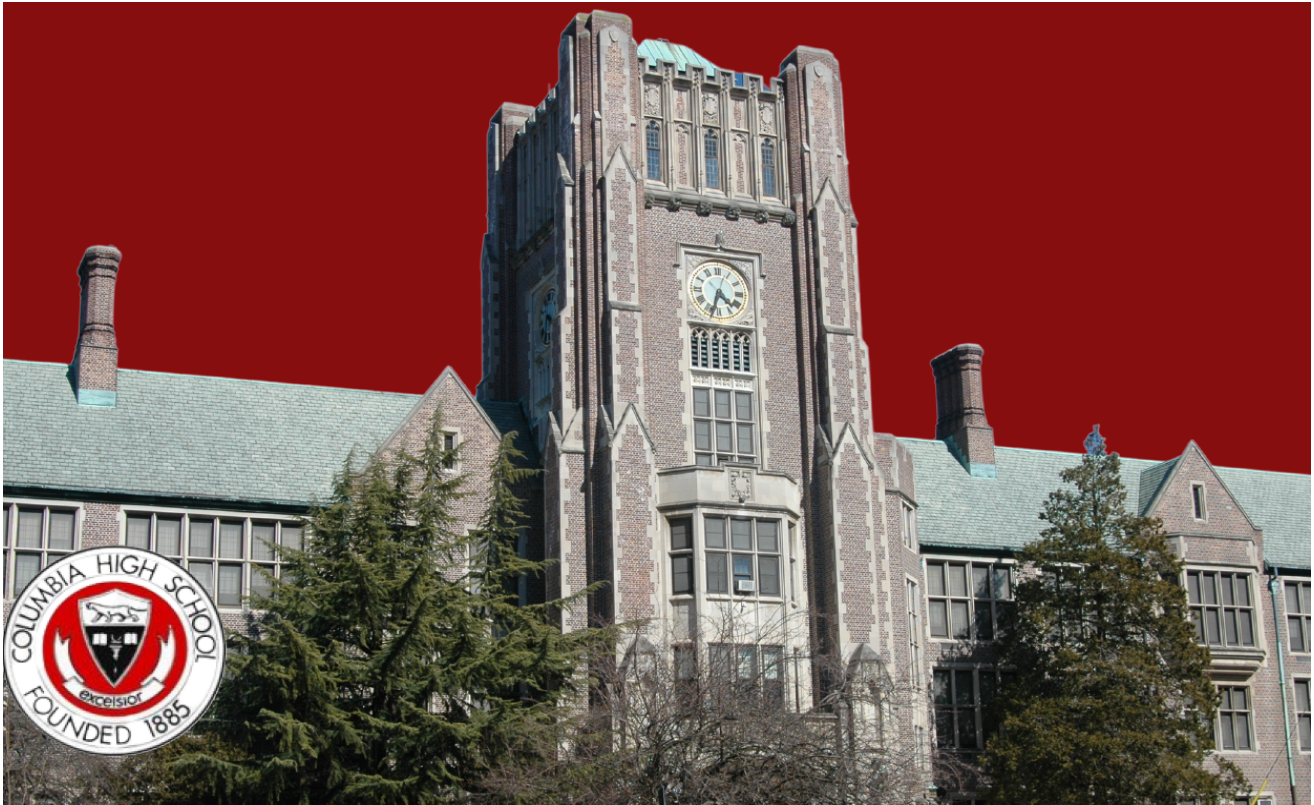


# Columbia High School



## Student/Family Handbook 2022 - 2023

*Learn, have fun, and be responsible!*

CHS Accountability -- Please take responsibility for the energy you bring to our learning environment. Your words matter. Your actions matter. Your teachers and peers matter, so be reflective of how your energy affects the rest of the Cougar Nation.

*Excelsior*

Updated 8/30/22

- 1. What do I do when my child must stay home from school because of illness or other reasons?**  
Parents should call the attendance hotline at (973) 762 - 5600 x1125. Also, parents can enter the absence directly into PowerSchool by following [these instructions](#). COVID protocols are on page 21.
- 2. What should I do when my child reports to school late or must leave before the usual dismissal time?**  
You should call the attendance office at (973) 762 - 5600 x 1125. Your child should also email their teachers so they are aware they will be missing class. The student should also check [Canvas](#) for any missing assignments.
- 3. What are the differences among Excused, Verified, and Unverified absences?**  
When an adult calls a student absent because they are sick, then that becomes a VERIFIED ABSENCE. That means we know the student did not “cut” class. An UNVERIFIED ABSENCE means the student did NOT attend class and an adult did not notify the school. Students can face academic and disciplinary consequences for unverified absences so it is vital to contact the school when you know your child will be absent. Moreover, both verified and unverified absences count as absences according to our attendance policy (which is located on pages 10 - 13). EXCUSED ABSENCES are verified absences that are waived from attendance totals. (You can find more on Excused Absences on page 10.)
- 4. How can I monitor my child’s academic progress and attendance to make sure there are no issues?**  
You can monitor your child’s progress by using the [ParentPortal website](#). You can also download the app. Parents/guardians who have issues with PowerSchool, should go to this website for help: <https://www.somds.k12.nj.us/district/information-technology/parentportalhelp/>
- 5. What happens when students are late to class without an excuse or pass?**  
Repeated tardiness may result in loss of credit. See pages 12 - 13 for more information.
- 6. Where can I apply for free & reduced lunch? ([PDF in English](#) or [PDF in Spanish](#))**  
Use this link - <https://www.somds.k12.nj.us/district/food-services/freereducedapplication/>
- 7. When are student ID cards issued?**  
All former students will receive new ID cards on the first day of school and *they are expected to wear them in school throughout the day*. They will need their cards for security purposes/building access. Any student can get a replacement card from the main office at a cost of \$5.
- 8. Where can I find information about the School Counseling Department and the support they offer?**  
Use this site: <https://sites.google.com/somds.k12.nj.us/columbiahighschoolsoma/home>
- 9. Where can I find information on clubs and sports at CHS?**  
Use this site: <https://www.somds.k12.nj.us/columbia/athletics/>
- 10. Where can I locate information on working papers?**  
Click on [this link](#) or email [workingpapers@somds.k12.nj.us](mailto:workingpapers@somds.k12.nj.us)
- 11. My child has a serious medical issue. Who do I contact at CHS?**  
You can contact Nurse Therese Crigler at 973-762-5600 x1059 or via email [tcrigler@somds.k12.nj.us](mailto:tcrigler@somds.k12.nj.us)

### DAILY BELL SCHEDULE

(Our Cafeteria opens at 7:30 am -- Breakfast is over at 7:50 am)

TIME	CLASS PERIOD
7:55 – 8:40	1
8:44 – 9:27	2
9:31 – 10:14	3
10:18 – 11:01	4
11:05 – 11:50	5 (9th Grade Lunch)
11:54 – 12:39	6 (Lunch)
12:43 - 1:28	7 (Lunch)
1:32 - 2:15	8
2:19 - 3: 02	9

### ½ DAY SCHEDULE (No Lunch)

TIME	CLASS PERIOD
7:55 - 8:32	1
8:36 - 9:15	2
9:19 - 9:56	3
10:00 - 10:37	4
10:41 - 11:18	8
11:22 - 12:00	9

### DELAYED OPENING SCHEDULE

In the event of a delayed opening the school day will start at 10:00 AM

TIME	CLASS PERIOD
10:00 - 10:10	Enter
10:11 - 10:56	4
11:00 - 11:45	5
11:49 - 12:34	6
12:38 - 1:23	7
1:27 - 2:12	8
2:16 - 3:01	9

## Option II Application Schedule Change Request Form

**COLUMBIA HIGH SCHOOL**

**17 Parker Avenue  
Maplewood, NJ 07040  
Fax 973 378-7607**

**Telephone 973 762-5600**

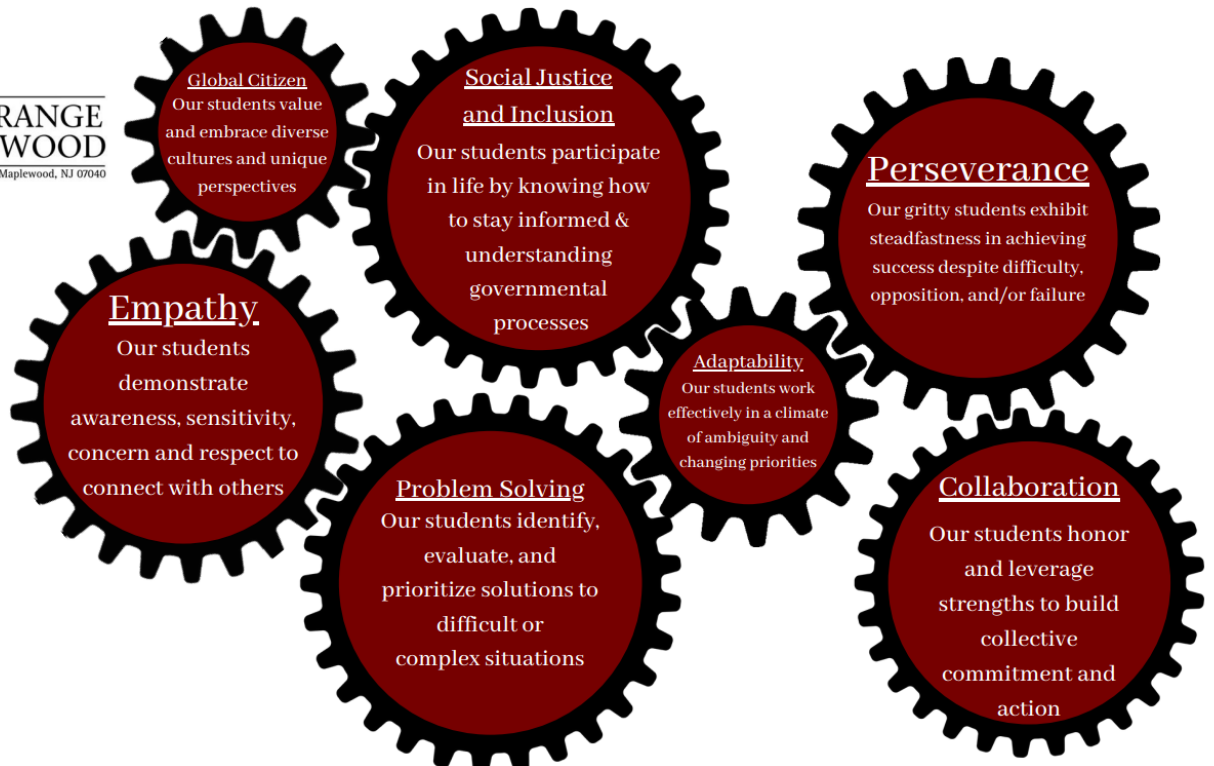
	Ext.
<b><u>Principal.</u></b>	
Mr. Frank Sánchez- ( <a href="mailto:fsanchez@somsd.k12.nj.us">fsanchez@somsd.k12.nj.us</a> )	1012
<b><u>Assistant Principals/Administrators</u></b>	
Mr. Terry Woolard ( <a href="mailto:twoolard@somsd.k12.nj.us">twoolard@somsd.k12.nj.us</a> ) Class of 2023	1016
Ms. Cheryl Hewitt ( <a href="mailto:chewitt@somsd.k12.nj.us">chewitt@somsd.k12.nj.us</a> ) Class of 2024	1022
Ms. Tracie Morrison ( <a href="mailto:tmorriso@somsd.k12.nj.us">tmorriso@somsd.k12.nj.us</a> ) Class of 2025	1224
Ms. Melissa Butler ( <a href="mailto:mbutler@somsd.k12.nj.us">mbutler@somsd.k12.nj.us</a> ) Class of 2026	1129
Mr. Richard Porfido ( <a href="mailto:rporfido@somsd.k12.nj.us">rporfido@somsd.k12.nj.us</a> )	1024
<b><u>Department Supervisors</u></b>	
<b><u>Fine Arts (K-12)</u></b>	
Mr. James Manno ( <a href="mailto:jmanno@somsd.k12.nj.us">jmanno@somsd.k12.nj.us</a> )	1069
<b><u>Physical Education/Health (K-12)</u></b>	
Ms. Nicole Monfasani ( <a href="mailto:nmonfasa@somsd.k12.nj.us">nmonfasa@somsd.k12.nj.us</a> )	
<b><u>Counseling (6-12)</u></b>	
Mr. Anthony Vechionne ( <a href="mailto:fbalasso@somsd.k12.nj.us">fbalasso@somsd.k12.nj.us</a> )	1033
<b><u>Language Arts (K-12)</u></b>	
Dr. Jane Bean-Folkes ( <a href="mailto:jbean@somsd.k12.nj.us">jbean@somsd.k12.nj.us</a> )	1131
<b><u>STEM (9-12)</u></b>	
Mr. Jameel Misbahuddin ( <a href="mailto:jmisbahu@somsd.k12.nj.us">jmisbahu@somsd.k12.nj.us</a> )	1241
<b><u>Social Studies (9-12)</u></b>	
Mr. Christopher Preston ( <a href="mailto:cpreston@somsd.k12.nj.us">cpreston@somsd.k12.nj.us</a> )	1130
<b><u>World Language (K-12)</u></b>	
Dr. Roman Robles ( <a href="mailto:rrobles@somsd.k12.nj.us">rrobles@somsd.k12.nj.us</a> )	1218
<b><u>Special Education/Child Study Team (9-12)</u></b>	
Mr. Christin Mullen ( <a href="mailto:cmullen@somsd.k12.nj.us">cmullen@somsd.k12.nj.us</a> )	1145
<b><u>Nurses</u></b>	
Ms. Therese Crigler ( <a href="mailto:tcrigler@somsd.k12.nj.us">tcrigler@somsd.k12.nj.us</a> )	1059
	1060

## WELCOME TO COLUMBIA HIGH SCHOOL!

The policies and procedures contained in the CHS Handbook for Students and Parents are the result of a concerted effort on the part of the administration, faculty, and students. This information has been carefully prepared and presented, so that it will be of great value in helping you adjust to our school and become an integral part of it.

We hope that you will participate in our varied activities and thus be more engaged at Columbia High School. Remember that your success in this school will be directly proportional to your efforts. Be proud of your school, take good care of it, and feel free to make suggestions for improving it.

Below you will find the **SOMSD Portrait of a Graduate**. Last year, District faculty, administrators, and community members met to discuss and then identify the 21st-century skills and mindsets we want to foster in our schools to ensure Columbia graduates are successful upon the completion of their studies with us. We are proud of the final product as it reflects the shared vision of our unique SOMA community. We will be using the *SOMSD Portrait of a Graduate* as our “north star” as we continue to improve our great school.



*Illustration by Isabel Morgan, Class of 2024*

## **MISSION STATEMENT**<sup>1</sup>

The mission of Columbia High School is to educate, inspire and encourage all students in our diverse community to discover and develop their individual talents and abilities in order to become productive contributors to our democratic society. To accomplish this mission, Columbia High School challenges all students to think critically and creatively, to collaborate respectfully, to solve problems effectively, to utilize technology wisely, and to respond ethically and generously to the responsibilities of global citizenship.

## **BELIEF STATEMENT**

We believe that:

- Each student is a valuable individual whose potential for intellectual, emotional, social and physical growth is enhanced by a stimulating and engaging educational experience.
- Diversity is a strength that enriches our society and will empower our students to thrive in our global community.
- High expectations shared by students, teachers, parents/guardians, and administrators, are essential to student achievement.
- An essential goal of education is the development of independent learners who will be curious and open to new experiences, opinions, and ideas throughout their lives.
- Physical safety and emotional security are essential to personal growth for all members of the educational community.
- Columbia High School embodies the values and aspirations of the community and must collaborate with all members of that community to achieve their goals.
- Supported by a responsive and competent faculty, students must take responsibility for exerting their best efforts and utilizing available resources to achieve success.
- Students will gain the confidence needed for success by learning and using self-advocacy skills.

## **VISION STATEMENT**

Columbia High School must be a place where administrators, staff, students and the community value and work together in a mutually supportive environment to encourage academic and personal excellence and respect for self, for others, and for the educational process.

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<sup>1</sup> The current mission & vision statements were drafted during our last Middle States Accreditation process. We will be beginning that process again in 2022 - 2023 so expect these statements to be updated this year.

## **Culturally Responsive Sustaining Education (CRSE) Definition**

At Columbia High School, we define Culturally Responsive Sustaining Education (CRSE) in this district as the continual acknowledgment, appreciation, and incorporation of student identities and lived experiences in forming identity, skills, intellectualism & criticality as it relates to an ability to understand and make critically informed decisions across lines of difference. Throughout our daily instruction, interpersonal interactions at school, lesson objectives, curricular content, classroom activities, and assessments, our commitment to this goal empowers students as agents of social change and contributes to their overall learning, growth, and achievement.

## **STATEMENT OF STUDENT RIGHTS**

The following are the rights to which all students are entitled:

- To receive a free public education between the ages of 5 and 19 years of age (N.J.S.A. 18A:36.1) (Special education students, ages 3 to 21) are entitled to a free appropriate education.
- To attend school in an environment that is free from discrimination or bias due to race, color, creed, religion, sex, and national origin, disability, or social/economic status.
- To receive due process throughout discipline matters regarding our student code of conduct including notice of the infraction and an opportunity to be heard. Students may be searched by school administrators or their designees as in accordance with state law, based upon reasonable suspicion of evidence that an offense has occurred. Lockers and other storage facilities provided for students are the property of the school and are subject to inspection at any time.

## **NOTICE OF NONDISCRIMINATION**

The Board of Education directs that all students shall be afforded equal educational opportunities in accordance with the law. Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the School District are hereby notified that this District does not discriminate on the basis of race, color, creed, ancestry, marital status, sexual orientation, gender, socio-economic status, national origin, religion, age or disability. In addition to the above, Title VI, 42 U.S.C. §2000d, specifically requires that all vocational opportunities be offered without regard to race, color, national origin, sex or disability.



## SEXUAL HARASSMENT & SEXUAL ASSAULT

Pursuant to Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.* and its enabling regulations, the District may not discriminate on the basis of gender or sexual orientation in the educational programs or activities which it operates. Title IX also prohibits sexual harassment. The District will not tolerate sexual harassment in any form. The Board shall assure that all students are free from sexual harassment. Sexual harassment is not only wrong, it's against the law and will not be tolerated at CHS.

Sexual harassment is unwanted sexual advances, sexual suggestions, requests or demands for sexual favors, and/or other inappropriate verbal or physical conduct made by a staff member, student or outside vendor to a student when that conduct is based on gender and/or sexual orientation, has the purpose or effect of interfering with the person's performance or creates an intimidating, offensive or hostile environment. It includes: gestures, jokes, remarks, stories, graffiti, rumors, touching, grabbing, exposing, unwanted kissing or other sexual conduct.

Any student who has experienced sexual harassment should inform the offender that the behavior is unwanted and unwelcomed, and immediately inform an administrator, teacher, counselor or SAC. The staff member to whom the student reports the harassment should immediately inform the Principal, or designee, who will immediately notify **Dr. Kevin F. Gilbert**, the District's Title IX Coordinator, at [kgilbert@somdsd.k12.nj.us](mailto:kgilbert@somdsd.k12.nj.us) or at (973) 762 - 5600 ext. 1859.

The flow chart to the right identifies the steps of the Title IX investigative process. Please note that supportive measures can be implemented immediately for the complainant. While elementary and secondary school students retain less control over when disclosure of sexual harassment triggers the school's mandatory response obligations, these students (with involvement of their parents as appropriate) do retain control over whether to accept supportive measures, and whether to also file a formal complainant.

Columbia High School is committed to provide curricular opportunities and/or student programming to cover important topics such as sexual assault, sexual harassment, student relationships, and consent.





## SECTION 504 ACCOMMODATIONS

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) applies to the District, its programs, services and activities. Federal law requires that the District evaluate, identify, and provide a free and appropriate education to all students who are individuals with disabilities under federal law and reside within the district. Parents/guardians of these individuals are entitled to procedural safeguards, including individual notice and an impartial hearing. Under federal law, “an individual with a disability” is defined as a person who:

1. has a mental or physical impairment which substantially limits one or more major life activities (for example seeing, hearing, speaking, breathing, learning, or working); or
2. has a record of such impairment; or
3. is regarded as having such impairment.

For further information, **please contact your child’s grade level administrator.**

The District will furnish auxiliary aids and services to students, employees, parents/guardians, and members of the public who have disabilities to the extent necessary for communications with other persons, unless it will result in an undue burden on, or a fundamental alteration in the program.

### **Affirmative Action**

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination. In accordance with Title VI, Title IX, the ADA and Section 504, students who experience harassment, less than equal educational opportunities or discrimination, shall use the District’s procedures to grieve such discrimination.

### **Free/ Reduced Price Lunch Program/ Senior Yearbooks/ Graduation Fees**

The South Orange/Maplewood School District participates in the federal program that provides free or reduced price lunches to students who meet federal eligibility requirements. You can access the forms in [English](#) or [Spanish](#). Please return the applications for review to the District Office. Application link: <https://www.somsd.k12.nj.us/district/food-services/freereducedapplication/>

In addition, according to Board Policy #5466 and N.J.S.A.-18A, **SENIOR students who are eligible for the free or reduced price lunch program are also eligible for a waiver of required fees for graduation and a yearbook. Ms. Cheryl Hernandez will be sending out a GoogleForm regarding this. We also want to thank our partners in the H&SA’s Cougar Cares for their support of this initiative.** Eligibility for the fee waiver will be determined using the same standards established by federal eligibility for free and reduced price meals.

## **STUDENT ATTENDANCE POLICY**

**Statement of Belief** -- It is our belief that on-time arrival and consistent attendance is essential to achieve the maximum benefit of the educational experience. Much of what is presented in class is sequential and vital to student learning. Learning requires continuity of attendance and effort. Repeated tardiness and absences from school or class impede the student's participation in classroom activities. Thus attendance should be and will be a significant factor in the determination of a student's grade, according to school policy.

**Purpose of the Student Attendance Policy** -- The purpose of the Columbia High School Attendance Policy is to have each student attend all classes, arriving on time each day and participating fully. Students and parents should familiarize themselves with the provisions and procedures of the policy. It is expected that parents will support the intent of the policy and encourage their children to maintain good attendance. Official school attendance is taken during the attendance period daily. Classroom attendance is taken every period.

### **CHS Attendance Rules**

The State of New Jersey defines a chronically absent student as one who is not present for ten percent (10%) of the school year for any reason, including absences due to medical circumstances.

There are two types of absences recognized by the State of New Jersey, **State-Excused Absences** and **Unexcused Absences**. The State of NJ recognizes only the following types of State-Excused Absences:

- Religious Observances/Holidays (<https://www.nj.gov/education/holidays.shtml>)
- Three (3) separate College Visits (only in 11th and 12th grade)
- Bring Your Child To Work Day
- Participation in observance of Veteran's Day or Board of Elections membership activities
- Closure of busing district leaving students without transportation to receiving district
- Any other rule issued by the Department of Education Commissioner.

School-sanctioned field trips, suspensions, and other absences due to extracurricular activities are excused as well as per the approval of the Principal.

The State of New Jersey considers every other absence, which is not due to one of the reasons above, to be an **unexcused absence**. Columbia High School (as per SOMSD BOE Policy) divides Unexcused Absences into two categories for the purposes of students receiving credit from specific classes.

- **Verified-Unexcused Absences:** Absences for reasons such as funeral attendance, COVID quarantining, doctor's appointment, court dates, etc. require proper documentation within 10 days in order to be considered a Verified-Unexcused Absence. These Verified absences *may* not count toward a student's possible retention at the end of the school year, but are still required to be reported as absences on the end of the year State report.
- **Unverified-Unexcused Absences:** All other absences that lack supporting documentation within 10 days are considered unverified. These absences are counted toward a student's possible loss of credit and are required to be reported as absences on the end of year State report.

An **Attendance Action Plan** is required by the State of New Jersey for any student who accumulates 5-9 unexcused absences for any reason, including medical circumstances. These are designed to assist students and should not be viewed as disciplinary. Students will be contacted by their grade-level Assistant Principal if an Attendance Action Plan is needed.

#### **A. Maximum number of absences**

Students are expected to attend every class including Study Hall. Board Policy 5200 requires each student to be present for at least 90% of class meetings in order to be eligible to receive credit. The number of **verified/unverified-unexcused** absences in each class **may not exceed:**

<b>Full Year Course</b>	<b><u>18 Cumulative Absences</u></b>
<b>Semester Course</b>	<b><u>9 Cumulative Absences</u></b>
<b>Quarter Course</b>	<b><u>5 Cumulative Absences (PE/Health)</u></b>

“Excused absences” will be waived as per NJDOE regulations and do not count against the maximum number of absences. *Parents and students should check PowerSchool Parent Portal each week to monitor student attendance.* ANY PROBLEMS SHOULD BE ADDRESSED PROMPTLY THROUGH DIRECT COMMUNICATION WITH THE GRADE LEVEL ASSISTANT PRINCIPAL

#### **B. Verifying Student Absence**

If a student is absent for either all or part of a school day, on the day of an absence a parent/guardian ***must report*** the absence by 8:30 am by calling 973-762-5600, ext. 1125 and/or through the Parent Portal of PowerSchool. To use PowerSchool, login to your account. Click on Forms. Click on Student Absence Notification. Confirm/edit the date and time. Fill in Reason for absence information in box. Click the submit box.

**Notes should be turned in to the grade-level secretary** on the first day that the student returns from an absence or on the day of a late arrival or early dismissal. **ABSENCE OR TARDY NOTES WILL NOT BE ACCEPTED AFTER THE LAST DAY OF EACH MARKING PERIOD.**

#### **C. Leaving Early/Arriving Late**

When a student is late or leaves school early, the parent must notify the Attendance Office as follows:

- **Late Arrival** -- Parents **MUST** call the Attendance Office before 9:00 a.m. or email before 8:30 a.m. and the student **MUST present a note** (which includes the student’s full name and grade) to our attendance office (giving a specific reason for the tardiness) immediately upon arriving.
- **Early Dismissal** – When a student is leaving early, the following procedures must be followed:
  - **Grades 9-11** – Parents must send the student in with a note in the morning to present to the attendance office (If the attendance secretary is not available please bring the note to the main office.) When it is time for the student to dismiss, a parent/guardian **must come in to the security desk and sign their child out.**

- **Seniors** – Parents must call the Attendance Office (ext. 1125) to advise of the student’s early dismissal. (Early dismissals and late arrivals may also be reported via PowerSchool.) All seniors **MUST** report to the Attendance Office before leaving school in order to pick up a pass.
- Should students become ill once they have reported to school, the student **must** report to the health office. The nurse will make the assessment as to whether the student must leave school early. Parents will be contacted for permission to let the student leave (**SENIORS ONLY**) or be asked to come to the school to sign the student out (Grades 9-11).

Parents/Guardians are responsible for ensuring that their child follows the procedures for absences, early dismissals, and tardy arrivals. Failure to follow the prescribed procedures will result in the student being charged with an **unverified-unexcused absence**.

Planned absences are discouraged because they entail the loss of learning opportunity. In the event of necessary planned absences (ex: extended trip, medical procedures), parents must submit written notification to the attendance secretary ten (10) days prior to the planned absence. Students are responsible for obtaining assignments from their teachers in advance of planned absences. Planned absences will count toward the 18 (or 9 or 5) day limit and *may* result in loss of credit. Please note that excessive student absences without acceptable reasons shall be referred to the Division of Child Protection and Permanency (DCP&P).

#### **D. Unexcused Absences**

1. **Truancy** -- A student who is absent from school without documented parental permission is considered to be truant. Repeated instances of truancy by students under age 16 may be referred to municipal court. “An unexcused absence that counts toward truancy” is a student’s absence from school for a full or a portion of a day for any reason that is not an “excused absence” as defined by district Policy 5200.
2. **Tardiness to class** -- Tardy arrival to class disrupts the learning in progress and deprives the tardy student of valuable instruction. Students are required to be on time to their classes. We expect students to be in their seats ready to learn ***at*** the bell.

**Four (4) tardies (fewer than 10 minutes) to class will count as one cumulative absence.** These absences will count toward the 18 (or 9 or 5) day limit. Excessive tardiness may cause a student to accumulate so many absences that the student loses credit for a class. Students may be assigned one after-school detention for every 4 tardies. **If a student is more than 10 minutes late, they will be considered absent unless they have a pass.** Continued violations of attendance expectations may result in more severe disciplinary consequences and interventions.

## E. Make-up policy

When a student's class absence is excused or verified, the student is allowed two school days to complete missing work/tests for each day absent to receive full credit. For example, if a student has an excused absence of three days, the student will have six school days to complete his/her work. Students are not entitled to make up work or tests missed during an unverified absence. Students who accumulate unauthorized class absences relinquish their right to make up any graded work from that class session. Grades of zero will be entered for work missed during unauthorized absences. If a parent/guardian knows in advance that the student will be absent from school, students should obtain assignments prior to the absence and complete them before returning to school. Suspended students are also expected to obtain their assignments and make an effort to complete their work while out of class.

## F. Attendance Appeals

A student who has exceeded the maximum number of cumulative absences (18 or 9 or 5) may appeal for a waiver of the loss of credit. Appeal forms may be obtained from the grade-level assistant principal. Appeals will be considered when based upon: 1) serious illness which is documented by a physician note; 2) legal obligations beyond the student's control; or 3) patterns of attendance that demonstrate substantial improvement following earlier instances of absenteeism. Appeals must be filed at the end of each course in an academic year to the school principal.

## G. Absence Codes

The following PS codes will appear when a student is absent from school or from a class:

Absent Excused- EX	Religion- R
Absent Unexcused- UN	Suspension- SUS
College Visits- CV	Medical- MD (Extended illness more than 5 days)
Activity- ACT (Sports, Field trip)	Home Instruction -HI
Absent- A (cut) Class attendance only	Absence Verified (Parent called or used PowerSchool to verify absence)-AV
Tardy- T	Excluded - EXC

## REQUIREMENTS FOR GRADUATION

As outlined in the [CHS Program of Studies](#), one hundred and twenty (120) credits are required for graduation from Columbia High School. A course meeting for a full year earns 5 credits and one that meets one-half year earns 2.5 credits, Physical Education courses earns 1.25 credits per quarter

Transfer students must meet all state and local requirements in order to receive a high school diploma. No diploma will be issued until the requirements are met. Students must have completed all graduation requirements in order to participate in the graduation ceremony.

### Full Time Status

All students are required to register for 35 credits during each school year.

### Promotion Policy

Students are promoted to the next academic grade upon successful completion of the required course credits.

Grade	Credit
10	30
11	60
12	90
To Graduate	120

### Marking System and Report Cards

1. Report cards will be available four times a year and will indicate a letter grade, the number of absences and comments for each course. Parents and students should monitor student academic progress weekly online through PowerSchool
2. Progress reports are available to all parents through PowerSchool midway through each quarter.
3. Grading Scale:

Alphabetic Scale	Numeric Scale	Point Value When Averaging MPs	Final Grade Cutoffs
A+	97 – 100	4.33	4.15
A	93 – 96	4.00	3.85
A-	90 – 92	3.67	3.50
B+	87 – 89	3.33	3.15
B	83 – 86	3.00	2.85
B-	80 – 82	2.67	2.50
C+	77 – 79	2.33	2.15
C	73 – 76	2.00	1.85
C-	70 -72	1.67	1.50
D+	67 -69	1.33	1.15
D	63 -66	1.00	0.85
D-	60 -62	0.67	0.50
F	Below 60	0.00	0.00
NC*		Loss of credit because of excessive absences	

**\*Loss of credit indicated by grades of NC are treated the same as an F and are calculated in the GPA as a 0.00.** If a student retakes and passes a previously failed course during the school year, both classes are reported on the transcript and both grades are computed in the GPA. If a course is retaken during summer school, it is reported on the transcript but not included in the GPA.

All final grades will be weighted as below:

SEMESTER COURSE	
Q1	Q2
50%	50%

FULL-YEAR COURSE				
Q1	Q2	Q3	Q4	X2
22.5%	22.5%	22.5%	22.5%	10%

### **Honor Roll**

Honor Roll status is a special achievement that recognizes students' effort, discipline and accomplishments.

- **Honors:** All grades B or better in every course each quarter.
- **High Honors:** All grades A- or better in every course each quarter.
- **Principal's List:** High honors for the entire year.

### **SUMMER SCHOOL**

Columbia High School offers summer school for students who have not successfully met New Jersey's minimum core curriculum standards. Students attend classes for 25 days in the summer. Information about summer school courses and fees are available in the spring.

**Courses offered** - Summer school courses are intended to provide students with another opportunity to master key course content before advancing to the next course in a content-area sequence or the next grade. Students are only permitted to take two classes unless one of the classes is Health, Physical Education or Drivers Education. Health, Physical Education, and Drivers Education are quarter courses. Consequently, these courses are only six days in duration during summer school. Students with approval may take more than two of these courses. **Class times are 8:15-10:30 a.m. and 11:00 a.m. -1:30 p.m.** The following courses may be offered: [Class times/courses vary]

- |                            |                      |
|----------------------------|----------------------|
| • English I, II, III, & IV | • Algebra I & II     |
| • Physics                  | • Geometry           |
| • Biology                  | • Physical Education |
| • World History            | • Health 9, 11 & 12  |
| • US History I & II        | • Drivers Education  |

**Attendance** – Summer school classes are required by law to meet a minimum of 60 hours. Due to the rapid pace of instruction and the short duration of summer school, prompt and regular attendance is imperative. **If a student misses more than 10 percent of the class (six hours), the student may be dismissed from the program.**



## **Student Expectations**

In order to maintain a positive learning environment at CHS, all students are expected to attend school and classes with punctuality; follow faculty and staff directions; wear and properly use their student ID; exhibit respect for themselves, others, and their property; and take responsibility for their own behavior and learning. At the end of the handbook, we have published the SOMSD 2022-2023 Code of Conduct & Restorative Justice policies and consequences. Below you will find an overview of expectations of student behavior. As always, make sure to exhibit COUGAR PRIDE!

**Campus Conduct** -- It is the goal of Columbia High School to provide a classroom environment that is conducive to learning, supports bell-to-bell instruction, and offers opportunities for students to realize their academic potential. We offer students the opportunity to learn in a positive environment, free from distractions or disturbances. To that end, teachers are expected to convey their expectations for positive learning to their students. General rules for classroom conduct include entering the classroom fully prepared, being on time and ready to focus on learning; being attentive to the teacher and complying with the teacher's classroom rules and procedures; and remaining on task at all times until the teacher dismisses the class at the sound of the bell at the end of each period. All students are expected to adhere to these rules, as well as with other classroom policies and/or procedures that are created and communicated by staff and administrators.

**Conference Periods & School Dismissal** - Most CHS students take advantage of the academic conferencing at the end of the day during period 9. Students seeking help from teachers should report to those classrooms or the library quickly so as not to disrupt our academic environment. Conference sessions are held on Mondays, Wednesdays, and Thursdays every week during period 9.

The following rules and procedures regarding dismissal are to be followed:

- At the end of the school day (whether during period 9 or after school), students who are not under the supervision of a faculty member at a conference period or at another supervised activity must leave the school premises promptly.
- Students should not congregate in front of the school during period 9 or after dismissal. This includes at Ritzer Field where PE classes are being held.
- Students can use the CHS Library during period 9 if there are enough spaces. Make sure to check the [CHS Library website](http://www.chslibrary.org) for information on how to reserve a spot. The CHS Library is also open until 5:15 pm every day. Here's the CHS Library link: [www.chslibrary.org](http://www.chslibrary.org)
- Beginning in 2022 - 2023, select students who do not have a scheduled period 9 will be invited for a mandatory sports study hall held in the cafeteria.
- Clubs should only meet after school to allow for maximum participation. If a club plans to hold a period 9 meeting, it **must** hold an identical session after school that same day.
- Students who have a period 9 class cannot expect to miss class to meet with teachers or make up assignments for other classes.

- Students are expected to comply with all local traffic safety regulations while walking, cycling, or driving home; failure to do so may result in a summons from the Maplewood or South Orange Police Department. *Students are reminded that they represent Columbia High School while off campus.*

**All students are expected to:**

1. Practice common courtesy and safety in their conduct at school and while traveling to and from school.
  - a. Greet adults and each other respectfully.
  - b. Address school personnel as Dr., Mr., Ms., etc. and respect peers' pronouns
2. Be punctual (Period 1 begins at 7:55 am, so be sure to enter the school at 7:45.)
3. Enter the school in the morning at the designated time through specific doors (Front Door, Cafeteria, Academy Street, or the Main Gym Lobby).
4. Respect all personal and school property, including textbooks, instructional and non-instructional materials, desks, lockers, interior of school, exterior of school, and the neighborhood.
5. Keep CHS safe & secure by **never** opening outside doors for peers
6. A hall pass from a teacher is necessary when a student is out of class during instruction.
7. Follow faculty/staff/security directions at all times.
8. Refrain from swearing and using vulgar language.
9. Act as a positive CHS ambassador when eating lunch off campus (see rules on page 20)
10. Help keep the Columbia campus beautiful by depositing trash in the receptacle.
11. Refrain from vaping and/or smoking (**NO LIGHTERS** allowed on campus)
12. Be responsible for maintaining the security of personal belongings.
13. Balloons are not allowed in school.
14. Follow school rules that prohibit the selling of candy or other non-sanctioned items at school.
15. Follow the CHS Dress Code (**see pages 18 - 19**)
16. Always be honest and forthcoming, especially when it comes to your studies (see below)

**Academic Honesty**

Our students are expected to be honest in all of their academic work (Board of Education Policy 5701). To ensure the integrity of Columbia High School's educational program, a strict adherence to our district policy of academic dishonesty will be enforced. Students are expected to be honest in order to learn and grow. Any breach of this standard endangers the learning process and impugns the integrity of the entire school community. The purpose of education is to prepare students to become lifelong learners, and dishonesty undermines and inhibits that process. No forms of personal and/or academic misrepresentation are permitted. A student who cheats or who helps another person to cheat, is subject to disciplinary consequences.

Students are expected to:

1. Do their own academic work;
2. Refrain from sharing assignments unless authorized to do so;
3. Refrain from engaging in plagiarism when doing research; and
4. Adhere to classroom academic standards when testing.

The District subscribes to Turnitin.com, an electronic resource for helping to detect and prevent plagiarism. If required to do so by their teachers, students must submit their work to the website before presenting the work to their teacher.

**Definition:**

**Cheating** is defined as any misrepresentation of one's academic work.

**Personal Misrepresentation** includes attendance records; presenting falsified notes, passes or names and any other deliberate misrepresentation to school authorities, other than academic work.

**Academic Misrepresentation** includes but is not limited to: stealing, copying or providing answers on any homework, quiz, test, exam, report, essay or other school assignments, and using sources without proper documentation (plagiarism) as well as changing grades.

**Procedures --** A teacher who believes that a pupil has been academically dishonest in his/her class will resolve the matter in the following manner:

1. Any student found to have violated the standards for academic honesty will receive a grade of an F for the work. No make-up work will be permitted
2. The teacher shall file a discipline referral with the grade level administrator. The referral must describe in detail the dishonesty that is alleged to have taken place and must request that the matter be reviewed by the administrator.
3. The administrator, in coordination with the teacher and content area supervisor, will prescribe additional penalties depending upon the previous record of the student.
4. Any student leader (captain, officer, editor, class representative, etc.) who violates the standards of honesty may be removed from that position and may not be allowed to hold any position of leadership or trust for the remainder of the school year from the date of the infraction.
5. The teacher informs the Principal, subject supervisor, and Supervisor of Student Activities regarding any determination of academic dishonesty.
6. Serious violations may result in notification to summer programs or colleges dependent on those institution's procedures. Additional consequences may be imposed at the discretion of the Principal.
7. If the student is not in agreement with the disciplinary action of the assistant principal, they may appeal the action to the Principal in accordance with Policy No. 5710, Pupil Grievance

## Dress Code

Students are expected to wear clothing that is safe and conducive to creating and supporting an optimal learning environment. Because no dress code is all inclusive, the administration makes the final determination in deciding the appropriateness of student attire. At CHS, we expect all students to dress appropriately for our educational and professional community while ensuring that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

Our updated dress code is modeled after the Oregon's National Organization for Women's 2016 project. It is based on the following values:

- All students should be able to dress comfortably for school without fear of or 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.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Therefore, Students **Must** Wear\*

- Shirt.
- Bottom (pants/sweatpants/shorts/skirt/dress/leggings)
- Shoes (activity-specific shoes requirements are permitted)

\* Be aware that special curriculum programming may require students to wear more formal clothing for certain activities.

Students **May** Wear:

- Hats, including religious headwear
- Hoodie sweatshirts (overhead is allowed)
- Fitted pants, including leggings, yoga pants and "skinny jeans"
- Pajamas
- Ripped jeans, as long as underwear is not exposed.

Students **Cannot** Wear:

- Violent language or images, hate speech, profanity, or pornography.
- Images or language depicting drugs or alcohol (or any illegal item or activity)
- Images or language that creates a hostile or intimidating environment based on any protected class.

- Visible underwear. (Visible waistbands or straps on undergarments worn under other clothing are not a violation.)
- Bathing suits.
- Gaiters that obscure the face (except as a religious observance).
- Lighters or other dangerous/inappropriate accessories that hang from belts or bookbags

Students who violate this dress code will be asked to change their clothing and then return to learning. Parents will be notified when this occurs for assistance.

### **Student Lunch & Cafeteria Conduct**

The cafeteria is available to students during their assigned lunch periods ONLY. Starting in 2022 - 2023, all Freshmen students are required to stay on campus during their lunch period. Students grades 10 - 12 have the privilege of leaving the building for lunch. Students should either leave the building or report to the cafeteria promptly. Students may choose to eat lunch in the cafeteria or go outside during their lunch period. The open campus privilege may be revoked for violations of the guiding principles for responsible and courteous behavior or for behavior deemed inappropriate by the school administrators. Students who leave will be able to enter through the main door or the gym lobby entrance at the bell only.

To reduce episodes of critter infestation, CHS asks students not to eat in hallways, classrooms, the library, or other areas. Violations of this rule will be handled by the appropriate assistant principal. Students are expected to be seated while eating in the cafeteria. They walk into a clean eating area every day and are asked to leave a clean cafeteria for the students in subsequent lunch periods.

The following rules are to be observed by all students:

- Open Campus during lunch is a privilege for students grades 10 - 12 only. This privilege can be taken away with a Code of Conduct violation, habitual tardiness to your next class, or failing to appear at a Central Detention.
- When leaving the building, students are to cross the street safely at the corresponding cross walks. Jaywalking is illegal, unsafe, and disruptive to our community.
- Students are free to enjoy the outside tables on Ritzer but they must respect the PE classes outside and not be disruptive
- Upon returning to the building from lunch, Upperclassmen must re-enter the building using the main entrance, the cafeteria, or the main gym and scan back using their ID cards.
- Keep tables, chairs, and surroundings clean. Each student is responsible for cleaning their table before leaving the cafeteria/outdoor table. If directed by CHS staff to clean up the table, students are expected to cooperate.
- Students will not be permitted to leave the cafeteria without a written pass from the teacher or counselor they will be meeting with.
- To maintain the security of the building, food deliveries by businesses or apps are not allowed
- Students may use the lavatories in the D-wing ground floor during lunch.
- Vending machines can only be used during lunch periods and after school.
- Act as a positive CHS ambassador when eating lunch off campus -- complaints from local businesses can lead to disciplinary consequences

## **CHS: A Healthy & Safe Learning Environment**

**Good Health --** The following section has information on our Health Office and our COVID-19 protocols.

**CHS Nurses.** The Columbia High School Health Office is found in A112 next to the Adult School and across from the East Gym. The Health Office staff provides state-mandated screenings and physicals, as well as basic first aid and emergency medical care for accidents and sudden illness that occur during the school day. CHS has two certified nurses for the 2022-2023 school year including [Nurse Therese Crigler](#) (973) 762-5600 x1059

**Health Office Policies.** Scheduled visits for physicals and other health screenings are excused absences from class. However, students who miss class while they are in the medical office because of illness will be charged with a cumulative absence.

- Students reporting to the health office **MUST** have a hall pass signed by the classroom teacher or an appointment pass issued by the medical office, except with emergencies.
- Students must be evaluated through the health office to be released from the school to home when sick.
- Parents or guardians may give the student permission to go home, but students will only be released to persons 18 years of age or older who are specifically designated on the emergency card by the parent or guardian.
- Students who leave school or do not return to school without properly going through the nurse or an administrator will be considered truant.
- Students who need to use the school elevator due to a medical condition must provide a written request from a physician stating the reason for the accommodation and the length of time necessary. An elevator card may be obtained in the health office. A \$10.00 deposit is required for the electronically-keyed elevator card.

**Student Accident Insurance.** It is advisable to maintain a student accident insurance policy to cover students during periods of school enrollment. If you are interested in insurance coverage for your child, please contact the [SOMSD Business Office](#) for more information. obtain coverage.

**Physical Education Excuse.** An excuse from class for 1 to 5 days requires an explanatory note from the parent. The note is to be brought to the health office at 7:45 AM if you have a period 1 class or 8:15 AM if your day begins with a period 2 class. Students will then report to their physical education class as usual for attendance purposes and present the note from the health office to their teacher. In the event of a long-term excuse from physical education, the treating physician should write a note explaining the reason for the excuse and the length of time involved. Such excuses must be returned each quarter, if applicable. CHS staff will provide alternate programming in accordance with state law. Students who have a medical excuse for physical education may not participate in athletics.

**Home Instruction for Medical Reasons.** If your child is expected to be out of school for more than ten days for medical reasons, after five days, the student can apply to receive home instruction for up to 5 hours per week (10 hours for special education). Contact the school nurse at extension 1059 or 1060 as soon as possible to obtain information on how to secure home instruction.

**COVID Protocols.** Our [District procedures](#) will be updated throughout the year as local and state-level guidelines change. Based on the latest information and guidelines from the CDC and the NJ Department of Health (as of 8/22/2022), only COVID-positive students will need to be isolated from school. Please follow the following procedures if your child tests positive for COVID:

1. Email the nurse, principal and attendance office if COVID is the reason for absence
2. Keep your child home for the current 5-full-day isolation guidance.
3. Have your child contact teachers to let them know so they can follow along on Canvas
4. Return on Day 6, as long as they are fever free without the use of fever-reducing medicines and have felt well for 24 hours. (We do not require a negative test upon return, but if you CHOOSE to test upon return and your rapid test is still positive, you must stay out for the entire 10 days and return on day 11.)
5. Wear a mask indoors and outdoors at school on days 6 to 10 after home isolation.

Our building will continue to be **mask-optional** for students, visitors, and staff. Students may wear masks (other than gaiters) if it makes them comfortable during regular school days, but all students will be required to wear masks during all-school assemblies. Therefore, it is important for students to always have a spare mask in their backpack. In addition to assemblies, individuals are required to wear masks when returning to school from days 6-10 after home isolation.

We encourage parents and students to continue following the CDC/NJDOH promoted safeguards, such as:

- Getting vaccinated and boosted as eligible
- Staying home when you are sick
- Considering wearing a mask while in school and in public settings
- Washing hands often with soap and water for at least 20 seconds, or using hand sanitizer
- Covering coughs and sneezes and properly disposing of tissues
- Limiting close contact with people who are sick and not sharing food, drinks and utensils
- Practicing social distancing to the greatest extent practicable; and
- Continuing to monitor your health for symptoms. Get a laboratory PCR or Rapid test if you have symptoms

**School Security** -- The following section pertains to student & faculty safety, our top priority. Our strict's Safe & Security Supervisor is Mr. Stan Valles, [svalles@somdsd.k12.nj.us](mailto:svalles@somdsd.k12.nj.us)

**Visitors.** All visitors to the campus must sign in with Columbia High School security personnel in the lobby of the main entrance and receive a visitors' badge. In order to receive a badge to enter CHS, visitors must present a valid photo ID and provide a license number (if applicable).

Former students, visiting friends and/or relatives are NOT allowed on campus for liability reasons. If an unverified person enters CHS, they may be charged with trespassing and the student who allowed them entrance will be suspended. In exceptional circumstances, the Principal may permit a visitor on campus; requests for exceptions must be made in writing at least two (2) school days in advance.

Parents who want to visit a teacher or administrator as part of a conference need to call or email first to make an appointment or to inquire if a GoogleMeet can be scheduled.



**CHS Doors.** Students can only enter the aforementioned entrances in which swipe card machines are located. Students may not enter any other door unless as part of a classroom activity (such as Ritzer doors during PE). Once school starts (outside of lunch periods), students may only enter the building through the main entrance. If a student is seen opening a door for another student or propping an entrance, they will both receive detentions. Again, keeping the building secure is our top safety priority.

**Student Identification Cards.** All Columbia High School students will be issued a student identification card each year. Students must present their identification card to any school staff member when requested to do so. ID cards are also required for admission to some school events and to borrow materials from the library. In accordance with the school discipline policy, any student who refuses to provide identification, or is unable to provide identification or provides false identification will be subject (B1) to discipline. For students who have lost their Identification Cards, replacement cards are available for a \$5.00 fee. Identification cards can be ordered in the Main Office each school day between 8:15 am and 8:25 am and picked up the next school day. In the meantime, the student will wear a temporary ID.

**Emergency Evacuations, Drills, and Lockdowns.** The NJ Department of Education requires each school to conduct 20 drills a year: 10 fire drills and 10 security drills. Security drills include Codes Red and Code Yellow as well as table-top discussions with local police and school evacuation drills.

All students will be reminded of our security protocols in the beginning of the year and we will practice our drills at least twice a month as per state mandate. We understand that conducting security drills may cause students anxiety, and so we will always conduct them seriously and with respect to our students' feelings. We will also communicate with our parents on the day of a security drill so they are aware of our practices.

All actions that should be taken during an emergency situation cannot possibly be covered in this handbook; however, there are some actions that are inherent to every emergency situation. Those are covered below:

- Follow the instructions of your teacher or the adult present in your classroom.
- If in the hallways when an emergency occurs, follow the directives of school personnel.
- Remain quiet so that you do not miss important instructions
- Do not use your cell phone, music player, or ear buds/headphones at any time.
- Stay with your class until you are properly released by a school official.

Treat each practice drill as if it were an actual emergency. Teachers will take attendance at the drills, so be aware that students who fail to return to class after practice drills or who fail to remain with their class during an actual emergency will be subject to disciplinary consequences.

**Video Surveillance.** All students, parents, and staff are advised that since CHS is a public school facility, students, staff, parents, and visitors do not have a right to expect privacy in connection with their actions and activities while in, on or about the school facilities. Many areas of the high school campus, both internal and external, shall be subject to observation and monitoring by video cameras. The tapes of such observations shall be available for use by the school district, its staff, or law enforcement agencies. The video surveillance is not used in an attempt to recover lost/stolen items that are prohibited in school.

***Pedestrian Safety and Courtesy.*** Students are reminded they should comply with all traffic safety regulations when crossing intersections while traveling to and from school. Students should obey "WALK" and "DON'T WALK" signals. Crosswalks should always be used and students should check traffic prior to crossing the street. Students should walk on sidewalks at all times, where they are available, coming to or leaving Columbia High School. Failure to do so could result in a summons issued by the Maplewood or South Orange Police Departments and/ or revocation of lunch privileges. Be polite to other pedestrians, give them room, and use appropriate manners. Please be a safe pedestrian, and be mindful that you represent Columbia High School during off-campus periods.

***Disciplinary Remediation and Consequences.*** Columbia High School students are expected to follow the school rules listed in the [Code of Student Conduct](#) (Board Policy 5500) and to exercise good judgment regarding their behavior at all times. If a student chooses to break the rules or interfere with the learning of other students, she/he must accept the consequences and take responsibility for her/his actions.

The following corrective measures may be utilized by teachers:

- Positive discipline interventions – redirection and classroom consequences.
- Change seating location.
- One on one conference with students.
- Phone contact and/or conference with parents.
- Assign detention.
- Refer students to Counselor or the Assistant Principal.

Our [Code of Conduct](#) outlines the consequences for inappropriate student actions referred to the Assistant Principal, and/or Principal. This Code of Conduct is intended to provide general notice to students of prohibited behaviors and possible disciplinary actions. Nothing herein prevents the Board or District Administration from exercising their discretion in accordance with this Plan, Board Policies, State law or regulations, or federal law or regulations. The Plan constitutes a guideline, not a comprehensive and exhaustive code.

Student discipline is handled on a priority basis. Detentions, suspensions and positive behavior intervention plans will be assigned as soon as possible. Every effort will be made to deal with infractions in an expedient manner and parents/guardians will be notified.

**Please refer to the [Code of Conduct](#) addendum to this handbook to best understand the District's restorative philosophy and consequences one may receive for violating the Code of Conduct.**

## **STUDENT SERVICES**

**Philosophy of Counseling** -- The [Columbia High School Counseling Center](#) is committed to the total development of the child. We encourage the fulfillment of intellectual aspirations by developing competence in our students through placement in academically challenging programs. We endeavor to help each student achieve his/her potential as a distinct entity, according to individual interests and abilities. We believe the counseling process must include deliberate nurturing of such essential virtues as integrity, honor, self-discipline and a respect for authority.

## **SCHOOL COUNSELING PROGRAM / GUIDANCE** (Website: <https://bit.ly/3RZY361>)

Columbia High School is noted for its outstanding record of college placement and academic counseling offered through its guidance and counseling department. The department provides students, parents and faculty with a variety of services that enable the student to participate fully in the educational program. Each student is assigned by homeroom to a guidance counselor. Conferences between the student and counselor are held periodically. Parents are welcome to meet with their child's guidance counselor by appointment.

Specific counseling services are offered to assist each student to make more effective adjustments to the high school environment. The counseling staff provides assistance to parents and students in many areas such as: academic planning, orientation to the school, assistance with academic challenges, career counseling and planning, personal and social counseling, college, technical, and vocation school planning and placement, and financial aid and scholarship information.

***Counselor Visits.*** To see a counselor, a student needs only to fill out a request from the [Counseling website](#). If there are no available slots, stop by the Counseling Office in the B Wing and make an appointment. Parents may also call or email the counselor to arrange an appointment.

***The Counseling Annex.*** Located in the CHS Library, the [Counseling Annex](#) houses all of the academic and social emotional resources your school counselor may refer you to. Make sure to check out the SLAM Lab, Achieve Tutoring, meet with a counseling intern, or join a group! Also come up and check our programming calendar filled with awesome workshops and seminars. If you have any questions, you can contact Ms. Jennifer Easton or Ms. Marcia Hicks.

***SACs.*** Specific assistance in the area of substance abuse and crisis intervention is readily available through the services of two [Student Assistance Counselors \(SAC\)](#). Students who voluntarily seek assistance are entitled to strict confidentiality and will not be subject to discipline for past conduct regarding use. Ms Dorota Martinez works with 11th & 12th graders while Mr. Michael Loupis works with 9th and 10th grade students.

***Schedule Changes.*** The Columbia High School master schedule will be built based on students' course requests submitted by April 1, 2022. Students are expected to honor their commitments to attend and satisfactorily complete the courses requested by this date.

After April 1, 2022, changes will only be considered according to the guidelines listed below and are subject to availability.

- Correction of a scheduling error
- Addition of a required course
- Addition of course/credits required for June 2023 graduation
- Changing a course to/from an academic, honors, or AP
- Adjustment for summer school completion

***It is important to note that any request for a teacher change will not be honored.***

Students will only be able to add/drop classes during the time frame below. All of this information can be found in the [Program of Studies](#) on the Counseling Website.

Estimated schedule change windows (exact dates TBD)	Add Semester 1 (S1) or full-year (FY) courses	Drop Semester 1 (S1) or full-year (FY) elective* courses Rolling through 10/15	Change levels (may not add AP after 9/24 <b>except for US1</b> )	Withdraw Semester (S) or full-year elective* (FY) (WP or WF on transcript; not included in GPA) Rolling through 3/11	Drop Semester 2 (S2) elective*	Add Semester 2 (S2) elective*
1: 9/9-9/24	✓	✓	✓		✓	✓
2: 10/11-10/15		✓	✓		✓	✓
3: 11/22-11/30			✓	✓ (S1, FY)	✓	✓
4: 2/7-2/11			✓	✓ (FY)	✓	✓
5: 3/7-3/11				✓ (FY, S2)		

**SAT.** Most colleges require the SAT test for college admissions. Most students consider taking the SAT in March, May, or June of their Junior Year, and seniors often take the SAT again in October of their Senior Year.

Only SAT score reports from completed and scored tests will be sent to colleges, universities and scholarship programs. Students can only send scores that appear next to test dates on their SAT Status page. If a student decides to use Score Choice, only those scores from the test dates you choose will be sent. If you decide not to use Score Choice, all available scores will be sent, including those from previous test administrations.

All necessary materials for registering to take the SAT are available in the Counseling Center.

- COLUMBIA HIGH SCHOOL TEST CENTER CODE 31472
- MILLBURN HIGH SCHOOL TEST CENTER CODE 31511
- COLUMBIA HIGH SCHOOL CEEB CODE 310750

***The American College Test (ACT)*** Another series of college admissions tests is the American College Test (ACT). Be sure to check with your counselor if you are uncertain which test is best for you. The ACT is somewhat different from the SAT I, including four tests that “measure academic abilities in the areas of English, Mathematics, Social Studies, and Natural Sciences.” Although these four subject areas are being tested, the “tests contain a large portion of analytical, problem-solving exercises and few measures of narrow skills.” Students receive scores for each of the four tests and a composite score. Students who feel that their strengths might be better measured by a test of this nature, with less emphasis upon mathematical ability, should consider the ACT as an option. Additional information regarding the ACT is available in the Counseling Center.

***PSAT/NMSQT.*** Taking the PSAT/NMSQT is an excellent way to prepare for college. Columbia High School provides free PSAT testing for all Sophomores and Juniors every October. The 11th-grade test (PSAT/NMSQT) allows students to practice for the SAT and to also compete for national scholarships. Accommodations for the PSAT can only be awarded by CollegeBoard. If you need assistance with that process contact your Child Study Team member or Mr. Matthew Endlich at [mendlich@somsd.k12.nj.us](mailto:mendlich@somsd.k12.nj.us).

## **ATHLETICS & EXTRACURRICULAR ACTIVITIES & CLUBS ([Website](#))**

***Athletic & Activities Office.*** The Athletic & Activities Office is located in A102. The key staff members in this department are

- [Mr. Richard Porfido](#), Supervisor of Athletics and Activities (x1024)
- [Ms. Amy Singer](#), Administrative Assistant & Facilities Coordinator (x1025)
- [Ms. Vanessa Carney](#), Athletic Trainer (x1090)

***CHS Extracurricular Equity Policy.*** Please remember that there are **NO** mandatory membership dues, participation fees, or financial obligation of any kind to participate in any CHS team, club, or activity. Extracurricular opportunities are part of the educational experience at CHS and are open to all students, in accordance with the District’s Access and Equity policy

***Clubs & Activities.*** There are scores and scores of extracurricular opportunities at Columbia High School. Our clubs change every year so it is important to attend the annual Activity Fair at the beginning of the year. Students and parents can access the current [list of clubs online](#) by clicking on “Activities” on the Columbia High School website, <https://www.somsd.k12.nj.us/columbia/>.

***Sports.*** Participation in interscholastic athletics and extracurricular activities serves a wide range of purposes and meets the following goals:

- To provide a variety of experiences which foster a sense of teamwork and opportunities for student leadership;
- To allow youngsters to gain a sense of self as well as an appreciation for the value of each individual as a contributing member of a group working toward a common goal;
- To ensure that the interests and talents of the vast majority of students can be cultivated and nurtured;
- To involve students in worthwhile, productive, and positive after school activities

At Columbia High School we offer more than 25 sports opportunities across three seasons. Students and parents can find the list of coaches and athletic opportunities on our school website at <https://www.somds.k12.nj.us/columbia/athletics/>.

**Option 2.** Athletes can use their time in competitive sports as a substitute for portions of the CHS Physical Education curriculum (but not health). Students need to complete the [Option 2 request form](#) to receive this privilege. More information can be found online at <https://www.somds.k12.nj.us/columbia/athletics/option-2/>

**Posters.** All posters must be approved by the Director of Student Activities prior to posting. Posters must be removed by the sponsoring group following the event. Posters must relate to events sponsored by a CHS organization. They should not be attached to painted surfaces but must be appropriately affixed to tiled areas only.

**Sports Schedules.** Cougar High School participates in the Super Essex Conference and we play teams in our greater Essex County area. Schedules for games can be found [online](#), but you can also download the AS mobile app (for Activity Scheduler) and then choose CHS as a “favorite.”

**Friday Night Lights.** Last year we held five home games, each on Friday evening. Unfortunately, some students could not handle that type of freedom and we had some behavior issues. This year, we will hold only two evening games and two Saturday games. If students prove they can handle the Friday games then we will return to five Friday night games next year. Let’s prove we can handle that responsibility!

### ***Let’s Keep Up the Good Sportsmanship!***

**Columbia High School Principal @CHSPPrincipalNJ · Jan 19** ...

So proud of the @SOMSDK12 Athletic program (coaches, players, and fans) who were recognized as the NJSIAA best Sportsmanp Award winner for the 2nd time in 3 years! This shows that CHS is a first-class organization with great students and coaches. #CougarNation #CougarPride





## **CHS LIBRARY ([www.chslibrary.org](http://www.chslibrary.org))**

The CHS Library is the intellectual hub of Columbia High School. It also houses the Achieve Tutoring Services, the CHS Archives, the Counseling Annex including the SLAM Lab, and MAC (the Minority Achievement Committee).

***Librarians & Counselors.*** The following personnel manage programming held at the CHS Library.

- Mr Jeffrey Cosgrave, Librarian/Media Specialist [jcosgrav@somsd.k12.nj.us](mailto:jcosgrav@somsd.k12.nj.us)
- Ms. Suzanne Ng, Librarian/Media Specialist [sng@somsd.k12.nj.us](mailto:sng@somsd.k12.nj.us)
- Ms. Shannon Kirk, Achieve Tutoring Coordinator, [skirk@somsd.k12.nj.us](mailto:skirk@somsd.k12.nj.us)
- Ms. Marcia Hicks, Counseling Annex & MAC Coordinator, [mhicks@somsd.k12.nj.us](mailto:mhicks@somsd.k12.nj.us)

***Library Policies.*** The library opens at 7:48 AM; school starts at 7:55 AM. The library stays open after school until 5:15 PM. Make sure to observe the following procedures to properly use library services:

- Student IDs are required for all library services.
- Students can reach out to [chslib@somsd.k12.nj.us](mailto:chslib@somsd.k12.nj.us) to have PowerSchool / canvas / school email accounts reset
- Students can visit the library for chromebook tech issues and even receive a loaner if available. Parents can visit the [SOMSD 1:1 webpage](#) to learn more about the Chromebooks and even use the [Columbia High School Student Chromebook Repair Form](#) found there.
- Students can reserve a spot in the library during one's lunch, study hall, or free period and after school by using the QR Code found in the library's website <http://www.chslibrary.org/>
- Students interested in receiving academic assistance should complete the form on the [Counseling website](#).
- Students must eat in the cafeteria. Although food is not permitted in the library, students may drink bottled water if they have it.
- Students may borrow books and other materials for two weeks at a time; these can be renewed. Students may receive a fine for lost and damaged items so materials can be replaced.
- Students can always access databases and electronic copies of materials from home by using the [CHS library homepage](#).

## **CHS MAIN OFFICE**

The Main Office at Columbia High School is staffed by the administrative team's secretaries. You can always go there to check to see if a building administrator is available.

***Student Lockers.*** Remember that student lockers, whether hall lockers or physical education lockers, are the property of the school district and subject to inspection at any time. Here are the procedures for lockers:

- Current students will use the same lockers as last year. The locker combination can be found in PowerSchool. Students cannot use their own locks and must use school issued locks. Unauthorized locks will be cut off.
- New students grades 10 -12 will receive a locker and combination when they start school. Freshmen students will receive their lockers (with a lock) during orientation. It will also appear on PowerSchool.
- Students should never share lockers nor give their combinations to other students.
- CHS is not responsible for lost or stolen property.



**Working Papers.** For the past two years, we have conducted this service virtually. You can still handle this process online by following [these directions](#). If you want to now submit them in person, that is fine, but the main office can only process the paperwork once ALL sections are complete and the remaining element is the principal's signature.

**Lost and Found.** Students should not bring valuable articles to school such as large sums of money or expensive electronic devices including cell phones or video game players. Students are encouraged to insure valuable items since the school is not responsible if such items are lost or stolen. Students are expected to monitor their own belongings and to secure valuables in their lockers during the school day. In order to prevent loss, please mark all belongings with indelible ink or by sewing on name tags.

Students who find or lose articles are urged to report to the security desk. Owners claiming lost articles must give satisfactory identification. Large amounts of clothing and other articles are accumulated in the lost and found department. After 30 days, unclaimed articles are donated to charitable organizations.

**Bicycles.** There are many bicycle racks provided for students in the front of the building on Parker Avenue. Students who park their bikes at the rack should: (1) use a sturdy locking mechanism to affix the bicycle to the rack and, (2) park the bike – front wheel in. This will help us to maximize the number of bicycles we can accommodate.

The South Orange and Maplewood School District cannot be held responsible for lost or stolen bicycles. That being said, we have added new, more sophisticated cameras near the bike racks so if a bicycle is stolen or vandalized, make sure to contact Mr. Sanchez.

**Change of Address, Phone numbers, or Email address.** For all changes to your home address, it is imperative that you promptly notify the Registrar's Office at 525 Academy Street in Maplewood. The number is (973) 762-5600 x 1830. CHS personnel do not have the authority to alter the address under which you registered as a resident.

Parents/guardians can update all other information through PowerSchool including home, work, and cell phone numbers, email addresses, and emergency contact persons. If you have issues with PowerSchool, use this website: <https://www.somds.k12.nj.us/district/information-technology/parentportalhelp/>

**Electronic Devices & Unauthorized Items.** Unauthorized items brought to school such as, but not limited to, speakers, laser pointers, aerosol cans, toys, smelling salts, and related items, may be confiscated by school staff. Confiscated items will be returned to parents by appointment. Items not recovered within a reasonable period of time will be discarded. Subsequent violations will result in disciplinary consequences.

The primary objective of prohibiting students from bringing restricted materials to school is to ensure students' focus on educational tasks, students' safety, and to prevent loss or damage to private property. Any student who brings an illegal item that would be considered like a weapon or drug, like pepper spray, will face consequences through the Code of Conduct and the Maplewood Police will be contacted.

**Cell Phones & Smart Electronics.** Although we know in post-Columbine America it is important for students to have their phone at school, it is still a privilege and it can be taken away if they fail to honor the following procedures:

- In classrooms and assemblies, students may use cell phones for educational purposes only with teacher permission. A teacher may confiscate a student's phone if a student is found using their phone during class for any other reason. Students will then be able to have the phone returned to them after class unless it is the second time. Then the phone can be collected after school in the main office.
- Students can text outside of the classroom, library, common spaces, and in the cafeteria, but we ask students to not make phone calls or use Face-Time in the halls.
- Students must adhere to the acceptable use policy
- Students should turn OFF their phones and smart electronic devices like watches to ensure academic honesty during any classroom assessment.
- Playing audible music is disrespectful to others who do not want to listen to your music. Therefore students who want to listen to music should wear earbuds/headphones during free periods/lunch.
- Photo or video recording is allowed only when permitted by a teacher for educational purposes. Review the Code of Conduct for a violation of this policy.

**Field Trips and Assemblies.** These activities are designed to enhance the curriculum and expose students to a wide variety of topics and issues and are often related to the curriculum. Attendance at and participation in these activities is a privilege, not a right. Inappropriate behavior may result in the revocation of student privilege to attend such events.

**Senior Information & Privileges.** It is important for us to celebrate our Seniors during their final year at CHS. Because we have many events planned for them, it is important for parents and Seniors to follow their activities by connecting with Mr. Woolard, the 12th-Grade Assistant Principal and their counselor and/or CST case manager. Parents and students should also follow the [Class of 2023 website](#) which is replete with helpful links and information.

Since these 12th-grade are privileges and not entitlements, there are certain standards that must be met before students enjoy these privileges. They are outlined below:

- **The Commencement Ceremony** represents the culmination of four years of hard work, and is a showcase for both Seniors and parents. Seniors must meet the minimum academic curriculum standards and must have earned the required number of credits to participate in graduation. Participation in commencement exercises is a privilege; the principal reserves the right to prohibit any student from attending commencement ceremonies.
- **The Prom** is open to all Seniors provided they are in good standing with the school. This means that the senior must not have outstanding detentions. A suspension does not necessarily preclude a senior from attending Prom; however, serious disciplinary issues may be a hindrance. Disciplinary issues will be dealt with on a case-by-case basis. All seniors attending prom must have a Prom Permission Slip completed and signed by a parent/guardian as well as a school identification card. Administration must approve all non-CHS guests.

- **The Homecoming Dance**, open to all Seniors and Juniors, is scheduled to be held on October 15 this coming year. All outstanding detentions, if any, must be served. Seniors who break the alcohol or drug contract during Homecoming CANNOT attend prom; Juniors who break the contract will not be allowed to attend the Homecoming Dance their Senior year. This event is restricted to CHS students only, and students attending homecoming must present a school identification card upon entry.
- **Parking** is extremely limited at CHS, so carpooling is strongly encouraged. Seniors who wish to drive their own vehicles to school may submit an application for on-campus parking. Completed applications must be submitted at the beginning of each marking period by the date indicated on the application. Submission of an application does not guarantee a parking space since there are about 70 senior parking spaces. These spaces are assigned by lottery to seniors for each marking period. In the event that all spaces are not assigned during a marking period, we will open the lottery to former winners. Once parking spaces are assigned, Seniors are only permitted to park in the space assigned to them. A Senior's parking privilege will be revoked for suspension, parking in any unauthorized space (i.e. Flagpole, AV, Gym, Valley, and Gleason Parking lots), outstanding detentions, and/or repeated disciplinary referrals. Seniors who choose to park in unauthorized spaces are also subject to parking fines. STUDENTS PARK AT THEIR OWN RISK.

### Study Hall Rules

All students MUST report to their Study Hall class. If not they will receive a "cut" or unverified absence and receive an after school detention. If a student does not attend the detention then they may lose extracurricular privileges like open lunch or attending sporting activities.

If students want to go to the library during study hall, they must FIRST report to study hall and show the teacher that they reserved a space in the library and then go to the library. Upon entering the library, the student must sign in.

Seniors who have study hall adjacent to their lunch can leave the building for both periods but they must first apply for the privilege with Mr. Woolard, the 12th Grade Assistant Principal.

### **Columbia High School *Alma Mater***

Oh! Columbia, thou has taught us  
 The path that we should tread  
 By thy rules of pride and honor  
 In our work and play we're led  
 In the year of life's hard struggle  
 We care not what's in store,  
 For thy motto is our motto  
 And our cry "Excelsior!"\*

\*Excelsior: More lofty; still higher; ever upward. (From the latin excellere.)

# Code of Conduct & Restorative Justice 2022-2023 SY



## Code of Conduct and Restorative Justice

**The School District of  
South Orange - Maplewood  
2022-2023**

## Table of Contents

Mission	3
Things We Value	3
Strategic Plan Alignment	3
Purpose	4
Introduction	5
We Value:	5
Restorative Justice	8
Types of Restorative Approaches	8
Addressing the Behavioral Needs of PreK-2 Children	10
Students with Individualized Education Program (IEP)/504 Plan	10
Student Conduct Away from School Grounds	10
School Bus Conduct	10
Infractions and Associated Responses	11
Restorative Questions	11
<b>Tier One: Non-Violent, Uncooperative, Non-Compliant Behaviors</b>	12
<b>Tier Two: Non-Violent, Disruptive, Disorderly Behaviors (or &gt;5 Tier 1 Incidents)</b>	12
<b>Tier Three: Injurious, Harmful, and/or Habitual Behaviors</b>	12
<b>Tier Four: Infractions that are highly serious or cause imminent danger to self or others</b>	13
Short Term Suspensions	19
Long Term Suspensions	19
Law Enforcement	20
Selected Relevant Board Policies	21
Policy 5512 - Harassment, Intimidation and Bullying	22
Policy 8467 – Prohibition of Weapons	36
Community Based Health and Social Services Provider Agencies	39
HOT LINES	39

## **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 Code of Conduct & Restorative Justice 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.

## 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 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 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, ethnicity, national origin, citizenship/immigration status, religion, age, gender, gender identity, gender expression, sexual orientation, disability or weight.*

### 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"><li>• What happened?</li></ul>
<ul style="list-style-type: none"><li>• Who was harmed or affected by the behavior?</li></ul>
<ul style="list-style-type: none"><li>• What needs to be done to make things right?</li></ul>
<ul style="list-style-type: none"><li>• How can people behave differently in the future?</li></ul>










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

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.





<p><b>Tier One: Non-Violent, Uncooperative, Disruptive, Disorderly Non-Compliant Behaviors</b></p> <ul style="list-style-type: none"> <li>• In general, our response to infractions will follow the principles of Restorative Practice</li> <li>• Teacher implements classroom-based student support interventions, e.g. re-state classroom expectations / verbal warning of next step / loss of privilege</li> <li>• Teacher assigned research essay</li> <li>• Teacher/staff member holds individual conference with student</li> <li>• Record (defined below)<sup>1</sup> of conference with student maintained by teacher</li> <li>• Teacher contacts parent/guardian via telephone and/or email</li> <li>• Record of contact with parent/guardian maintained by teacher</li> </ul>
<p><b>Tier Two: Non-Violent, Uncooperative Disruptive, Disorderly, Non-Compliant Behaviors (Multiple occurrences)</b></p> <ul style="list-style-type: none"> <li>• In general, our response to infractions will follow the principles of Restorative Practice</li> <li>• Teacher reviews classroom-based student support interventions and implements additional supports and/or loss of privileges</li> <li>• If additional support is needed, referral to counselor/nurse/case manager/social worker/Intervention &amp; Referral Services (I&amp;RS) team</li> <li>• Teacher/staff member holds conference with parent/guardian to collaborate on how best to support the student's success</li> <li>• Record of conference with parent/guardian maintained by teacher</li> <li>• Possible in-school disciplinary consequences, e.g. detention, denial of participation in extracurricular activities, and/or school functions.</li> <li>• Consider restitution (defined below)</li> </ul>
<p><b>Tier Three: Injurious, Harmful, and/or Habitual Behaviors</b></p> <ul style="list-style-type: none"> <li>• In general, our response to infractions will follow the principles of Restorative Practice</li> <li>• Teacher/staff member refers incident to principal or designee</li> <li>• Administrators will consult each other when making decisions within the tiered responses to each behavior.</li> <li>• Mandatory referral to counselor/nurse/case manager/social worker/Intervention &amp; Referral Services (I&amp;RS) team</li> <li>• Parent/guardian contacted by principal/designee</li> <li>• Parent/guardian conference with principal/designee</li> <li>• Record of contact and/or conference with parent/guardian maintained by principal/designee</li> <li>• Possible in-school disciplinary consequences, e.g. detention, denial of participation in extracurricular activities, and/or school functions.</li> <li>• Referral to mediation if appropriate and/or a restorative conference with affected parties</li> <li>• Consider restitution<sup>2</sup></li> </ul>
<p><b>Tier Four: Infractions that are highly serious, cause imminent danger to self or others, or are habitual.</b></p> <ul style="list-style-type: none"> <li>• In general, our response to infractions will follow the principles of Restorative Practice</li> <li>• Immediate referral to principal or designee</li> <li>• Administrators will consult each other when making decisions within the tiered responses to each behavior.</li> <li>• Parent/guardian contacted by principal/designee</li> <li>• Parent/guardian conference with principal/designee</li> </ul>

- 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.

<sup>1</sup> 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

<sup>2</sup> 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.

## Associated Responses

The following table describes the general infractions and associated responses including consequences and remedial actions, which are divided into four tiers according to severity and/or the age of the student and/or the student's history of problem behaviors. The tiers are explained in the second table. A manifestation determination review for students with IEP's, 504 plans, or ELLS may determine appropriate tier.

Infractions	Definitions/Remarks	First Infraction	Second Infraction	Third Infraction
Academic-Personal Dishonesty <b>A. Altering Notes</b> <b>B. False Information</b> <b>C. Cheating</b> <b>D. Plagiarism</b> <b>E. Forgery</b> <b>F. Other</b>	Altering official documents for the purposes of misrepresentation. Falsifying information by failure to provide accurate information to school officials or staff, either in writing or verbally. An individual's use or the attempt to use another person's identity, signature, academic work or research as if his/her own.	A.- E. Tier One Response          A.- E. Zero for Academic work	A.- E. Tier Two Response          A.-E. Zero for Academic work	A.- E. Tier Three/ Four Response          A.-E. Zero for Academic work
Behaviors that jeopardize environmental safety	A student shall not engage in conduct that intentionally endangers or reasonably appears to endanger, the health or safety of other students, school employees or other persons. )	Tier Four Response       Possible CST Referral    Possible Board Hearing	Tier Four Response       Possible CST Referral    Board Hearing	Tier Four Response       Possible CST Referral    Board Hearing
Disruptive Behavior	A student shall not engage in conduct which interrupts the	Tier One Response	Tier Two Response Multiple infractions	Tier Three Response Multiple infractions

	educational process and/ or interferes with teaching or learning			
False alarms and scares <b>A. Pulling an alarm or calling in a false alarm or bomb scare or any event that would cause an evacuation of the building.</b> <b>B. An event to cause the closing of school</b>		A. Tier Four Response  B. Police Involvement	A. Tier Four Response  B. Police Involvement	A.Tier Four Response  B. Police Involvement
Improper use of vehicles <b>A. Parking</b> <b>B. Moving Violation</b>	Students shall follow all school and other traffic rules when in operation or possession of a vehicle on campus or at a school event.	A. Tier Three Response  B. Tier Three Response  Loss of parking privileges for 45 days	A. Tier Three Response  B. Tier Three Response  Loss of parking privileges for 90 days	A. Tier Three Response  B. Tier Four Response  Suspension of parking privileges for up to 180 days
Profanity and verbal abuse to students.	Use of obscene, profane, or vulgar language or gestures that is intentionally or unintentionally offensive that is non HIB	Tier Three Response	Tier Three Response	Tier Four Response
Profanity and verbal abuse to staff.	Use of obscene, profane, or vulgar language or gestures that is intentionally or unintentionally offensive,	Tier Three	Tier Three	Tier Four
Inappropriate Use of Technology A. Obscene Materials B. False Identification C. Unauthorized Entry D. Internet Violation E. Other	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.	<b>A.-E.</b> Tier One Response	<b>A.-E.</b> Tier Two Response	<b>A.-E.</b> Tier Three Response
Trespassing A. Within Campus B. While on suspension	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.	<b>A.</b> Tier Three Response <b>B.</b> Tier Four Response	<b>A.</b> Tier Three Response <b>B.</b> Tier Four Response	<b>A.</b> Tier Three Response <b>B.</b> Tier Four Response

Arson	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.	**Tier Four Response		
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 <a href="#">SOMSD Policy 5512</a> )	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	Outcome of investigation will determine infraction and associated responses.  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>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>Report all allegations of <a href="#">HIB</a> to school administration. <a href="#">HIBSTER</a></p>	<ul style="list-style-type: none"> <li>• Review of district policies</li> <li>• Parent/Guardian notification</li> <li>• Counselor referral</li> <li>• Admonishment</li> <li>• Temporary removal from class</li> <li>• Deprivation of privileges</li> <li>• Referral to anti-bullying specialist</li> <li>• Detention</li> <li>• In-school suspension or out-of-school suspension</li> <li>• Ban from program participation</li> <li>• Restriction on being on school grounds</li> <li>• Police notification</li> <li>• Expulsion</li> </ul> <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. Consequences may include:</p> <ul style="list-style-type: none"> <li>• Review of district policies</li> <li>• Parent/Guardian notification</li> <li>• Counselor referral</li> <li>• Admonishment</li> <li>• Temporary removal from class</li> <li>• Deprivation of privileges</li> <li>• Referral to anti-bullying specialist</li> <li>• Detention</li> <li>• In-school suspension or out-of-school suspension</li> <li>• Ban from program participation</li> <li>• Restriction on being on school grounds</li> <li>• Police notification</li> <li>• Expulsion</li> </ul> <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 or intoxicants of any kind	<p>A student is found with alcohol, marijuana, and/or any other controlled dangerous substance (not 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.</p> <p>Please see Board Policy #5533 regarding vapes in school.</p>	<p>Tier Three Response</p> <p>(Refer to district policy)</p>	<p>Tier Three Response</p> <p>(Refer to district policy)</p>	<p>Tier Four Response</p> <p>(Refer to district policy)</p>
Possession or use of weapons, firearms, and/or look alike weapons	<p>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.</p>	<p>Tier Four Response</p> <p>Police Contact</p>		
Sex Offense	<p>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</p>	Tier Four Response	Tier Four Response	Tier Four Responses

	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			
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 <a href="#">Board Policy 5533</a>  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 consult the following board policies at:

<http://www.somssd.k12.nj.us/page/39>.

- 2412 Home Instruction
- 2481 Home or Out-of-School Instruction for General Education Pupils
- 5500 Expectations for Pupil Conduct
- 5511 Dress and Grooming
- 5513 Care of School Property
- 5514 Pupil Use of Vehicle
- 5516 Pagers and Cellular Telephones
- 5520 Disorder and Demonstration
- 5533 Use of Tobacco Products
- 5600 Pupil Discipline
- 5611 Removal of Pupils from Regular Education for Weapons/Firearms
- 5612 Assault by Pupils on Board Members or Employees
- 5620 Expulsion
- 5700 Pupil Rights
- 5701 Academic Honesty
- 5751 Sexual Harassment
- 5752 Marital Status and Pregnancy
- 5770 Pupil Right of Privacy
- 8465 Hate Crimes and Bias Incidents in Schools

Policies 5512 Harassment, Intimidation and Bullying, 5530 Substance Abuse and 8467 Prohibition of Weapons are set forth in full on the following pages.

THE SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY

PUPILS  
5512/Page 1 of 14  
Harassment, Intimidation  
and Bullying  
M

5512 HARASSMENT, INTIMIDATION AND BULLYING

Table of Contents

<u>Section</u>	<u>Section Title</u>
A.	Policy Statement
B.	Harassment, Intimidation, and Bullying Definition
C.	Student Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Harassment, Intimidation, and Bullying Reporting Procedure
F.	Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)
G.	Harassment, Intimidation, and Bullying Investigation
H.	Range of Responses to an Incident of Harassment, Intimidation, and Bullying
I.	Reprisal or Retaliation Prohibited
J.	Consequences and Appropriate Remedial Action for False Accusation
K.	Harassment, Intimidation, and Bullying Policy Publication and Dissemination
L.	Harassment, Intimidation, and Bullying Training and Prevention Programs
M.	Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review
N.	Reports to Board of Education and New Jersey Department of Education
O.	School and District Grading Requirements
P.	Reports to Law Enforcement
Q.	Collective Bargaining Agreements and Individual Contracts
R.	Students with Disabilities

A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. 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 pupils in a safe and disciplined environment. 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.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

"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:

1. 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;
2. 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;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
  - a. 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
  - b. Has the effect of insulting or demeaning any student or group of students; or
  - c. 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.

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents or guardians the rules of the district regarding student conduct. Provisions shall be made for informing parents or guardians whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

#### D. Consequences and Appropriate Remedial Actions

##### Consequences and Appropriate Remedial Actions – Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

##### Factors for Determining Consequences – Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

##### Factors for Determining Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

##### Factors for Determining Remedial Measures - Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

##### Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;

5512/Page 5 of 14  
Harassment, Intimidation  
and Bullying

4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.



Consequences for a students who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are graded according to the severity of the offenses, consider the developmental age of the student offenders and the student's histories of inappropriate behaviors consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

#### Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

#### Examples of Remedial Measures

##### Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understands school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to explore mental health concerns (e.g., what is happening and why?);
  6. Develop a behavior modification plan that includes consequences and skill building;
  7. Consider wrap-around support services or after-school programs or services;
8. Provide social skills training to gain tools in problem solving, impulse control, anger management, and building empathy;
  9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
  13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
  14. Schedule a follow-up conference with the student.

5512/Page 6 of 14  
Harassment, Intimidation  
and Bullying

##### Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

#### Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

#### Examples of Remedial Measures – Environmental (Classroom, School Building or School District)

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g. locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;

5512/Page 6 of 14  
Harassment, Intimidation  
and Bullying

31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

#### Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

#### Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

5512/Page 7 of 14  
Harassment, Intimidation  
and Bullying

#### E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Students, parents, and

visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

F. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
  - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
  - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
  - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
  - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
- c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety Team shall meet, at a minimum two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Students Records and N.J.A.C. 6A:14-2.9, Student Records.

#### G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the

investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents or guardians shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent or guardian may request a hearing before the Board of Education after receiving the information about the investigation. The hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, legal guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

#### H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual

materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, “acts of kindness” programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, “natural helper” or peer leadership programs, “upstander” programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development, coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

#### I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

#### J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in

accordance with district policies, procedures, and agreements which may include, but not be limited to, reprimand, suspension, increment withholding, or termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

#### K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

#### L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers, and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board members must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs. A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.



The school district shall annually observe a “Week of Respect” beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents or guardians, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

**M. Harassment, Intimidation, and Bullying Policy Re evaluation, Reassessment and Review**

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review.

**N. Reports to Board of Education and New Jersey Department of Education**

The Superintendent shall report two times each school year between September and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

**O. School and District Grading Requirements**

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

**P. Reports to Law Enforcement**

Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

**Q. Collective Bargaining Agreements and Individual Contracts**

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the appropriate Executive County Superintendent of Schools within thirty days of Board adoption.

5512/Page 14 of 14  
Harassment, Intimidation  
and Bullying

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

Previous Adoptions: January 28, 2008, July 18, 2011, & December 19, 2011

First Reading: October 21, 2013

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## Policy 8467 – Prohibition of Weapons

THE SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY

OPERATIONS  
8467/Page 1 of 3  
Weapons  
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### 8467 – WEAPONS

As part of its commitment to providing an educational environment that is safe, secure and conducive to learning, the Board of Education prohibits the possession and/or use of firearms, other weapons or instruments that can be used as weapons, on school property, on a school bus, at any school-sponsored function, or while en route to or from school or any school-sponsored function. A decision to bring a weapon into a school environment endangers the school community and undermines the purposes that our schools serve. Pupils found to have violated this policy shall be subject to significant, punitive disciplinary action.

#### Terms

For the purpose of this policy “weapon” is defined as anything capable of inflicting physical harm. This definition includes, but is not limited to, all:

“Firearm,” which includes any handgun, rifle, shotgun, machine gun, automatic or semi-automatic rifle, or any gun, device or instrument in the nature of a weapon from which may be fired or ejected any solid projectable ball, slug, pellet, missile or bullet, or any gas, vapor or other noxious thing, by means of a cartridge or shell or by the action of an explosive or the igniting of flammable or explosive substances. It shall also include, without limitation, any firearm which is in the nature of an air gun, spring gun or pistol or other weapon of a similar nature in which the propelling force is a spring, elastic band, carbon dioxide, compressed or other gas or vapor, air or compressed air, or is ignited by compressed air, and ejecting a bullet or missile smaller than three-eighths of an inch in diameter, with sufficient force to injure a person. N.J.S.A. 2C:39-1f. The term “[firearm](#)” also means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any [firearm muffler](#) or [firearm silencer](#); or (D) any [destructive device](#). Such term does not include an antique firearm. 18 U.S.C. 921(3).

1. The definition also includes firearms which are not loaded or which lack a clip or other component to render them immediately operable and imitation firearms which are objects or devices reasonably capable of being mistaken for a firearm;
2. components that can be readily assembled into a weapon;
3. knives, including switchblades, daggers, dirks, stilettos, pocket knives, billies, blackjacks, bludgeons, chains, metal knuckles, sandclubs, slingshots, cesti or similar leather bands studded with metal filings or razor blades imbedded in wood;
4. box cutters, razors;
5. stun guns, and any weapon or other device which projects, releases, or emits tear gas or any other substance which produces temporary physical discomfort or permanent injury through being vaporized or otherwise dispensed in the air.

#### Reports to Superintendent and law enforcement authorities

Any student or school employee who has reasonable grounds to suspect the presence of a weapon prohibited by this policy shall immediately report his/her suspicion to the principal, who shall immediately notify the superintendent. The principal shall conduct an appropriate search in accordance with Policy 5770 and confiscate any weapon discovered in the course of the search. He/she shall, if appropriate and feasible, summon the aid of law enforcement officers in the conduct of the search. Any school employee who confirms the presence of a weapon under circumstances that place

8467/Page 2 of 3

persons at serious risk may confiscate the weapon immediately and may use such force as is reasonable and necessary to obtain possession.

Unless the weapon has been taken into custody by a law enforcement officer, the principal shall immediately store any confiscated weapon in a securely locked box or container and report the presence of the weapon to the Superintendent. The Superintendent shall promptly notify, by telephone call and by letter, the Chief of Police of the municipality in which the school district is located that a weapon is present on school premises; the notice shall request removal of the weapon by an authorized law enforcement officer. The Superintendent shall obtain and file a receipt for any weapon removed by a law enforcement officer.

### **Disciplinary action required**

Disciplinary action shall be taken against students who are found to have possessed, handled, transmitted or used weapons. As described in Board policies 5600, 5610, 5611 and 5620, due process will be provided, including the right to a formal hearing before the Board.

Any student who possesses, uses, or exchanges a weapon in violation of this policy shall be subject to stringent discipline, which may include long term suspension or expulsion. Any student or school employee who suspects or knows of the presence of a weapon in violation of this policy and fails to report the same shall be subject to discipline. Any person who possesses a weapon on school premises or school transportation or at a school-sponsored function shall be reported to the appropriate law enforcement agency.

Any student who is convicted or is an adjudicated delinquent for possession of a firearm or who is found to be in possession of a firearm on school property must be immediately removed from the regular education program and provided with an alternative program, pending a hearing before the Board of Education. Students convicted or found to be delinquent for possessing a firearm on school property, on a school bus, or at a school-sponsored function or committing a crime while possessing a firearm shall be immediately removed from the regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the Board of Education to remove the student. (N.J.S.A. 18A:37-17 through 12) When warranted, the maximum penalty of expulsion from school may be imposed. Except as set forth below, a pupil found to have possessed a weapon other than a firearm shall be suspended from school for a minimum of two calendar months.

Any student who commits an assault upon members of the school community with a weapon other than a firearm on school property must be immediately removed from the regular education program and provided with an alternative program, pending a hearing before the Board of Education. (N.J.S.A. 18A:37-17 through 12)

A limited exception to the reporting and disciplinary action requirements may be provided when circumstances warrant. Where mitigating circumstances exist, the principal shall consult with the Superintendent, who may grant the principal the discretion to impose a penalty within the principal's authority. In such cases the Board of Education shall be notified in writing no later than the end of the month in which the exception is granted.

The Superintendent or his/her designee shall determine whether a pupil who completes a long-term suspension for a firearms offense is prepared to return to the regular education program. If the Superintendent or his/her designee determines that the pupil is not prepared to return to the regular education program at that time, the pupil shall remain on home instruction, in an alternative education program, or in another suitable facility or program in accordance with procedures established by the Commissioner of Education.

Students with disabilities violating the provisions of this policy shall be dealt with in accordance with Policy No. 2460 and Regulation No. 2460.6.

Nothing in this policy shall be construed to prohibit the reporting of a crime committed by a child with a disability to the appropriate law enforcement or judicial authorities, or to prevent such authorities from exercising their responsibilities with regard to the application of Federal or State law to crimes committed by a child with disabilities.

### **Implementation and Publication of Policy**

The Board directs the Superintendent to develop and publish regulations to implement this policy. At the beginning of each school year, all students and their parents or guardians shall be provided with materials that explain this policy, its requirements and the consequences for pupils who violate the policy and the regulations that support it.

The Superintendent, or designee, shall prepare regulations to implement this policy for the guidance of school staff in dealing with incidents involving weapons in the school district.

N.J.S.A. 2C:39-1 et seq.; 2C:58-6.1; 2C:58-15

N.J.S.A. 18A:6-1

N.J.S.A. 18A:37-17 through 37-12

N.J.S.A. 23:4-16

N.J.A.C. 6A:14-2.8 et seq.

N.J.A.C. 6A:16-5.5; 6A: 16-5.6

18 U.S.C. 921(3)

20 U.S.C 1415

Cross Reference: 2460, 5600, 5610, 5611, 5612, 5620

Initial Adoption: January 27, 2003

First Reading: February 20, 2018

Second Reading: March 10, 2018

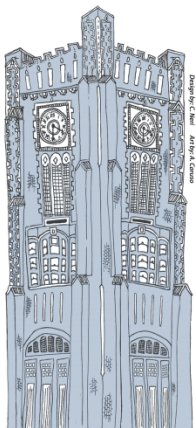
Latest Adoption: March 10, 2018

## 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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