HOPATCONG MIDDLE

SCHOOL

CODE OF CONDUCT

2013 - 2014

HOPATCONG MIDDLE SCHOOL

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HOPATCONG MIDDLE SCHOOL

DISCIPLINE PROCEDURES AND GENERAL EXPECTATIONS FOR STUDENT BEHAVIOR

1. INTRODUCTION

Whenever a large group of people come together, it becomes necessary to develop guidelines to ensure order and the health and safety of everyone. Students and parents are encouraged to read the Hopatcong Middle School Student Handbook and folder inserts to become familiar with the many procedures of the school.

Developing positive social behaviors requires commitment from students, parents, teachers, administrators, and the community. While working together the Middle School years can be academically and socially rewarding.

2. DISCIPLINE PROCEDURES

We, as a staff, believe all students have the right to learn and no one has the right to interfere with this process. Any inappropriate behavior will be dealt with so that all students can enjoy an orderly and safe school which will promote a healthy learning environment.

Students who have difficulty following our procedures and/or become involved in serious problems which disrupt the education process will require disciplinary action by the teacher or Vice Principal/Principal.

The consequences that may be assigned to a student for his/her behavior(s) are defined and categorized into five levels.

A student who misbehaves and disrupts the learning process in the classroom exhibits inappropriate behavior (occasionally) will be dealt with by the **classroom teacher** and is at **LEVEL I**.

LEVEL I

Infractions handled by the classroom teacher which may be at **LEVEL I** shall include, but not be limited to, any of the following:

- -Failure to wear identification badge
- -Chewing gum
- -Coming to class unprepared
- -Disruptive behavior in class
- -Late to class
- -Failure to follow classroom rules

First Offense

In this case the teacher will:

- -Reprimand/warn the student
- -Contact the parent

DISCIPLINE PROCEDURES

Second Offense If the problem is not remedied the teacher will:
-Contact/notify the parent
-Possibly assign classroom detention
-Student sent to ISS Room/Office for the period

Third Offense The teacher will:
-Contact/notify the parent
-Seek assistance through the Guidance Counselor
-Schedule a parent conference
-Possibly assign classroom detention

Hopefully these steps will resolve behavioral problems in the classroom. However, if the steps outlined have not been successful, (i.e. student becomes a constant disruption to pupils and the teacher, violation of basic school rules), a referral to the Vice Principal is the next course of action.

It is strongly recommended that problems be resolved in the classroom avoiding a referral to the Vice Principal.

Listed below are the steps the **Vice Principal** will take to assist in correcting the problem.

LEVEL II

A student who is referred to the office for excessive and continual classroom misconduct or continually failing to follow school rules is at **LEVEL II**.

In this case the Vice Principal:
-May remove the student from the classroom for the remainder of the class period
-May issue a reprimand or assign up to two days office detention
-May contact parents

Infractions handled by the **Vice Principal** which may be at **LEVEL II** shall include, but not be limited to, any of the following:

-Continuously chewing gum
-Continued inappropriate classroom behavior
-Creating a disturbance in the cafeteria, hall, etc.
-Disruptive behavior
-Endangering the safety of others (i.e. running in the cafeteria, hallway, pushing a fellow student, etc.)
-Excessive lateness to class and/or school
-Failure to follow school rules
-Inappropriate behavior in cafeteria, hallway, etc.

DISCIPLINE PROCEDURES

LEVEL III A student who is **constantly** referred to the office or **continually** fails to follow major school rules is at **LEVEL III.** In some cases it may be necessary to exclude a student from all school extra-curricular activities and field trips and issue a Saturday detention.
In this case the **Vice Principal**:

-May remove the student from the classroom for the remainder of the class period or from all classes for the entire school day
-May issue up to three/four days office detention
-May issue In-School Suspension
-May issue bus suspension
-May exclude the student from one or more school extracurricular activities and field trips
-Will contact parents

Infractions handled by the **Vice Principal** which may be at **LEVEL III** shall include, but not be limited to, any of the following:

-Using and listening to electronic devices during school hours of operation
-Bus (Bus Stop) behavior
-Creating a disturbance in class, cafeteria, hall, etc.
-Cut class
-Cut office detention
-Cut teacher detention
-Destroying a school form
-Disruptive behavior
-Endangering safety (running in cafeteria, hall, etc.)
-Excessive tardiness to class
-Inappropriate behavior in class, cafeteria, hall, etc.
-Non-compliance with the **school dress code**
-Pushing a fellow student
-Refusing to follow directions

LEVEL IV In some cases it may be necessary to exclude a student from all school extracurricular activities and field trips, issue a Saturday Detention and/or suspend a student with In-School Suspension or Out-of-School Suspension. In all suspension cases, parents will be notified and may be required to meet with the Vice Principal.

Infractions handled by the **Vice Principal** which may be at **LEVEL IV** shall include, but not limited to, any of the following:

-Continued bus (Bus Stop) behavior
-Continued cutting of office detention
-Continued disruptive behavior in the cafeteria, classroom, and hallway

-Cut Saturday detention
-Continuously endangering safety
-Cut several classes
-Damaging/defacing student property
-Defiance of authority or gross disrespect/misconduct toward any member of the Hopatcong Middle School Staff
-Disruptive behavior
-Excessive tardiness to class/school
-Failure to obey school rules
-Fighting on school bus or on school grounds
-Inappropriate behavior, language, or gesture in class, cafeteria, hall
-Insubordination (to an aide, teacher, administrator)
-Leaving school without permission
-Possession, distribution, igniting fireworks on school grounds
-Possession/distribution of unauthorized drugs/medications, alcohol on school grounds
-Profanity
-Rude/disrespectful to a teacher
-Smoking, possession or distribution of cigarettes and/or tobacco/tobacco products (including lighters, matches, etc.) on school buses or school grounds
***See procedure regarding smoking policy**
-Stealing
-Throwing or propelling of any object in the cafeteria, class, bus, hall, etc.
-Truancy
-Unacceptable use of the Internet
***See procedure regarding acceptable use of the Internet**
-Vandalism of school bus
-Vandalism of school property

Any situation where the Vice Principal/Principal deems it necessary that the student be removed from school for the safety and well being of all students will be dealt with according to Board of Education Policy.

LEVEL V Continued gross misconduct is usually a repetition of **LEVEL IV** offenses.

In this case: Parents must meet with the **Principal**.
-The Principal will suspend from school for up to ten (10) days
-The Principal may request review by Superintendent/Board of Education

3. REMOVAL FROM SCHOOL ACTIVITIES:

Our intention as a staff is to assist the student to make appropriate, intelligent decisions and to avoid situations that may require disciplinary action.

However, when the student does not take the necessary measures to correct his/her behavior to act responsibly and prevent additional infractions, more stern consequences such as the removal from school activities may occur.

As the student accepts responsibility and corrects his/her behavior, the privileges previously removed may be reinstated.

The decision to remove a student from any school related activity is reserved for the administration. In all cases, the student and parent will be informed in advance of the administration's decision.

1. Students who have acquired two (2) or more infractions resulting in office assigned detention during a one month period may be excluded from one or more school extracurricular activities and field trips.

2. Students who have acquired multiple infractions (three or more) resulting in office assigned detention may receive Saturday detention on their fourth detention offense. Saturday detention may be assigned on every third detention offense thereafter.

Student suspensions, whether In-School Suspension or Out-of-School Suspension, are assigned in more severe instances or when student safety is a concern. The staff and administration at the Hopatcong Middle School encourage all students to treat others, both student and adult alike, with kindness and respect and to avoid at all costs, situations which may require a disciplinary consequence.

1. If a student is suspended for a second infraction, he/she will be excluded from all school extra curricular activities and field trips for a period of 30 school days following his/her suspension. This will apply for each suspension thereafter.

2. If a student is suspended for four (4) or more consecutive days at any one time, he/she will be excluded from all school extra curricular activities and field trips for the current marking period and the following marking period. In addition, a parent conference will be required.

SCHOOL ACTIVITIES PARTICIPATION POLICY

Consequence	Point Value (per day)
Out of School Suspension	4 pts.
In-School Suspension	3 pts.
Saturday Detention	2 pts.
After-School Detention	1 pt.
Lunch Detention	.5 pt.
A student who accumulates more than 20 total points during the course of the school year will be ineligible to participate in selected school activities. The activities may include, but are not limited to, field trips, field days, dances, class trips, etc. **Students who lose eligibility based upon behavioral issues will not be entitled to refunds if payment has already been submitted towards the cost of an activity or event.**	

Please Note:

In addition to the above, the administration reserves the right to make decisions regarding student participation in school related activities
(i.e. class trips, field days, dances, the Eighth Grade Class Trip, the Eighth Grade Promotion Exercises, the Eighth Grade Farewell Dance, etc.)

4. GENERAL EXPECTATIONS FOR STUDENT BEHAVIOR

At the start of the day:

1. Locker Time – Place coats, hats, book bags/backpacks, and books in your locker. Take what you need and go immediately to your class.
2. Hallway – Safety is important. Running, pushing and rough play can cause injury and is prohibited.
3. Wear your ID at all times.

Classroom:

1. REPORT TO CLASS ON TIME.
2. Be prepared for class-bring books, pens, pencils, notebook, etc and be ready to start when the class begins.
3. Respect the right of your classmates to learn and your teachers to teach. Cooperation, respect, and courtesy are essential.
4. Complete your homework.
5. Ask questions. That is how learning takes place
6. Behavior that is not in keeping with the standards established by the classroom teacher and the administration will not be tolerated and will be dealt with accordingly.

GENERAL EXPECTATIONS FOR STUDENT BEHAVIOR

Hallways:

1. After dismissal from class, go directly to your next class.
2. Walk responsibly (no pushing, running, etc.). Stay to the right.
3. Enter the classroom before the late bell rings.
4. Do not go to the lavatory, library, nurse, main office or guidance between classes. You must have a pass from your teacher.
5. You must, at all times, have a pass to be in the hallway when classes are in session.
6. Public displays of affection (e.g. hugging, kissing) are not permitted.

Cafeteria:

1. A student must obtain a pass to use the lavatory.
2. Throwing of food or any object and leaving food on the cafeteria table is prohibited. All students at each table are responsible for its cleanliness.
3. Taking food out of the cafeteria is prohibited.
4. Students cannot be in the hallways or at their lockers during their lunch period.
5. Students must stay in their seats and talk at a normal conversational level.
6. Use your ID when purchasing lunch.
7. Additional items are listed in the Student Handbook.

After School:

1. Students are not to be in the building after school unless supervised by a teacher.
2. Students who ride a bus will be dismissed after the announcements.
3. Walkers, students in detention and those students who are picked up by their parents will be dismissed at the bell.
4. Students assigned to office detention will report to main office at the end of the school day.

As a reminder
Good manners must be practiced at all times.
Appropriate courtesy and respect should be extended to all students and adults.

THIS IS OUR SCHOOL!

Let's make it a great place to be. Our school should be free of litter and graffiti. It is **everyone's** responsibility to keep it that way.

5. SMOKING POLICY

The Board of Education's Policies #5533 and #7434 prohibit any student from smoking, tobacco chewing, or using snuff (or any variation of the above) in the school or on the school grounds, at events sponsored by the Board of Education away from school and on any transportation vehicle supplied by the Board of Education.

The following procedures will be used for students who violate the provisions of the smoking policies.

First Offense:

Student will receive two Saturday detentions. A letter will be sent to the student's parents and the Hopatcong Borough Department of Health notifying both that any subsequent violation of the no smoking policy will result in a court appearance with the violator subject to a fine of up to $250 per violation.

Second Offense:

Student will receive an additional two Saturday detentions. A letter will be sent to the student's parents and the Hopatcong Borough Department of Health informing them of the second violation. A complaint will be issued and a court appearance will be required.

Additional offenses will require additional court appearances and fines.

6. COMPUTER, NETWORK AND INTERNET ACCEPTABLE USE POLICY

Acceptable Use: The purpose of the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. Your use must be in support of education and research and consistent with the educational objectives of the Hopatcong Borough School District. Transmission of any material in violation of any national, state or local laws and regulations is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.

Privileges: The use of the Internet is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges and disciplinary action. The system administrators will report inappropriate activities to the school administration. Disciplinary action will be in accordance with Policies and Regulations #2361 "Acceptable Use of Computer Network/Computers and Resources", #5600 "Pupil Discipline", #5610 "Suspension", and #5620 "Expulsion", as well as possible legal action and reports to the legal authorities and entities. Decisions may be appealed in accordance with Policy #5710 "Pupil Grievances."

Network Etiquette: You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

* Be polite. Do not get abusive in your messages to others.

* Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.

* Do not reveal your personal address or phone numbers of students or colleagues.

* Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

* Do not use the network in such a way that you would disrupt the use of the network by other users.
* All communications and information accessible via the network should be assumed to be private property.

The following procedures will be used for students who violate the provisions of the Internet Acceptable Use Agreement:

First Offense

- Parents will be notified.
- Student will lose district wide internet/computer privileges for ten (10) school days.
- Student will receive one (1) Saturday detention.

Second Offense

- Parents will be notified.
- Student will lose district wide internet/computer privileges for one (1) full marking period or eight (8) weeks.
- Student will receive one (1) day of In-School Suspension.

Third Offense

- Parent conference will be required.
- Student will lose district wide internet/computer privileges for the remainder of the school year.
- Student will receive three (3) days of In-School Suspension.

5512 HARASSMENT, INTIMIDATION AND BULLYING

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A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils 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 pupil. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, 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 that:

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

2. By any other distinguishing characteristic; and that

3. 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, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that

4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

5. Has the effect of insulting or demeaning any pupil or group of pupils; or

6. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

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

C. Pupil Expectations

The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other pupils 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 pupil behavior must be set cooperatively through interaction among the pupils, parents school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages pupils 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 pupils, staff and community members.

Pupils 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 pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent discipline problems and foster pupils' abilities to grow in self-discipline.

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

1. Pupil responsibilities (e.g., requirements for pupils 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. Pupil rights; and

4. Sanctions and due process for violations of the Code of Pupil 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, pupils, instructional staff, pupil 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 pupil conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines will be developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will take into consideration the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils 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 infraction of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to pupils and their parents or guardians the rules of the district regarding pupil 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. Pupils are encouraged to support other pupils who:

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

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. 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 pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the

offense(s), and consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

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 Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;

9. Classroom participation;

10. Academic performance; and

11. Relationship to pupils and the school district

Environmental

1. School culture;

2. School climate;

3. Pupil-staff relationships and staff behavior toward the pupil;

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 and appropriate remedial action for a pupil or staff member 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 pupils, 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 pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code Of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. 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, and 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 during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension;
9. Reports to law enforcement or other Legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures – Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;

6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;

7. Behavioral management plan, with benchmarks that are closely monitored;

8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);

9. Involvement of school disciplinarian;

10. Pupil counseling;

11. Parent conferences;

12. Alternative placements (e.g., alternative education programs);

13. Pupil treatment; or

14. Pupil therapy.

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;

2. School culture change;

3. School climate improvement;

4. Adoption of research-based, systemic bullying prevention programs;

5. School policy and procedures revisions;

6. Modifications of schedules;

7. Adjustments in hallway traffic;

8. Modifications in pupil routes or patterns traveling to and from school;

9. Supervision of pupil before and after school, including school transportation;

10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);

11. Teacher aides;

12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;

13. General professional development programs for certificated and non-certificated staff;

14. Professional development plans for involved staff;

15. Disciplinary action for school staff who contributed to the problem;

16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;

17. Parent conferences;

18. Family counseling;

19. Involvement of parent-teacher organizations;

20. Involvement of community-based organizations;

21. Development of a general bullying response plan;

22. Recommendations of a pupil behavior or ethics council;

23. Peer support groups; and

24. Alternative placements (e.g., alternative education programs);

25. School transfers; and

26. Law enforcement (e.g., safe schoool resource officer, juvenile officer) involvement or other legal action.

N.J.A.C. 6A:16-7.9(a)2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or termination. Remedial measures may include, but not be limited to, in or out–of-school counseling, professional development programs, and work environment modifications.

E. Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either

2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or

4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

F. 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 pupils 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 pupils, 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 pupils 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.

Pupils, parent 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. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil 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.

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.

G. 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 pupils;

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 pupils in the district;

c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;

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. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

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 process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying. Each School Safety Team shall meet at least 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 pupil 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 any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;

   b. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;

   c. Identify and address patterns of harassment, intimidation, or bullying of pupils 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 pupils;

   e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;

   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;

   g. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and

h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. 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 pupil.

H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of 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. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in 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 alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal 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 Pupil 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 Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, 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 also shall include information

on any consequences imposed under the Code of Pupil Conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the Superintendent.

Parents of the pupils who are parties to the investigation 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, or 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. When a request for a hearing is granted, 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 pupils. 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 alleged incident, the findings from the investigation of the alleged 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 report 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, pupil, 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.).

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

The Board authorizes the Principal of each school, in conjunction with the Anti-Bullying Specialist, to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described

in this Policy. 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.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff, participation of parent and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions in the context of acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal and for the Superintendent to follow. 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 positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report, or other legal action).

2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, 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, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.

4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

The district will identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy.

J. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with pupils, school volunteer, or pupil 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 are listed in the Consequences and Appropriate Remedial Actions section of this policy.

K. Consequences and Appropriate Remedial Action for False Accusation

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

1. Pupils - Consequences and appropriate remedial action for a pupil 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 Pupils 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.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with pupils 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.

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 pupils or the provision of pupil services.

L. 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 pupils, school volunteers, pupils, and parent who have children enrolled in a school in the district to all school staff, pupils, parent(s) or legal guardian(s), 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 pupil 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 pupils 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.

M. Harassment, Intimidation and Bullying Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to school employees, contracted service providers, and volunteers who have significant contact with pupils. 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. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils.

Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each 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 for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.

Board members shall be required to complete 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 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 will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, pupils, administrators, volunteers, parents or guardians, law enforcement, and community members in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

N. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

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

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.

O. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year at a public hearing all acts of harassment, intimidation, and bullying 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.

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.

R. Pupils with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a pupil 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.

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

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