

Guide to Positive School Culture, Climate, and Code of Conduct

**The School District of
South Orange - Maplewood
2024-2025**

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Mission

The mission of the South Orange Maplewood School District is to empower and inspire each student to explore and imagine, to pursue personal passions, and to collectively create a better future by creating a learner-centered environment through multiple pathways; re-imagined structures, systems and supports; innovative teaching; partnering with families; and maximizing community expertise and resources.

Things We Value

We value equity and excellence.

We value students as our primary stakeholders and at the heart of every decision.

We value the intrinsic potential of every student for continual learning and growth.

We value and honor our commonalities and our differences.

We value respectful, transparent and consistent communication in a safe environment.

We value, in every interaction, empathy, care and compassion.

We value civic discourse.

We value collaboration, shared responsibility and accountability for our learning community.

We value transparency and collaboration in decision making.

Strategic Plan Alignment

The District expanded its commitment to Restorative Justice in its Strategic Plan:

Strategy 2: We will develop multiple supports for students to thrive in a learner-centered environment (e.g. mentoring program, peer leadership, individualized academic/ emotional support, transitional services, restorative practices and guidance in pursuit of their passions).

Deliverable 2.2: Develop a standardized, district-wide restorative practice, including Restorative Justice that helps students and staff resolve conflicts peacefully and respectfully, reduces punitive discipline and helps to decrease racial discipline disparities.

Purpose

The South Orange & Maplewood School District believes in the importance of setting forth high expectations for all community members. The SOMSD Guide to Positive School Cultures and Climates is designed to support the mission of the South Orange & Maplewood School District; provide reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Introduction

To promote the intellectual, social, emotional and physical growth of all students, the South Orange and Maplewood School District provides a safe and secure learning environment for all students and staff. We promote respect for self and others through good conduct modeled by staff, students, and parents/guardians. When relationships break down, we repair them through restorative practices.

This Code of Conduct & Restorative Justice is presented to assist students, staff, and parents/guardians to understand the expectations for acceptable conduct while in school or attending school-sponsored activities, on school grounds, and while on the way to and from school. All students are expected to follow the Code of Conduct & Restorative Justice. K-12 Principals will review core principles and key components of the Code of Conduct & Restorative Justice with their staff and students (as developmentally appropriate) at the beginning of each school year, and as needed throughout the year. We ask families to do the same with their children. It is the collective responsibility of students, staff, and parents/guardians to ensure that the expectations set forth in this Code of Conduct & Restorative Justice are adhered to. Responses to violations of the Code of Conduct & Restorative Justice will be developmentally age appropriate and a balance of proportional consequences and restorative practices the goal. Equally imperative, all school faculty and staff must affirm clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. School faculty and staff must be fair and consistent in addressing student behavior in a manner which enables students to learn from their mistakes and be accountable for their misconduct.

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 own 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 tasks*

Students, staff and parents/guardians must be partners in education.

Administration, faculty and staff partners will:

- Establish and maintain a positive, safe, secure, orderly and non-threatening learning environment that allows for open communication, dialogue, and discussion;
 - Be courteous and respectful to all, being sensitive to individual needs, and using appropriate language;
 - Treat individual students fairly, consistently, and respectfully;
 - Provide due process and appeal procedures;
 - Cooperative and provide support to administration, staff and students, in the performance of their duties;
 - Refer students to counseling and support services when the need emerges
 - Support students in using the internet in ways that are safe, responsible, and appropriate, and help students follow the rules and etiquette that lead to effective digital learning.
- Actively engage every student in the learning process and promote achievement of high academic standards.
 - Be precise about expectations regarding student conduct and learning outcomes;
 - Review Code of Conduct & Restorative Justice & Harassment Intimidation & Bullying (HIB 5512) Reporting and Prevention with students annually.
 - Communicate student progress and behavior to students, parents/guardians and other staff in a timely, consistent and effective manner.

The parent/guardian partners are asked to:

- Establish and maintain conditions for their child's academic, social and emotional success:
 - Provide space, time and necessary supervision in which their child can study and complete assignments;
 - Ensure that their child attends school in compliance with the law (N.J.S.A. 18A:38-25);
 - Ensure that their child is appropriately dressed for school;
 - Be supportive of the staff's authority and responsibility to maintain a positive, productive, safe, orderly and non-threatening learning environment;
 - Monitor your child's social media activity to ensure that they are safe.
- Establish and maintain a productive relationship with the school:

- While interacting with members of the school community: demonstrate common courtesy, be sensitive to individual needs and be respectful to all;
- Be responsible for property lost or damaged by their child;
- Respect and follow the visitor policy at all schools; and
- Respect and follow the traffic, parking and safety rules at all schools.

Student partners are expected to:

- Engage in their academic growth
 - Attend school regularly and be on time for school and classes (N.J.S.A. 18A:38-25);
 - Be prepared for and participate in learning by having a positive attitude, asking thoughtful questions, completing and returning homework on time, and seeking help when needed;
 - Demonstrate personal academic integrity and social responsibility in their interaction with everyone;
 - Act responsibly toward others you interact with face-to-face and/or online;
 - Commit themselves to constant personal growth and improvement.
- Respect one another's differences and resolve conflicts using restorative practices: discussion, peer mediation, or assistance from school personnel:
 - Contribute to the creation and maintenance of a safe, clean, green, and orderly school;
 - Follow all lawful directions;
 - Respect themselves and others;
 - Take responsibility for their own behavior, realizing there are always options and consequences for choices;
 - Dress in an appropriate and safe fashion;
 - Bring home communication from school and return all necessary materials;
 - Respect school property and the personal property of others.

Attendance:

Students are expected to attend school each day. Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. In accordance with N.J.S.A. 18A:36-14, a student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award or deprived of the right to take an alternate test or examination that

was missed because of the absence provided there is a written excuse of such absence signed by the parent.

A parent/guardian or adult student shall provide advance notice to the school prior to the student being absent from school. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student's absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student's parent to notify the parent of the absence and determine the reason for the absence.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. In accordance with N.J.S.A. 18A:36-14, a student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level or loss of credit or removal from a course that would count toward the high school diploma in accordance with policies of this Board.

Students shall be subjected to the school district's response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.6(a)4 and Regulation 5200.

Unexcused absences from school or from classes within the school day may shall subject a student to consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of the Board and its staff in the maintenance of good order and the continuity of

classroom instruction and such absences may result in the removal of the student from a class or course of study.

Restorative Justice

Restorative Justice is a framework for building community and responding to challenging behavior through authentic dialogue leading to understanding and action to set things right and repair and restore damaged relationships. The process supports initiators in acknowledging and repairing the harm done, helps victims and witnesses process what happened, and helps the class or school community rebuild trust.

All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using Restorative Practices to foster positive interpersonal and intergroup relations, and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline.

Types of Restorative Approaches

Circle Process: Regular use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.

Students are the largest group of stakeholders in a school community and its greatest natural resource in creating and sustaining a safe and supportive school environment. Building community among students and between students and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency. Community building circles focus on:

- **Safety and Trust.** *Community members need a sense of safety and trust to connect with one another.*
- **Honor.** *Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.*
- **Openness.** *Community members feel free to share their thoughts and feelings.*
- **Respect.** *To bond as a community, members must feel they are valued and respected as individuals, and they must respond respectfully to one another*

- **Empowerment.** *A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.*

When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

Formal Restorative Circle: A circle is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety, and welfare of the individual who was harmed are of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the circle is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired. A circle can also be used in response to a particular issue that affects the school community.

Addressing the Behavioral Needs of PreK-2 Children

The Code of Conduct & Restorative Justice establishes behavioral expectations for all students. The associated responses in Tier 3 and Tier 4 of the Code of Conduct & Restorative Justice does not apply to students in grades Pre-K-2. South Orange Maplewood School District is committed to ensuring that the Code of Conduct & Restorative Justice meets the needs of all children, and that its application is developmentally appropriate at all grade levels. Students in grades K-2 shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others. Students in preschool shall not be suspended, and shall not be expelled from school, except as provided pursuant to the "Zero Tolerance for Guns Act."

Students with Individualized Education Program (IEP)/Section 504 Plan

For students who have an Individualized Education Program (IEP) or Section 504 Plan, Code of Conduct & Restorative Justice and its associated responses shall be implemented in accordance with the components of their IEP or Section 504 Plan. School personnel may, on a case-by-case basis, consider any unique circumstances when determining whether or not to impose an associated response for a student with an IEP/504 plan who violates the Code of Conduct & Restorative Justice. Before a suspension is implemented, the principal or designee must confer with the student's case manager to review the student's disability and to decide if a Manifestation Determination Review (MDR) is warranted.

Student Conduct Away from School Grounds

The building principal or designee has the right to impose a consequence on a student for conduct away from school grounds, consistent with the Board's Student Discipline/Code of Conduct & Restorative Justice [Policy 5600](#), and as appropriate.

1. This authority shall be exercised only when:
 - a. It is reasonably necessary for the student's physical or emotional safety, security, and well-being or the safety, security, and well-being of other students, staff, or school grounds;
 - b. 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.

School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to [Policy 5512](#).

School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver/aide will report unacceptable conduct to the Principal of the school by submitting a written report that includes the name of the student, the school, and the student's conduct.
2. The parent will be notified of the student's reported conduct and the Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported.
3. The Principal or designee will make a determination if the student violated behavioral expectations and decide the associated response in accordance with the Board's Code of Conduct & Restorative Practices.

This Code of Conduct will apply to all students registered in the South Orange & Maplewood School District, their parents and/or guardians, District teachers, staff, administrators and any other permanent or temporary personnel and contractors that provide services or utilize services of the District; or anyone that interacts with a student registered in the District.

This Code of Conduct shall be provided to each registered student, District teachers, staff members administrator, posted on the District website and made available to others upon request.

Infractions and Associated Responses

The South Orange & Maplewood School District does not tolerate discrimination and will use every tool to eliminate inconsistencies and disparities in the discipline of students based on actual or perceived race, color, creed, ancestry, ethnicity, national origin, citizenship/immigration status, religion, age, sex, gender, gender identity, gender expression, sexual orientation, marital, domestic-partnership or civil union, mental, physical or sensory disability, weight or any other distinguishing characteristic.

Restorative Questions

A fundamental principle of Restorative Justice is to repair the harm to relationships between the harm doer and the harmed. Restorative Justice involve students in addressing the following questions:

Restorative Questions I: Harm Doer. To respond to challenging behavior.

- | |
|---|
| <ul style="list-style-type: none"> ● What happened? |
| <ul style="list-style-type: none"> ● Who was harmed or affected by the behavior? |

<ul style="list-style-type: none"> • What needs to be done to make things right?
<ul style="list-style-type: none"> • How can people behave differently in the future?

Restorative Questions II: Harmed. To help those harmed by others' actions.
<ul style="list-style-type: none"> • What did you think when you realized what had happened?
<ul style="list-style-type: none"> • What impact has this incident had on you and others?
<ul style="list-style-type: none"> • What has been the hardest thing for you?
<ul style="list-style-type: none"> • What do you think needs to happen to make things right?

The following table lists possible infractions of the Code of Conduct & Restorative Justice and the associated responses. In general, our response to infractions will follow the principles of Restorative Justice. A Restorative Justice approach focuses on resolving conflicts and disruptions to the school environment in a way that provides growth and understanding of the impact of one's behavior on a community.

Unless otherwise required by law, within each tier the administrator will impose the response deemed most appropriate to address the infraction based on the severity of the infraction, the developmental age of the student and the student's history of problem behaviors. In the instances where an infraction falls within multiple tiers, it is within the discretion of the administrator to determine the tier response for that infraction. Similarly, in instances where the behavior may not be clearly listed above as a disciplinary infraction, it is within the discretion of the administrator to determine the tier response.

Participation in extracurricular activities, school functions, sports or graduation exercises may be denied where necessary to maintain the order and integrity of the school environment.

Student's Rights:

- The right to an education that supports students' development into productive citizens
- The right to attend school in a safe and secure environment

- The right to attend school irrespective of students' marriage, pregnancy or parenthood
- The right to due process including appeal procedures
- The right to protection pursuant to federal and state laws and regulations
- The right to parent notification; parents will be notified for in school and out of school suspensions as per N.J.A.C. 6A:16-7.2-7.8; parents will be notified when the student is the target of the law enforcement investigation; and in all other instances, school authorities shall permit law enforcement authorities to determine whether or when a student's parent should be contacted N.J.A.C. 6A:16-6.2;
-
- This Code of Conduct serves as the students' rights to advance notice of behaviors that result in suspension or expulsion.
 - Appeal Procedures:
 - If a student/parent/guardian would like to appeal a decision regarding the application of the Code of Conduct they should follow the following steps. It is important to follow the list below, appeals will only be heard if they have been appealed to the prior persons first.
 - 1. First, contact your child's teacher (if this is a classroom issue)
 - 2. Next, contact the building principal
 - 3. Next, contact the Superintendent
 - 4. Then, contact the Board of Education
 - 5. Finally, contact the Commissioner of Education

Tier One: Non-Violent, Uncooperative, Disruptive, Disorderly Non-Compliant Behaviors
<ul style="list-style-type: none"> ● In general, our response to infractions will follow the principles of Restorative Practice ● Teacher implements classroom-based student support interventions, e.g. re-state classroom expectations / verbal warning of next step / loss of privilege ● Teacher assigned research essay ● Teacher/staff member holds individual conference with student ● Record (defined below)¹ of conference with student maintained by teacher ● Teacher contacts parent/guardian via telephone and/or email ● Record of contact with parent/guardian maintained by teacher
Tier Two: Non-Violent, Uncooperative Disruptive, Disorderly, Non-Compliant Behaviors (Multiple occurrences)
<ul style="list-style-type: none"> ● In general, our response to infractions will follow the principles of Restorative Practice ● Teacher reviews classroom-based student support interventions and implements additional supports and/or loss of privileges ● If additional support is needed, referral to counselor/nurse/case manager/social worker/Intervention & Referral Services (I&RS) team

- Teacher/staff member holds conference with parent/guardian to collaborate on how best to support the student's success
- Record of conference with parent/guardian maintained by teacher
- Possible in-school disciplinary consequences, e.g. detention, denial of participation in extracurricular activities, and/or school functions.
- Consider restitution (defined below)

Tier Three: Injurious, Harmful, and/or Habitual Behaviors

- In general, our response to infractions will follow the principles of Restorative Practice
- Teacher/staff member refers incident to principal or designee
- Administrators will consult each other when making decisions within the tiered responses to each behavior.
- Mandatory referral to counselor/nurse/case manager/social worker/Intervention & Referral Services (I&RS) team
- Parent/guardian contacted by principal/designee
- Parent/guardian conference with principal/designee
- Record of contact and/or conference with parent/guardian maintained by principal/designee
- Possible in-school disciplinary consequences, e.g. detention, denial of participation in extracurricular activities, and/or school functions.
- Referral to mediation if appropriate and/or a restorative conference with affected parties
- Consider restitution ²

Tier Four: Infractions that are highly serious, cause imminent danger to self or others, or are habitual.

- In general, our response to infractions will follow the principles of Restorative Practice
- Immediate referral to principal or designee
- Administrators will consult each other when making decisions within the tiered responses to each behavior.
- Parent/guardian contacted by principal/designee
- Parent/guardian conference with principal/designee
- Mandatory referral to counselor/nurse/case manager/social worker/Intervention & Referral Services (I&RS) team
- Possible in-school disciplinary consequences, e.g. detention, denial of participation in extracurricular activities, and/or school functions.
- Contact police/fire department, if appropriate
- Referral to mediation if appropriate and/or a restorative conference with affected parties
- Consider restitution
- Possible suspension or expulsion
- **** (Arson) student is administered fire safety screening in addition to the above.**

¹ Such a record should include the date and approximate time of the infraction, a narrative description of the infraction, the date and time of the student/parent conference, a narrative summary of the conference, and a narrative summary of any consequences/restorative conference/restitution. Students may be required to make restitution to the school district or to individuals. Such restitution may include, but not be limited to, financial reimbursement, apologies, or other appropriate remediation methods that directly relate to the infraction

² Students may be required to make restitution to the school district or to individuals. Such restitution may include, but not be limited to, financial reimbursement, apologies, or school service.

<p>Improper use of vehicles</p> <p>A. Parking B. Moving Violation</p>	<p>Students shall follow all school and other traffic rules when in operation or possession of a vehicle on campus or at a school event.</p>	<p>A. Tier Three Response</p> <p>B. Tier Three Response</p> <p>Loss of parking privileges for 45 days</p>	<p>A. Tier Three Response</p> <p>B. Tier Three Response</p> <p>Loss of parking privileges for 90 days</p>	<p>A. Tier Three Response</p> <p>B. Tier Four Response</p> <p>Suspension of parking privileges for up to 180 days</p>
<p>Profanity and verbal abuse to students.</p>	<p>Use of obscene, profane, or vulgar language or gestures that is intentionally or unintentionally offensive that is non HIB</p>	<p>Tier Three Response</p>	<p>Tier Three Response</p>	<p>Tier Four Response</p>
<p>Profanity and verbal abuse to staff.</p>	<p>Use of obscene, profane, or vulgar language or gestures that is intentionally or unintentionally offensive,</p>	<p>Tier Three</p>	<p>Tier Three</p>	<p>Tier Four</p>
<p>Inappropriate Use of Technology</p> <p>A. Obscene Materials B. False Identification C. Unauthorized Entry D. Internet Violation E. Other</p>	<p>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. Example: Improper computer usage consists of, but not limited to, the following: threats or abuse of others, obscene materials, false identification, unauthorized entry, etc.</p>	<p>A.-E. Tier One Response</p>	<p>A.-E. Tier Two Response</p>	<p>A.-E. Tier Three Response</p>
<p>Trespassing</p> <p>A. Within Campus B. While on suspension</p>	<p>Entry onto school property or into a school building without permission when the individual knows that he/she is not privileged to be on the property.</p>	<p>A. Tier Three Response B. Tier Four Response</p>	<p>A. Tier Three Response B. Tier Four Response</p>	<p>A. Tier Three Response B. Tier Four Response</p>
<p>Arson</p>	<p>Starting a fire or causing an explosion in or on the grounds of a school, thereby purposely or knowingly placing anyone in danger of death or bodily injury; or with the purpose of destroying or damaging anyone's property that is in the school, on school grounds, or in another school building or structure. Arson does NOT include the act of lighting a match.</p>	<p>**Tier Four Response</p>		

Assault	A person attempts to cause – or purposely, knowingly, or intentionally causes – bodily injury to another.	Tier Four Response	Tier Four Response	Tier Four Response
Extortion	Attempting to obtain or obtaining money or any material thing (regardless of value) from another by means of a stated or implied threat of future violence, or threats to make false charges against someone or to blackmail someone.	Tier Three Response	Tier Three Response	Tier Four Response
Fighting	Mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include a verbal confrontation or a minor confrontation, such as a shoving match. Each participant must be classified as an offender. One needs to consider age and developmentally appropriate behavior before using this category.	Tier Three Response	Tier Four Response	Tier Four Response
Gambling	Playing a game of skill or chance for money or anything of value.	Tier Two Response Refer to Administration Confiscation of any gambling cards or other items turned over to administration	Tier Two Response Refer to Administration Confiscation of any gambling cards or other items turned over to administration	Tier Three Response Superintendent hearing. Confiscation of any gambling cards or other items turned over to administration
Harassment, Intimidation & Bullying (See SOMSD Policy 5512)	<p>Any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, that is motivated by either any actual or perceived characteristic ... that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that a reasonable person should know has the potential to cause harm or insult or demean other student(s).</p> <p>An HIB incident will be investigated promptly within the defined timeline and in adherence with the procedures set forth in the District HIB Policy. Consequences shall vary according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors.</p>	<p>Outcome of investigation will determine infraction and associated responses.</p> <p>In general, our response to infractions will follow the principles of Restorative Practice except in cases where the victim refuses. Unless otherwise specified by law, within each tier the administrator will impose the response deemed most appropriate to address the infraction based on the severity of the infraction, the developmental age of the student and the student's history of problem behaviors. Consequences may include:</p> <ul style="list-style-type: none"> • Review of district policies • Parent/Guardian notification • Counselor referral • Admonishment • Temporary removal from class • Deprivation of privileges • Referral to anti-bullying specialist • Detention • In-school suspension or out-of-school suspension • Ban from program participation • Restriction on being on school grounds 		

	Report all allegations of HIB to school administration. HIBSTER	<ul style="list-style-type: none"> • Police notification • Expulsion <p>An HIB incident may also require remedial actions to be taken to correct the problem behavior or to prevent reoccurrence. Among the measures that may be taken are personal restitution, a behavioral plan, counseling, school or community service, or corrective instruction.</p>		
Hate Speech	<p>Hate speech is speech that attacks a person or a group on the basis of protected attributes such as race, religion, ethnic origin, national origin, sex, disability, sexual orientation, or gender identity.</p>	<p>Outcome of investigation will determine infraction and associated responses.</p> <p>In general, our response to infractions will follow the principles of Restorative Practice except in cases where the victim refuses. Unless otherwise specified by law, within each tier the administrator will impose the response deemed most appropriate to address the infraction based on the severity of the infraction, the developmental age of the student and the student's history of problem behaviors.</p> <p>Consequences may include:</p> <ul style="list-style-type: none"> • Review of district policies • Parent/Guardian notification • Counselor referral • Admonishment • Temporary removal from class • Deprivation of privileges • Referral to anti-bullying specialist • Detention • In-school suspension or out-of-school suspension • Ban from program participation • Restriction on being on school grounds • Police notification • Expulsion <p>A Hate Speech incident may also require remedial actions to be taken to correct the problem behavior or to prevent reoccurrence. Among the measures that may be taken are personal restitution, a behavioral plan, counseling, school or community service, or corrective instruction.</p>		
Possession of alcohol, controlled substances, vapes or intoxicants of any kind	<p>A student sells, buys, or gives alcohol, other controlled dangerous substances (not including cigarettes), or anabolic steroids to others, or employs others to do the same per N.J.A.C. 6A:16-4.</p> <p>Please see Board Policy #5533 regarding vapes in school.</p>	Tier Four Response	Tier Four Response	Tier Four Response
Use of alcohol, controlled substances, vapes	A student is found with alcohol, marijuana, and/or any other controlled dangerous substance (not	Tier Three Response	Tier Three Response (Refer to district policy)	Tier Four Response (Refer to district policy)

or intoxicants of any kind	including cigarettes) or anabolic steroids in his or her locker or vehicle, or on his or her person. This category also includes possession of unauthorized prescription drugs, over-the-counter (nonprescription) drugs, and drug paraphernalia. per N.J.A.C. 6A:16-4. Please see Board Policy #5533 regarding vapes in school.	(Refer to district policy)		
Possession or use of weapons, firearms, and/or look alike weapons	A student shall not possess or use weapons, explosives, dangerous items, or items that can be interpreted as being able to cause bodily harm to a person or persons. Weapons and dangerous items includes but are not limited to: Guns, chains, knives, razor blades, clubs, brass knuckles, fireworks, explosives, etc. Police contact.	Tier Four Response Police Contact		
Sex Offense	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	Tier Four Response	Tier Four Response	Tier Four Responses
Smoking or other tobacco violations (Cigarettes, tobacco, smokeless tobacco, e-cigarettes) A. Use on school grounds B. Possession	Use of tobacco products by students is prohibited. Refer to Board Policy 5533 Tobacco products are not to be brought to school. Visible products will be confiscated.	A. Tier Two Response B. Confiscation Tier One Response	A. Tier Two Response B. Confiscation Tier One Response	A. Tier Three Response B. Confiscation Tier Two Response

Student Identification Badges	Students will wear student Identification Badges (ID's) around their neck and visible during school hours. (Grades 9-12 effective 2020-2021, Grades 6-8 effective 2020-2021)	Tier One Response Warning	Tier One Response Warning	Tier Two Response Detention
Theft A. School Property B. Student Property C. Staff Property	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.	A. - C. Tier Two Response	A. - C. Tier Three Response	A. - C. Tier Four Response 1-3 days OSS
Threats (verbal, electronic, or written) towards students and/or staff.	Attempting by physical menace (e.g., computer/cell phone/social media/email/verbal threats) to put another in fear of future serious bodily injury. (Do not include bomb threats in this category.) One needs to consider age and developmentally appropriate behavior before using this category	Tier Three Response	Tier Three Response	Tier Four Response
Vandalism A. Minor B. Major	Maliciously and intentionally causing damage to school property or the property of others. Includes situations in which minor damage can be repaired or replaced at no cost to the school.	A. Tier One Response B. Tier Three Response	A. Tier Two Response B. Tier Four Response	A. Tier Three Response B. Tier Four Response

Short Term Suspensions

Procedures for Short-term Suspensions (less than 10 days), also see N.J.A.C. 6A:16-7.2

- 1) As soon as practicable, a student being suspended shall receive oral or written notice of the charges and an explanation of the evidence forming the basis of the charges.
- 2) An informal hearing shall be conducted by the school administrator or designee, prior to the suspension in which the student can present the student's version of the offense and be advised of the action to be taken.
- 3) If the student's behavior presents a continuing danger or an ongoing threat of disruption the student may be removed immediately and the hearing held as soon as practical afterwards.
- 4) Oral or written notice of the specific charges and the factual basis for the charges shall be given to the student's parent or guardian of the student's removal prior to the end of the day on which the administrator makes the decision to suspend the student;
- 5) The student shall be given notice of his/her due process rights;
- 6) The student shall be appropriately supervised while waiting for the parent or guardian to remove the student during the school day.
- 7) The student shall be given the terms and conditions of the suspension.
- 8) Home instruction shall be provided to a student who is suspended for more than 5 days.
- 9) Services provided to a student with disabilities shall be consistent with the student's IEP.
- 10) The school administrator shall advise the Superintendent of the suspension. Note: All student suspensions over three (3) days must be approved by the Superintendent or Assistant Superintendent of Schools.
- 11) The Superintendent shall advise the Board of Education at its next regular meeting.

Long Term Suspensions

Procedures for Long-term Suspensions (greater than 10 days), also see N.J.A.C. 6A:16-7.3

- 1) Immediate notification to the student and the student's parent or guardian prior to the student's removal from school;
- 2) An informal hearing, conducted by the school administrator or designee, prior to the suspension in which the student can present the student's version of the offense and be advised of the action to be taken;
- 3) The student shall be appropriately supervised while waiting for the parent or guardian to remove the student during the school day.
- 4) Written notification to the parent or guardian from the Superintendent or designee within 2 days of the start of the suspension stating the specific charges and the facts on which they are based, the student's due process rights and a notice that "further engagement by the student in conduct warranting expulsion, pursuant to N.J.S.A. 18A:37-2, shall amount to a knowing and voluntary waiver of the student's right to a free

public education.” The parent or guardian shall provide written acknowledgement of this notification.

- 5) A list of witnesses and their statements or affidavits, if any, no later than 5 days prior to the hearing;
- 6) A manifestation determination shall be made for students with disabilities. N.J.A.C. 6A:14-2.8.
- 7) Information concerning the right to secure an attorney and the legal resources available in the community;
- 8) Appropriate home instruction after 5 days;
- 9) A formal hearing within 30 calendar days following the first day of suspension that is conducted by the Board of Education or delegate to a board committee, a school administrator or impartial hearing officer to determine the facts and make a recommendation; The Board of Education shall consider the transcript or a detailed report of such hearing prior to taking final action.
- 10) A suspension shall not continue beyond the Board of Education's second regular meeting following the suspension unless the Board of Education specifically so determines based on the nature and severity of the offense, relevant evaluations of the student, the recommendation of the Superintendent or other administrator or out-of-school instruction provider.
- 11) At the hearing the student shall have the opportunity to confront and cross-examine witnesses if there is a question of fact and to present his or her own defense and produce oral testimony or written affidavits.
- 12) The decision of the Board of Education shall be based on the preponderance of competent and credible evidence and shall be transmitted to the student's parent/guardian within 5 school days after the close of the hearing.
- 13) If it is found the student did not commit the offense, the student shall be returned immediately to the general education program, or, if the student is a special education student, to a program consistent with the student's IEP.
- 14) Any appeal of the Board's decision shall be made to the Commissioner of Education.
- 15) Cases of students on long-term suspensions shall be reviewed at each subsequent Board of Education meeting to determine the continued appropriateness of the suspension and of the student's current educational program.

Law Enforcement

School administrators are aware that some behaviors that violate the Code of Conduct may also be considered a criminal code violation requiring a report to law enforcement. In such event, administrators will make every effort to coordinate with law enforcement so that any punitive consequences for a student's behavior are not

duplicative and out of proportion to the offense committed. In such situations, the strategic goal of reducing punitive discipline overall should be a guiding principle in determining consequences imposed by the school for any violation that results in separate action by law enforcement. Whenever possible, school administrators will work together with law enforcement to refer these violations to the Maplewood Police Department's Youth Aid Panel (YAP) program to determine appropriate restorative consequences. School administrators will cooperate with law enforcement officers and the YAP, if requested when doing so will further the restorative goals of the Code of Conduct and inure to the student's overall wellbeing. Serious criminal violations may be an exception.

Selected Relevant Board Policies

For additional information, please click on the links for the following board policies below and for additional policies please visit at: <http://www.somso.k12.nj.us/page/39>.

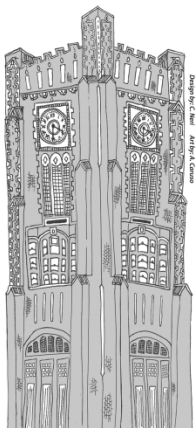
- [2412 Home Instruction](#)
- [2481 Home or Out-of-School Instruction for General Education Student for Reasons Other Than A Temporary or Chronic Health Condition](#)
- [5500 Expectations for Student Conduct](#)
- [5511 Dress and Grooming](#)
- [5512 Harassment, Intimidation, and Bullying](#)
- [5513 Care of School Property](#)
- [5514 Student Use of Vehicles on School Grounds](#)
- [5516 Use of Electronic Communication and Recording Devices \(ECD\)](#)
- [5520 Disorder and Demonstration](#)
- [5530 Substance Abuse](#)
- [5533 Student Smoking](#)
- [5600 Student Discipline/Code of Conduct](#)
- [5611 Removal of Students for Firearms Offenses](#)
- [5612 Assaults on District Board of Education Members or Employees](#)
- [5620 Expulsion](#)
- [5700 Student Rights](#)
- [5701 Plagiarism](#)
- [5751 Title IX Sexual Harassment](#)
- [5752 Marital Status and Pregnancy](#)
- [5770 Pupil Right of Privacy](#)
- [8465 Hate Crimes and Bias-Related Acts](#)
- [8467 of Weapons](#)

Community Based Health and Social Services Provider Agencies

A current list of community-based health and social service provider agencies that are available to support a student and a student's family as well as a list of legal resources available to serve the community is found in the Community Resource Guide published by The Parenting Center of the South Orange-Maplewood School District. This guide is available in each school and may be downloaded from the web at: <http://theparentingcenter.info/>

What follows are some, but not all, of the resources available:

HOTLINES	
Addiction of NJ	1-800-238-2333
Baby Land Family Services/Domestic Violence Hotline	1-973-848-4446
Crisis Prevention/Suicide	1-973-672-9685
ER St. Barnabas Hospital	1-973-322-5180
FBI	1-973-792-3000
Gamblers Anonymous	1-877-994-2465
Help Line	1-973-763-HELP
Narcotics Anonymous	1-800-992-0401
National Runaway Switchboard	1-800-RUNAWAY
NJ AIDS Hotline	1-800-624-2377
NJ Child Abuse Reports	1-877-652-2873
Parents Anonymous/Family Helpline	1-800-843-5437
Poison Control Center	1-800-POISON
Police-Fire-Medical	911



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