

New Milford School District's



Harassment, Intimidation and Bullying Prevention Program

Dorene A. Zacher

District Harassment, Intimidation and Bullying Prevention Specialist

1 Snyder Circle

New Milford, New Jersey 07646

201-262-0172 Ext. 2013

dzacher@newmilfordschools.org

Table of Contents



Page Two

Table of Contents



Pages Three

Introduction. Let's Complete The Puzzle.



Pages Four & Five

What is Bullying?



Pages Six-Eight

What is Cyber-Bullying?



Page Nine...

Harassment, Intimidation and Bullying.



Pages Ten-Twelve

Why The Need For The Law?



Pages Thirteen- Twenty Six

Toughest Anti Bullying Law In The Country.



Pages Twenty Seven – Thirty Six

New Milford Board of Education Policy.



Page Thirty Seven – Thirty Eight

Additional Resources.

Introductions



My name is Dorene Zacher and I am the Student Assistance Coordinator and District Harassment, Intimidation and Bullying Specialist for the New Milford School District.

The New Milford Board of Education is “committed to offering the students a safe and civil environment in school which is necessary for students to learn and achieve high academic standards; harassment, intimidation and bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe and disciplined environment.” (N.J.S.A. 18A:37-15(3) (B) (1) and N.J.A.C. 6A:16-7.9 (a) 2i.

The New Milford Board of Education establishes that “ harassment, intimidation or bullying means any gesture or written, verbal, or physical act, or any use of electronic communication (N.J.S.A. 18A:37-15.1) that takes places on school property, or at any school sponsored function, on a school bus, or off school property that causes a hostile educational environment and that:

- a.) is motivated by any actual or perceived characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or**
- b.) by other distinguishing characteristics; and**
- c.) a reasonable person should know, under circumstances, that the act(s) will have the effect of harming a student or damaging the student’s property, or placing a student in reasonable fear of harm to this person or damage to his property; or**
- d.) has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of school.**

If you would like to receive additional information or schedule a conference, please contact me directly at 201-262-0172 Ext. 2013.

Sincerely,

Dorene Zacher

What Is Bullying?



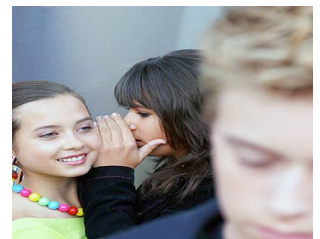
Physical Bullying:

Is a malicious attack on an adolescent with the intent to cause physical harm.



Verbal Bullying:

Habitual demoralization of an adolescent's character due to their personal distinctiveness. (Religion, gender, sexual preference, physical characteristics such as weight, height, etc.)



Indirect Bullying:

Malicious attempt to ruin an adolescent's reputation by spreading rumors. Indirect bullying can also include breaking the faith of an adolescent and discussing key personal information with others which was told to you in confidence.



What Is Bullying?

Social Alienation:

Occurs when an adolescent is purposely excluded and alienated from their social group.



Intimidation:

Is when the aggressor has caused such fear in their victim that the adolescent will abide by their demands and behaviors.

Cyber Bullying:



Is when the aggressors utilize technology advancements to harass, intimidate and demoralize the adolescent through electronic media. Cyber bullying can occur through email, instant messages, cell phones, text messages, voice mail, and social network setting such as Facebook and My Space.

Cyber-Bullying



According to 18A-37-14

“Electronic communication is defined as: “Communication transmitted by means of an electronic device including but not limited to:

- **A telephone**
- **Cellular phone**
- **Computer**
- **Pager**

Cyber bullying can be defined as ,“the repeated, hostile behaviors by an individual or a group to victimize others through the use of technological advances such as e-mail, chat rooms, discussion groups, instant messages, webpages , text messages etc.”



Different Forms of Cyber Bullying

Flaming-



Sending angry, rude, vulgar messages directed at a person or persons privately or to an online group.

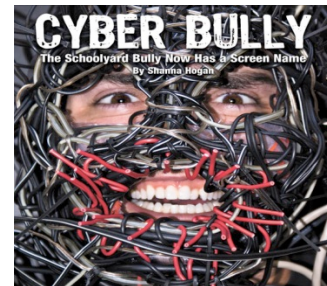


Harassment-

Repeatedly sending a person offensive messages.

Cyber –Stalking-

Harassment that includes threats of harm or is highly intimidating.



Denigration –

ending or posting harmful, untrue or cruel statements about a person to other people.

Masquerade- Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger.

Different Forms of Cyber Bullying



Outing and Trickery:

Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images.



Exclusion:

Actions that specifically and intentionally exclude a person from an online group.

A screenshot of a SafetyWeb advertisement. On the right side, there is a close-up image of a young boy with glasses looking off to the side. On the left, there is text and a search form. The text reads: "Everyone on the web knows what your kid did last night. Do you?" Below this is a smaller line: "Type in their email below. We'll show you." There is a text input field labeled "Your Child's Email" and an orange button labeled "Search Now". At the bottom, there is a "Get Started Now" button with a small orange circle next to it. Below the input field and button, there is a small line of text: "SafetyWeb is a simple way to keep you informed on the security and privacy of your child, instantly alerting you to changes or dangers."

Harassment, Intimidation and Bullying



Harassment, intimidation or bullying means any:

***Gesture**

***Written, verbal or physical act**

***Or any electronic communication**

Whether it is a single incident or a series of incidents that is motivated by a person's:

***Race * Color * Religion * Ancestry**

***National Origin * Gender * Sexual Orientation**

***Gender Identity and expression * Mental, physical or sensory disability or by**

***Any other distinguishing characteristics.**

That takes place on school property, at any school- sponsored event or function, on a school bus or off school grounds as provided by Section 16 of the Anti-Bullying Bill of Rights that substantially disrupts or interferes with the orderly operation of the school or the rights of other students

Why the Need for the New Law?



In the United States of America, there has been a drastic increase of intolerance and harassment of adolescents.

160,000 students in the United States do not attend school daily due to fear of being harassed, intimidated or bullied at school



Bullying has coined a new catch phrase, "Bullycide" that is when an individual commits suicide due to being harassed, intimidated or bullied. According to the National Crime Prevention, 14 students committed suicide in 2010 due to bullying.

BULLYCIDE

When an adolescent perceives that their life is spiraling out of control and they contemplate suicide, they are not wishing for death, but rather, they are desperately seeking a resolution to avoid their unbearable pain directly related to the constant harassment and bullying they endure on a daily basis.



Rarely does an individual commit suicide as a result from one single triggered event. This is a complex issue which usually is the result of an adolescent who is facing a magnitude of issues which are hindering their self-esteem and causing intense mental health issues.



Characteristics of Depression



Depressed mood most of the day which has lasted for an extended period of time.

Diminished interest of pleasure in all activities.

Feelings of worthlessness.

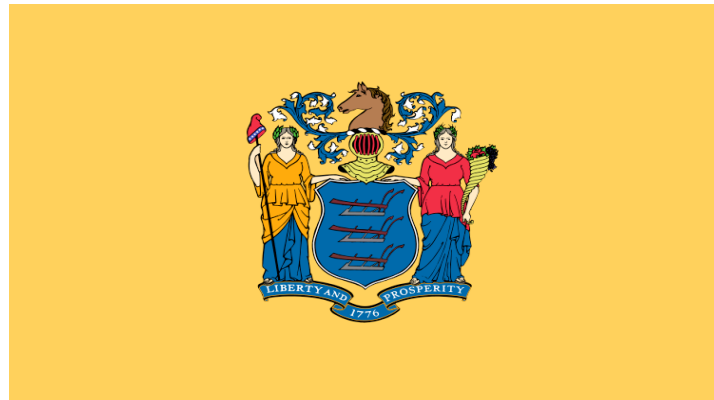
Diminished ability to think or concentrate.

Recurrent thoughts of death.

Intense mood swings

Lack of social or emotional bonding

New Law Governing Bullying in New Jersey Public Schools



The Anti-Bullying Bill of Rights was championed by - Senate Majority Leader Barbara Buono and Assemblywoman Valerie Vainieri Huttel, and was signed into law on January 6, 2011. This law is considered to be the toughest anti-bullying law in the country. All public schools in New Jersey must implement for the 2011-2012 school year the following mandated requirements:



New Jersey Public School Requirements

Establish bullying prevention strategies:



Requires school districts to establish bullying prevention programs or approaches.

Institute training:

Establishes training for: school leaders, teachers (as part of their two hour training requirement in suicide prevention.)



School Safety Team:

Requires school districts to form a school safety team to include: the principal/vice principal, a teacher, the school anti-bullying specialist, a parent and other team members as determined by the principal.



School Safety Team



Provides that each school district must form a school safety team in each school in the district to foster and maintain a positive school climate within the schools.

Consists of the principal or a senior administrator in the school and a teacher in the school, the school anti-bullying specialist, and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.



School Safety Team



The school safety team shall:

- * Receive any complaints of HIB of students that have been reported to the principal.**
- * Receive copies of any report prepared after an investigation of an incident of HIB.**
- * Identify and address patterns of HIB.**
- * Review and strengthen school climate and the policies of the school in order to prevent HIB.**
- * Educate the community, including students, teachers, administrative staff, and parents, to prevent and address HIB of students.**
- * 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 students.**



Statutory and Regulatory Requirements



N.J.S.A. 18A:37-15(3)(b)(4) and N.J.A.C. 6A:16-7.9(a)2iv

The responses to a person who commits an act of harassment, intimidation or bullying must include *both*:

****consequences and appropriate remedial actions,****

School officials are responsible for taking all appropriate steps to understand and rectify the problem, which by law involves *more than*:

****traditional punitive actions.****

It is important to note that **N.J.A.C. 6A:16-7.9(a)2vi** also requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation and bullying.



Legal Standards



Statutory and Regulatory Requirements: The policy shall include the consequences and appropriate remedial actions for a person who commits an act of harassment, intimidation or bullying. N.J.S.A. 18A:37-15(3)(b)(4), N.J.A.C. 6A:16-7.9(a)2iv and N.J.A.C. 6A:16-7.9(a)2vi

The district 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, 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 students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses, consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the code of student conduct.



<http://www.state.nj.us/education/parents>

Factors for Determining Consequences

- **Age, developmental and maturity levels of the parties involved;**
- **Degrees of harm;**
- **Surrounding circumstances;**
- **Nature and severity of the behaviors;**
- **Incidences of past or continuing patterns of behavior;**
- **Relationships between the parties involved; and**
- **Context in which the alleged incidents occurred**
-

Factors for Determining Remedial Measures

Personal

- **Life skill deficiencies;**
- **Social relationships;**
- **Strengths;**
- **Talents;**
- **Traits;**
- **Interests;**
- **Hobbies;**
- **Extra-curricular activities;**
- **Classroom participation; and**
- **Academic performance.**

Environmental

- **School culture;**
- **School climate;**
- **Student-staff relationships and staff behavior toward the student;**
- **General staff management of classrooms or other educational environments;**
- **Staff ability to prevent and manage difficult or inflammatory situations;**
- **Social-emotional and behavioral supports;**

- <http://www.state.nj.us/education/parents/bully.htm>

Legal Standards



The New Jersey Constitution, Art. 4, guarantees all students the right to a thorough and efficient education.

N.J.S.A. 18A:36-20, “Prohibits discrimination in public schools by reason of race, color, creed, sex or national origin.”

N.J.S.A. 18A:37-13, “A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying like other disruptive or violent behaviors, disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe environment



Legal Standards



Examples of Consequences and Remedial Measures

Consequences and appropriate remedial actions for a student 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 students, as set forth in the board of education'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 shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and must be consistent with the district board of education's approved code of student 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 or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed.



<http://www.state.nj.us/education/parents/bully.htm>

Examples of Possible Consequences

- **Admonishment;**
- **Temporary removal from the classroom;**
- **Deprivation of privileges;**
- **Classroom or administrative detention;**
- **Referral to disciplinarian;**
- **In-school suspension during the school week or the weekend;**
- **After-school programs;**
- **Out-of-school suspension (short-term or long-term);**
- **Legal action; and**
- **Expulsion.**

Examples of Remedial Measures

Personal

- **Restitution and restoration;**
- **Mediation;**
- **Peer support group;**
- **Recommendations of a student behavior or ethics council;**
- **Corrective instruction or other relevant learning or service experience;**
- **Supportive student interventions, including participation of the Intervention and Referral Services team, pursuant to *N.J.A.C. 6A:16-8*;**
- **Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;**
- **Behavioral management plan, with benchmarks that are closely monitored;**
- **Assignment of leadership responsibilities (e.g., hallway or bus monitor);**
- **Involvement of school disciplinarian**
- **Student counseling;**
- **Parent conferences;**
- **Student treatment; or**
- **Student therapy.**

Examples of Possible Consequences

Environmental (Classroom, School Building or School District)

- **School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;**
- **School culture change;**
- **School climate improvement;**
- **Adoption of research-based, systemic bullying prevention programs;**
- **School policy and procedures revisions;**
- **Modifications of schedules;**
- **Adjustments in hallway traffic;**
- **Modifications in student routes or patterns traveling to and from school;**
- **Supervision of student before and after school, including school transportation;**
- **Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);**
- **Teacher aides;**
- **Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;**
- **General professional development programs for certificated and non-certificated staff;**
- **Professional development plans for involved staff;**
- **Disciplinary action for school staff who contributed to the problem;**
- **Supportive institutional interventions, including participation of the Intervention and Referral Services team, pursuant to *N.J.A.C. 6A:16-8*;**
- **Parent conferences;**
- **Family counseling;**
- **Involvement of parent-teacher organizations;**
- **Involvement of community-based organizations;**
- **Development of a general bullying response plan;**
- **Recommendations of a student behavior or ethics council;**
- **Peer support groups;**
- **School transfers; and**
- **Law enforcement (e.g., school resource office, juvenile officer) involvement.**

Legal Standards



Statutory and Regulatory Requirements: The policy shall contain the range of ways in which a school will respond once an incident of harassment, intimidation or bullying is identified. N.J.S.A. 18A:37-15(3)(b)(7) and N.J.A.C. 6A:16-7.9(a)2ix

The district board of education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals 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 levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits 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 is appropriate, the administrator 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 bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents 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 the acceptable student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including school resource officers.

<http://www.state.nj.us/education/parents/bully.htm>

Issues for Consideration in Local Policy Development



For every incident of harassment, intimidation or bullying, the district must respond appropriately to the individual who committed the act. The district is encouraged to set the range of responses, including individual, classroom, school or district responses to student offenders, as appropriate, such as the following:

- **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).**

- **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.**

- **School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices.**

- **District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based).**

<http://www.state.nj.us/education/parents/bully.htm>

Issues for Consideration in Local Policy Development



Pursuant to N.J.A.C. 6A:16-7.9(a)ix(1), the district is obligated to provide support for victims of harassment, intimidation or bullying. Districts should identify a range of strategies and resources (e.g., counseling, teacher aides, hallway and playground monitors, mediators, schedule changes, school transfers, before- and after-school and/or school transportation supervision, therapy) that will be available to individual victims of harassment, intimidation and bullying and should respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. Social skills training provided for all students is an example of a school or a school district-wide response for addressing victimization.



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.

"Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

- 1. Is motivated by 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**

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

- 4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.**

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

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

This Policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district's code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil's physical or emotional safety and well-being

or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

Expected Behavior

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 pupil conduct.

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, 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.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use instances of violations of the code of pupil 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 pupil conduct problems and foster pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Chief School Administrator, in conjunction with school staff, and approved by the Board. 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 be suited to 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 these rules and guidelines and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or designee. Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each Building Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

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 and staff members who commit one or more acts of harassment, intimidation, or bullying, consistent with the code of pupil 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 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 pupil conduct.

Factors for Determining Consequences

- 1. Age, developmental and maturity levels of the parties involved;**
- 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; and**
- 10. Academic performance.**

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 pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Pupil Discipline/Code of 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 district's code of pupil 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 (short-term or long-term);**
- 9. Legal action; and**
- 10. Expulsion.**

Examples of Remedial Measures - Personal

- 1. Restitution and restoration;**

- 2. Mediation;**
- 3. Peer support group;**
- 4. Recommendations of a pupil behavior or ethics council;**
- 5. Corrective instruction or other relevant learning or service experience;**
- 6. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;**
- 7. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;**
- 8. Behavioral management plan, with benchmarks that are closely monitored;**
- 9. Assignment of age appropriate leadership responsibilities;**
- 10. Involvement of school disciplinarian;**
- 11. Pupil counseling;**
- 12. Parent conferences;**
- 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. Targeted use of monitors (e.g., hallway, cafeteria, bus);**
- 10. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;**
- 11. General professional development programs for certificated and non-certificated staff;**
- 12. Professional development plans for involved staff;**

13. Disciplinary action for school staff who contributed to the problem;
14. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
15. Parent conferences;
16. Family counseling;
17. Involvement of parent-teacher organizations;
18. Involvement of community-based organizations;
19. Development of a general bullying response plan;
20. Recommendations of a pupil behavior or ethics council;
21. Peer support groups;
22. School transfers; and
23. Law enforcement (e.g., school resource office, juvenile officer) involvement. 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. 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

Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this Policy to the Principal or designee. While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district's administrative offices or the reporting party may use a district's web based reporting system. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this Policy, 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, as set forth in N.J.S.A. 18A:37-16.c.

Investigation

The Principal or designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or designee will maintain a record of each investigation regarding allegations of harassment, intimidation, or bullying.

Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school 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 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,

In considering whether a response beyond the individual level is appropriate, the administrator 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. The school district's responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district's responses may also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school district's response to the actions, in the context of acceptable pupil and staff member behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.

Reprisal or Retaliation Prohibited

The Board prohibits reprisal or retaliation against any person 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 Principal or designee 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. The consequences for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences for employees will range from an admonishment to termination of employment. The consequences for a volunteer will range from an admonishment to dismissal from the volunteer position. The consequences for visitors will range from an admonishment to loss of visitation privileges. Example of consequences and remedial measures are listed in the Consequences and Appropriate Remedial Actions section of this policy.

Consequences for False Accusation

The Board prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying. Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means 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 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.

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be in accordance with district policies, procedures, and agreements. Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying shall be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, which may include a report to appropriate law enforcement officials.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining the Policy applies to all applicable acts of harassment, intimidation, or bullying that occur on school property, at school-sponsored functions, or on a school bus. The Chief School Administrator shall ensure notice of this Policy appears in any publication of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the district, and in any pupil handbook that includes the pupil code of conduct. This notice shall also indicate the district's Harassment, Intimidation, and Bullying Policy is available on the district's website.

Harassment, Intimidation, and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17(5)(c) and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy shall be incorporated into a school's employee training program. Pursuant to N.J.A.C. 6A:16-7.9(d)3, the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined programmatic or other responses, if determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)1, the school district is required to annually review the training needs of district staff for the effective implementation of the Harassment, Intimidation, and Bullying Policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)3, as determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)2, the school district is required to develop a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

Pursuant to N.J.S.A. 18A:37-15.1, this Policy shall be transmitted to the Executive County Superintendent of Schools.

Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through .J.S.A.18A:37-18. N.J.S.A. 18A:37-13 through 18A:37-19 N.J.A.C. 6A:16-7.9 et seq.

**Adopted: August 18, 2003
Revised: May 19, 2008
February 23, 2009
March 22, 2010**

Policy Statement

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

The Board of Education prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

Definitions

"Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

- 1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or**

- 2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or**

- 3. Has the effect of substantially disrupting the orderly operation of the school. "School district owned, operated, or supervised technologies" is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.**

Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

The Building Principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results. In the event

the investigation results indicate cyber-bullying was committed by a school district pupil on school grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

Discipline and Consequences

Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that 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 cyber bullying 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. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Building Principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another of an act of cyber-bullying 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.

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

Adopted: May 19, 2008

Additional Resources

BULLYING

BULLYING

<http://www.42explore2.com/bully.htm>

CYBERBULLYING

CYBERPOLICE

<http://library.thinkquest.org/07aug/01500/cyberbullying.html>

SCHOOL SAFETY

STOP BULLYING NOW

<http://www.stopbullyingnow.hrsa.gov/index.asp?area=main>

Additional Resources

ANTI-BULLIES: STOP BULLYING NOW!

<http://library.thinkquest.org/06aug/00798/howtostopbeingabully.html>

BULLYING MYTHS – TRUE/FALSE QUIZ

OPERATION RESPECT: DON'T LAUGH AT ME<http://www.dontlaugh.org/>

SCHOOL VIOLENCE RESOURCE CENTER

THE SCHOOL VIOLENCE WATCH NETWORK

<http://www.cybersnitch.net/schoolviolencewatch.htm>

STOP BULLYING NOW!

STUDENT PLEDGE AGAINST GUN VIOLENCE <http://www.pledge.org/>

YOUTH VIOLENCE THEME PAGE