gmail.com
Football CoEd	Manj Singh msingh@montclairps.org
Gymnastics Girls	Chris Haines chaines@veronaschools.org
Soccer Boys	Toure Weaver toureweaver@hotmail.com
Soccer Girls	Rob Mc Omish rmcomish@montclairps.org
Tennis Girls	Tara Charkow taracharkow@gmail.com
Volleyball Girls	Pam Reilly preilly@montclairps.org

Winter Sports	Head Coach
Basketball Girls	Alisa Wiggins alisawiggins05@gmail.com
Basketball Boys	Cecil Stinson cestinson@montclairps.org
Bowling Boys	Jenna Totaro jtotaro@montclairps.org
Bowling Girls	Jenna Totaro jtotaro@montclairps.org
Cheerleading Coed	Rahzier Kelly rahzier24kelly@gmail.com
Fencing CoEd	TBA
Ice Hockey Coed	Conner Smith csmith.montclair@gmail.com
Swimming Boys	Ed Koenigsfest ekoenigsfest@montclairps.org
Swimming Girls	Ed Koenigsfest ekoenigsfest@montclairps.org
Track and Field Boys	Daryl Washington runningmounties@gmail.com
Track and Field Girls	Daryl Washington runningmounties@gmail.com
Wrestling Boys	Ryan Corbosiero rcorbosiero@montclairps.org

Spring	Head Coach
Baseball Boys	Ron Gavazzi rgavazzi@montclairps.org
Crew Coed	Lorna Rundle lorarundle@hotmail.com
Golf Coed	Taryn Schnell tschnell@montclairps.org
Lacrosse Boys	Mike Diehl Mpdiehl29@gmail.com
Lacrosse Girls	Emily Crane eecrane6@gmail.com
Softball Girls	TBA
Tennis Boys	Bruce Menken bmenken@nyemployeeelaw
Track and Field Boys	Daryl Washington runningmounties@gmail.com
Track and Field Girls	Daryl Washington runningmounties@gmail.com
Volleyball Boys	Pam Reilly preilly@montclairps.org

Athletic Code of Conduct

As a member of this interscholastic team I agree to adhere to the terms and conditions listed below in order to participate in the Montclair High School Athletic Program.

Fall _____
Winter _____
Spring _____

PART ONE- ACADEMIC REQUIREMENTS

I understand that my academic performances have the highest priority and I will make every effort to maintain a good scholastic record.

FALL AND WINTER SEASONS

Incoming 9TH GRADERS ELIGIBLE IMMEDIATELY

10-12th GRADE- 30 credits

SPRING SEASON

9TH GRADERS - 15 credits from the 1st semester

10-12th GRADE - 15 credits from the 1st semester

WAIVER PROCESS

Students who do not meet the 2.0 GPA requirements may apply for an academic waiver by having a parent or legal guardian write a letter requesting a waiver. Each individual case will be reviewed by the Assistant Principal in charge of Athletics, one out-of-season coach, and the student's guidance counselor. This committee will determine the student's final eligibility for athletic participation. If a student is granted a waiver, he/she will be placed on academic monitoring, which requires a student to have their teachers complete an academic progress report on a weekly basis. If the student does not perform at a satisfactory level they will be removed from the athletic program immediately. Weekly academic progress reports must be turned in to the Assistant Principal in charge of Athletics at the conclusion of each week. Students who do not return progress reports will be removed from athletic participation.

PART TWO-HAZING

Hazing of any type will not be tolerated as per Board of Education policy 5541. Hazing is considered any act of harassment, intimidation or bullying whether it is written, verbal or physical. If student-athletes are involved in any form of hazing they will be terminated immediately from their team for the remainder of the season.

PART THREE- FELONIES/WEAPONS/POSSESSION

Student-athletes charged with a felony or possession of a weapon will be immediately suspended from the athletic program. If the student athlete is convicted, the student will lose the privilege to participate in athletics.

PART FOUR- DRUGS, TOBACCO AND ALCOHOL, USE OF SALE, POSSESSION, OR DISTRIBUTION

Penalty for 1st offense of using, selling, possessing or distributing drugs, tobacco or alcohol by a student athlete who is in season:

- a. 5-day suspension from practices and games with a 2-day reinstatement period (5-day suspension begins after a meeting between the student athlete, parents, and Director of Athletics).
- b. During the suspension the student must meet with a Student Assistance Counselor (SAC). After meeting with a SAC, the student must complete an athletic reinstatement form and return it to the Director of Athletics. Once the form is reviewed by the Director of Athletics the student will be reinstated to the athletic program.
- c. During the suspension the student and his/her parents will meet with the Director of Athletics and the grade level SAC regarding the athletic code violation.

Penalty for 2nd offense of using, selling, possessing, or distributing drugs, tobacco or alcohol:

- a. Student-athlete will lose the privilege to participate for the remainder of the current season and failure to comply with treatment recommendations will lead to exclusion for the equivalent of one school year.
- b. Before being reinstated to the Athletic Program the student-athlete must complete the following:
 - i. The student-athlete will be referred to Intervention and Referral Services for evaluation.
 - ii. The student-athlete must be involved in an on-going counseling program for substance abuse as per treatment recommendations.
 - iii. The student-athlete must submit a formal written request to the Director of Athletics to be considered for reinstatement.
 - iv. A review committee consisting of the Director of Athletics, guidance counselor, SAC, and out-of-season coach will review the request and make a recommendation to the Principal.
- c. Any subsequent incidents will lead to exclusion from interscholastic athletic participation as per the district's Substance Abuse policy (5131.6).

PART FIVE- SPORTSMANSHIP

Student-athletes and **spectators** are expected to always demonstrate good sportsmanship on and off the field. Student-athletes who violate the NJSIAA sportsmanship rules will be subject to discipline per the NJSIAA (see below).

SPORTSMANSHIP RULE/POLICY

High standards of courtesy, fair play and sportsmanship must be featured at association competitions. While this rule is a general statement and one which may be difficult to reduce to objective standards in terms of enforcement, it is the heart of the entire Association program. Good sportsmanship, respect for 44 rules, respect for others, and fair play, are basically the motives through which an interscholastic athletic program is justified and defended. It shall be the responsibility of each member school to ensure that all individuals employed by or directly associated with the athletic program, including its Student-Athletes, comport themselves in a sportsmanlike manner when representing their school, especially at interscholastic events. Unsportsmanlike conduct shall subject the individual to disciplinary action. The member school with which the individual is associated may also be subject to disciplinary action if it is found that the member school's policies, actions, or failure to act, substantially contributed to the individual's conduct.

Unsportsmanlike conduct shall include but not be limited to the following:

- a. Any person (athletic department staff member, Student-Athlete or a fan or spectator associated with a member school) who strikes or physically abuses an official, opposing coach, player, or spectator.
- b. Any person (athletic department staff member, Student-Athlete or a fan or spectator associated with a member school) who intentionally incites participants or spectators to violent or abusive action.
- c. Any person (athletic department staff member, Student-Athlete or a fan or spectator associated with a member school) who uses obscene gestures or profane or unduly provocative language or action towards officials, opponents, or spectators.

- d. Any person (athletic department staff member, Student Athlete, or a fan or spectator associated with a member school) who engages in harassing verbal or physical conduct related to race, gender, ethnicity, disability, sexual orientation or religion at an interscholastic event.
- e. Any school or athletic staff member who is publicly critical of a game official, opponents and/or opposing coaches/players.

The administration of a member school will be responsible for the unsportsmanlike conduct of that school's fans or spectators.

NJSIAA Spectator Code of Conduct Policy

CL 1: Schools are not permitted to conduct pre-meet/game activities of an intimidating nature, e.g., the use of fog machines, the blaring of sirens or loud music/unusual sound effects, strobe/unusual lighting effects, or similar type activities.

SPECTATOR CONSEQUENCES

First Offense:

- a. Immediate removal from the event and school premises.
- a. Suspension from attending the next two (2) events of the particular sport from which the ejection occurred.
- b. The MPSD administration has final discretion on consequences, considering the nature of the initial infraction.

Second Offense:

- a. Immediate removal from the event and school premises.
- a. Suspension from attending all events, home and away, of any activities for the Montclair High School for one month.
- b. Must complete NFHS Sportsmanship Course and submit certification to the Montclair School District Athletic Office.

Third Offense:

- a. Immediate removal from the event and school premises.
- a. Suspension from attending all events for the remainder of the district calendar year
- b. Must complete the following NFHS Courses and submit certification to the Montclair School District Athletic Office:
 - i. Positive Parenting within School Programs
 - ii. Teaching and Modeling Behavior
 - iii. The Parent Seat
 - iv. Meet with an administrative committee after the year's disciplinary period is over before attending further events.

Any Subsequent Offenses:

- a. Immediate removal from the event and school premises.
- a. A Persona Non-Grata order will be filed with the Montclair Police Department.
- b. Spectators will be banned from attending Montclair School District athletic events.
- c. Violators will be considered trespassing and could be arrested and face charges.

ATHLETE CONSEQUENCES NJSIAA INDIVIDUAL DISQUALIFICATION RULE:

First Offense:

- a. Season of 12 games or more – 2 game suspension
- b. Season of 12 games or less – 1 game suspension

Second Offense:

Disqualification from participation in NJSIAA post season tournaments

Third Offense:

Team Disqualification from participation in NJSIAA post season tournaments

Part Six – Additional Points of Emphasis

- a. Any of the penalties imposed by the Athletic Code of Conduct are in addition to school and Board of Education penalties.
- b. Team captains forfeit their title after the 1st offense if they violate the code.
- c. Code violation that occurs within the last 14 days of a season will carry over to the following season of participation.
- d. Athletic penalties run concurrently with school penalties.
- e. All incoming freshmen will be eligible to participate during the fall of their 9th grade year.
- f. The 2.0 GPA requirements are established after the completion of the 1st marking period.
- g. During suspensions, student-athletes are not permitted to attend practices or be on-site for any games.

Closing

A student athlete will not be permitted to participate in practices, scrimmages, or games unless he/she and a parent/guardian have signed the Code of Conduct.

Montclair High School Athletic Participation

The following process must be followed to register your child(ren) for sports at Montclair High School.

Please log onto your Parent Access account and go to the Forms Tab.

- ❖ Please remember: DO NOT share your password with your child. Do not allow your child to log onto your account.
- ❖ Click on the form called “Fall Sports 2026-27” *example (Policy 2431A)*
- ❖ Please review the first four questions on the form.
- ❖ Click on the link and review the document displayed.
- ❖ After reading the document click on the “Selected” check box to the right of the question for the following forms.
- ❖ NJSIAA’s Steroid testing policy.
- ❖ Sports-Related Concussion and Head Injury Fact Sheet.
- ❖ Sudden Cardiac Death Pamphlet.
- ❖ Opioid Use and Misuse educational fact sheet.
- ❖ Review the NJSIAA Steroid testing Policy, and choose yes to consent to random testing.
- ❖ Read the district's Athletic Code of Conduct, and choose “Yes” that you and your child will abide by its provisions.
- ❖ Choose the sport your child wants to play from the dropdown menu.
- ❖ Click the green box called “Update Answers”.
- ❖ Click the Finalize check box.
- ❖ Click Ok when asked are you sure you want to finalize this form?
- ❖ Click update answers.
- ❖ If you do not answer all of the questions on the form, the form will not be accepted and your child will not be signed up for the sport they wish to play.
- ❖ All medical forms should be submitted to the Main Office in an envelope with your child’s name, grade and sport listed on the front. You must have a valid physical in order to play sports.

Academic Eligibility for Athletic and ExtraCurricular Participation

Student participation in sports activities is intertwined with student performance. You cannot become a successful athlete without first becoming a successful student. Eligibility to participate in **ALL MHS** sports will follow the requirements listed below.

Freshman Eligibility

All freshmen are eligible for fall and winter sports upon entry into the high school. To be eligible for the second semester (spring sports) they must be passing 15 credits.

Sophomore, Junior and Senior Eligibility

- ❖ Students in grades 10 - 12 are eligible for the first semester (fall and winter sports) if they have earned 30 credits from the previous school from the 4th quarter (fall sports) or the 1st quarter (winter sports).
- ❖ Students in grades 10 - 12 are eligible for the second semester (spring sports) if they have earned 15 credits from the fall semester
- ❖ The 2.0 GPA requirements are established after the completion of the 1st marking period.
- ❖ Note: Eligibility is not cumulative but is based solely upon the previous year or semester.

Student Government

The following groups are the important student organizations in the school whose officers have been elected to represent you. Keep your officers advised of your concerns. You will have effective representation if you interact with your officers regularly and inform them of your concerns. The administration will meet with these groups to obtain information and to hear your ideas; they are a critical link to the student body. We encourage each of you to seek office as a means of providing leadership for change.

Student Coalition

The Student Coalition strives to provide a common ground for students and a means of communication among students, staff and the community. All MHS students are members of the Student Coalition.

The Executive Board, composed of Student Coalition officers, committee chairpersons and class officers, handles the day-to-day business of the Student Coalition as well as any emergency situations.

Legislation is handled by the Student Coalition Executive Board, which meets once a month. Open meetings for the entire student body are also scheduled.

Class Officers and Councils

Officers for the senior, junior, and sophomore classes are elected in the spring of the previous year, freshman officers are elected in October of the freshman year.

These officers are on the Student Coalition Executive Board and work both with Student Coalition and their individual class activities. Each grade has a Class Council whose membership is open to all members of the class. The Council works very closely with the officers in planning class functions.

Student Leadership Organization

National Honor Society

The National Honor Society is a service organization composed of students demonstrating academic excellence, character, and leadership. An Honor Society student must demonstrate character by meeting school and community responsibilities; modeling high standards of honesty and reliability; showing concern for others; and taking criticism willingly and graciously. Students should also promote positive leadership in the classroom and extracurricular activities as well as exhibit a willingness to render service to both school and community.

In the past, students participated in a number of activities, which have included peer tutoring, volunteering at a local soup kitchen, collecting coats for the homeless, Letters for Rose, and assisting with the Red Cross Blood Drive.

In order for a student to be eligible to apply in junior year, students must have a cumulative GPA of 3.9 or higher from their freshman and sophomore year. If eligible, an email communication will be sent to the student in the early part of December.

Clubs and Activities

Please visit our club and activity Google Site for a complete list of clubs and advisors.

<https://sites.google.com/mpsdnj.us/mhs-extracurricular-clubs/academic-clubs>

Awards

Montclair High School has a rich tradition of providing over 90 awards to students in the categories of achievement, scholarship, service, athletics, and other special leadership areas designed to recognize the talents and skills of Montclair students. **We encourage each of you to discuss with your guidance counselor information on the selection criteria and timelines.**

Service Awards

Service Awards are self-nominating awards for documented service performed above and beyond the required standards, or completed under the student's own initiative. It is important for students who enter Montclair High School to have knowledge of the rich legacy of service by our students.

Any student is eligible for a Service Award if they have performed a service to the school and/or community. Some students may perform service for charitable organizations, religious affiliations, clubs or other civic organizations. However, service for which a student is paid receives a course grade or is awarded a varsity letter is not given recognition with a Service Award.

It is important for students who enter Montclair High School to have knowledge of the rich legacy of service by our students. The only way for students to qualify for a Gold Pin in their senior year is to have received a service award during their freshman year (Service Pin), sophomore year (Bronze Pin) and junior year (Silver Pin) at Montclair High School. Previous Service awards are a prerequisite when selecting Owl Pin recipients in senior year. Four years of service is encouraged for consideration as an Owl Pin recipient. The prestigious **MHS Award Winner** (one senior each year) is selected from the Owl Pin recipients. The bronze plaques of MHS Winners beginning at the turn of the century to the present are displayed in the hallway outside of the Main Office. Service Pins have been awarded at MHS since the early part of the 20th century.

In order for a student to be considered, he/she must submit a self-nomination form for their service.

Blank forms can be downloaded from the [MHS Website](#) or picked up in the Main Office of the Main Building.

- ❖ Students should first complete the top part of the form.
- ❖ For outside organizations, the student submits the form to the sponsor/mentor of the organization where the service was performed
- ❖ For service in a school-sponsored activity or club, the student submits the form to the advisor of the club or activity
- ❖ Forms will not be considered unless they are completed and signed by an advisor/sponsor
- ❖ A separate form should be completed for each qualifying activity.

It is the student's responsibility to pick up completed form(s) and submit them to the school by placing them in the Blue Box labeled Self-Nomination Forms located in the Principal's Office by the deadline of April 2, 2027.

Owl Pins

The Owl Pin, designed from a coin of ancient Athens, is an award for democratic distinction bestowed upon deserving seniors. Apart from excellence in scholarship or athletics, it symbolizes recognition of the qualities and achievements that play an important part in democracy's progress. It connotes enthusiastic cooperation in various school and community activities, high executive ability and power of organization, intelligent awareness of the duties, responsibilities, and privileges of the good citizen, conspicuous devotion to the welfare of the school and community, and commendable initiative in attempting solutions to problems.

The MHS Award

MHS has always aimed for intellectual zeal and achievement, for personal integrity, and for an eagerness to advance the interest of the largest group, the qualities of leadership that make for a fine influence in the total school. This also includes the number of hours a student volunteers above and beyond the normal school day, the number of students who directly benefit from the service performed and/or the magnitude of positive exposure for the Montclair High School family, the

manner in which the task is undertaken, the ambition, conscientiousness with which the student has performed and the loyalty, dedication, and trustworthiness of the individual.

The responsibility to turn in service award forms on time is the students.