

## **SOUTH RIVER SCHOOL DISTRICT POLICY MANUAL**

### **File 6163.4 - Technology Use**

#### **POLICY INSTRUCTION: Technology Resources**

**Introduction:** The following policy outlines the acceptable uses of technological resources in the South River Public Schools. This policy applies, but is not limited, to the following categories of technology: school-based computer networks, district-wide computer networks, stand alone computer, peripheral devices (laser disk players, videocassette recorders, television, telephones, scanners and printers), on-line services, and use of the Internet. Local area networks (a particular school) and wide area networks (the entire district) connect computers in a way that facilitates the use of software programs and the storage of information. The Internet is a worldwide system of computers linked together electronically. Each of these systems provides users with the ability to send and receive mail (e-mail) and access enormous and diverse databases of information. The Internet and other on-line services also allow individuals to participate in discussion groups on a variety of topics. Because of these capabilities, these services can be a valuable educational resource for the students in the district. Our goal in providing these services to students and staff is to promote educational excellence in schools by facilitating resource sharing, innovation, collaboration, and communication.

**Use of the Internet:** Because anyone in the world has access to the Internet, the system also contains material which is inappropriate for elementary and secondary students or does not possess educational value in the context of our school curriculum. One of the goals of this policy is to outline acceptable use of the Internet by students and staff. This policy seeks to balance issues of intellectual inquiry, freedom of speech and privacy with the responsibility of the district to ensure that students and staff do not access or produce inappropriate or illegal material.

**Acceptable Use of Technological Resources:** Acceptable use in the framework of the South River Public Schools can be defined as employing technology as an educational tool, using guidelines that the computing community at large and/or legal opinion have generally agreed are permissible. Examples of actions that violate this accepted standard are listed below under the topic of inappropriate uses. Any material accessed by students and staff must be related to the curriculum approved by the South River Board of Education or to the approved extracurricular activities of the schools.

**Privilege to Use the Technology:** While in school, student access to technological resources will be under the direct supervision of teaching staff and will be monitored by the staff member in the same manner as any other classroom activity. Using technology in the context of a school setting is not a right, but a privilege. Inappropriate use will minimally result in a suspension of that privilege. Any staff member or student who uses the technological resources of the district expressly consents to having all activities regarding the use monitored by a systems operator.

**Inappropriate Uses:** The following have been deemed inappropriate uses of technology by either the broad community of computer users or by legal judgment. The list is not all inclusive, but includes the major categories of misuse of technology.

1. Using the network for illegal activity (e.g., copyright infringement).
2. Disrupting or damaging equipment or the operation of the system.
3. Vandalizing the account or data of another user.
4. Gaining unauthorized access to another account or to the system operation.
5. Using another student's or staff's account without permission.
6. Using abusive, obscene language.
7. Obtaining pornographic text, graphics, or photographs.
8. Sending or receiving material that is racist, sexist, or offensive to the religious beliefs of people.
9. Creating or installing a computer virus.
10. Using technology for personal, financial or business gain.
11. Installing personal software on any computer in the district.
12. Changing the configuration of an individual computer or network.
13. Downloading copyrighted software for use outside of school.

**Network Etiquette and Child Safety:** Students and staff are expected to adhere to generally accepted rules of network behavior. These include:

1. Be polite. Do not use abusive language.
2. Electronic mail is not private. System operators have access to all mail and illegal activities may be reported to law enforcement authorities.
3. Logging on the Internet is taking an electronic field trip into cyberspace. Students are going out into the world and need to protect themselves. Students must not give out their names, home addresses or telephone numbers to people they meet on the Internet.

**District Guarantees:** The district does not issue a warranty for the Internet service it provides. The district is not responsible for the accuracy of the information obtained through the service. The use of information is at the user's own risk. This district is not liable for loss of data, wrong deliveries, or service disruptions caused by its own negligence or the user's errors.

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1st Reading: 7/25/96

2nd Reading 8/22/96 ADOPTED

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## **Affirmative Action**

Kamila Buffalino - Affirmative Action Officer

11 Montgomery Street

South River, NJ 08882

732-613-4014, ext. 229

## **Affirmative Action Team**

Kamila Buffalino

Paul Coleman

Al Gray

Lisa Michallis

Wayne Sherman

## **New Jersey School Integrated Pest Management Act of 2002**

The South River School District has in place an Integrated Pest Management Policy. As per this policy, the district has implemented Integrated Pest Management (IPM) Procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. If there are any questions, please contact Ed Biernacki at (732) 613 - 4000, ext. 233.

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### **Policy**

#### RESEARCH

The board of education recognizes that educational research can be a valuable tool in identifying and applying strategies to enhance student achievement and in identifying factors that could prevent students from becoming contributing members of society. Surveys among student populations can be an important part of this research.

Students and parents/guardians retain certain rights, however, in the administration of student surveys. The board shall ensure that prior written consent is obtained from parents/guardians or emancipated students before any survey is administered that is funded in whole or in part by any program administered by the United States Department of Education, if the survey (analysis or evaluation) is designed to reveal information on any of the following:

- A. Political affiliations or beliefs of the student or the student's parents/guardians;

- B. Mental and psychological problems of the student or the student's family;
- C. Sex behaviors or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
- G. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written informed consent shall also be obtained from parents/guardians or emancipated students prior to the administration of any academic or nonacademic survey, assessment, analysis or evaluation that would reveal the student's social security number.

Parents/guardians shall be given the opportunity to inspect any survey, analysis or evaluation that solicits information in any of the above areas. If parents/guardians object to their child(ren)'s participation in the survey, the child(ren) shall be allowed to opt out.

Prior approval of the superintendent is required for all other surveys on topics not listed above. Anyone seeking approval of a proposed survey must provide the superintendent with details of the survey methodology, its specific educational purpose and a description of how results will be disseminated and applied. Reasonable timelines shall be provided by those conducting the survey for parents/guardians to access and review surveys of this nature. Student privacy shall be protected in the administration of a survey. The Board may conduct surveys that are in the best interest of the district.

For all surveys the identity of the respondent shall remain confidential.

This policy and regulations shall be made available to the public at least annually at the beginning of the school year, especially to parents/guardians and to district staff. The public shall be informed within a reasonable period of time if substantive change is made to policy and regulations. The public shall also be informed of specific or approximate dates, if known, when surveys may be administered.

Date: 1<sup>st</sup> Reading: 7/22/04

## Policy

### CONDUCT AND DRESS - FACULTY

The Board is cognizant of the rights of teachers to express their individuality through their attire. The Board also recognizes the value of tasteful and appropriate dress which is conducive to a dignified environment for learning and the fostering of respect and discipline in the classroom situation. The Board observes that teachers serve as role models for the children of our schools and help to shape students' attitudes and values concerning neatness, pride, and cleanliness.

Balancing these factors, the Board has adopted a dress code for faculty that is only minimally restrictive but sets reasonable standards for grooming and appearance during school hours and at school functions. The dress code is adopted pursuant to the general rulemaking authority of the Board found in N.J.S.A. 18A:1-1 and N.J.S.A. 18A:27-4.

1. Grooming and attire shall meet the following criteria during school hours:
  - a. Females shall wear skirts, split skirts or slacks, with blouses or sweaters, dresses, or slack suits.
  - b. Males shall wear slacks with dress shirts, similarly tailored sports shirts or golf shirts. All shirts worn by male teachers must have a collar except for turtlenecks, which are permitted. Sweaters are permitted. Suits or sport jackets with ties are strongly encouraged, but not required.
2. Grooming and attire not acceptable during school hours:
  - a. Torn or dirty clothing.
  - b. See-through blouses, halter tops or midriff/crop tops, low cut/plunging necklines.
  - c. Excessively short or tight fitting clothing.
  - d. Dungarees or jeans made of denim.
  - e. T-shirts.

- f. Sandals (for men).
- g. Any dress, jewelry or grooming which would attract undue attention, create disruption, or is unsanitary or dangerous.
- h. Beachwear (flip-flops, beach jackets, swimwear, etc.)
- i. Shorts.
- j. Hats in the building. "Hats" shall not include headwear of religious significance such as yarmulkes.
- k. Sneakers, tennis shoes, warm-up suits, sweat suits, sleepwear, or "parachute pants" unless worn during physical education or special activities

3. Special rules:

- a. Severe Weather Conditions: Dress standards may be modified by the principal to permit more casual attire on days of delayed opening due to inclement weather or extremes of temperature.
- b. Spirit Days: As scheduled and approved by the school principal in keeping with a theme day or activity program, more casual attire may be worn by staff members in keeping with the school program. However, such clothing must be linked to the school activity. For example, high school "Ram" t-shirts are acceptable on a school spirit day, but T-shirts unrelated to the school are not.
- c. Physical Education: Physical education teachers may wear clothing appropriate to their subject area. This includes athletic jackets, T-shirts, striped pants or slacks, shorts, culottes, jogging suits, warm-ups, and appropriate footwear. This exception does not apply when teachers are in a classroom setting for health education.
- d. Technology/Vocational Education: Teachers may wear smocks, shop aprons, overalls, or other protective attire if appropriate for the subject area. Safety equipment such as glasses, goggles, protective leather selves or chaps, or hard hats shall be worn as required by other regulations, statute, or policy.
- e. Other Classes: Other protective clothing such as smocks, lab coats, and aprons may be worn, as needed, by teachers in laboratory science or art. Teachers in Pre-K to Grade 2 may wear jeans with sneakers when required for a specific activity, however, they are not to be worn on a daily basis. Eye protection shall be

worn as otherwise required.

- f. Prior Approval: If any employee is uncertain as to the appropriateness of a garment, a brief written description of the clothing he or she desires to wear should be submitted to the principal prior to any such clothing being worn to school. The principal shall respond in writing to the employee within three days if the answer is in the negative.
- g. Enforcement: A faculty member violating the dress code will be issued a warning by the building principal. The second offense will result in a letter from the building principal, a copy of which will be placed in the employee's personnel file. Upon the third reprimand, the Superintendent of Schools may recommend appropriate disciplinary measures to the Board. Such disciplinary measures may include salary increment withholding, charges of insubordination, or other sanctions allowed by law.
- h. Severability: The provisions of this dress code shall be deemed to be severable. If any section is found to be unreasonable or void by a forum of competent jurisdiction, only that section shall be deemed deleted.

Date: 1<sup>st</sup> Reading: 7/22/04

2<sup>nd</sup> Reading: 8/26/04

ADOPTED

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## Policy

### DRESS AND GROOMING - STUDENTS

#### General Rules

1. The dress code applies during school hours, at school activities, on field trips, and at all other occasions where the students represent South River Public Schools.
2. Students shall avoid extremes in appearance. Clothing that is inappropriate, unsafe, offensive to others, or which disrupts the educational process is not permitted.

#### The Following Will Not Be Allowed on Campus

1. Strapless, backless, or see-through garments. Tops must fall reasonably close to the neckline and fall directly below the underarm to insure that the torso and

undergarments are not exposed inappropriately. Undergarments are required.

2. Headgear and/or hats should be left in the lockers until the end of the day (some examples are caps, bandanas, hairnets, do-rags, wave caps, headbands, picks or visors). "Hats" shall not include headwear of religious significance such as yarmulkes. Nothing shall be worn on the head, unless it is for the purpose of hair restraint. Bandanas, kerchiefs, scarves, and hats are never permitted. Additionally, no other items can be worn which cover the top of the head. Repeated offenses involving headgear and/or hats will result in the confiscation of the headgear and/or hats. The headgear and/or hats must be retrieved by the parent and/or guardian.
3. Shorts, skirts, and dresses must cover undergarments when sitting, standing, or bending. Recommended inseam is a minimum of three inches. At no time is skin to be seen between the bottom of the shirt/blouse/tops and the top of pants/shorts/skirts.
4. Lycra and Spandex shorts may be worn if covered; they may not be worn as an outer garment. Dresses and skirts shall extend to at least the fingertips of the pupil when the arms are placed at the pupil's side.
5. Any clothing, make-up, hairstyle, or wig that attracts undue attention.
6. Clothing that portrays suggestive, derogatory, insulting pictures or writing that is in any way suggestive or can be construed to have a "double meaning" or symbolic meaning, is obscene or vulgar or carries a logo, words, picture or representation of alcohol or other illegal drugs.
7. Any footwear that is not appropriate or safe for normal activities. The following are not appropriate or safe: bedroom slippers, spiked heels, or bare feet. In the interest of safety, shop classes (Woodworking, Graphic Arts, Technology, and Print Making I & II) require "full-foot" (closed toe and full heel) coverage. Sneakers are required for all Physical Education classes, unless they are replaced by footwear required for certain sporting events/activities. That determination will be made by the Physical Education teacher in charge of the activity.
8. Pants below the hips are not allowed. Sleepwear is not allowed.
9. No gloves may be worn in class or in the building.
10. Nonprescription sunglasses, and/or tinted glasses, except prescribed by the pupil's doctor.
11. Torn or dirty clothing.
12. The application of scented perfumes, lotions, sprays, etc. is not permitted on South River Public School grounds, trips or activities, with the exception of locker rooms immediately prior to or following Physical Education class or other authorized activities. Due to health and safety concerns, the **excessive** application of these products is never permitted.

Enforcement: Students not conforming to the dress code shall be disciplined by the assistant principal and/or principal in accordance with the Parent/Student Handbook and other Board policies.

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2<sup>nd</sup> Reading: 8/26/04 ADOPTED  
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1<sup>st</sup> Reading: 8/25/05  
2<sup>nd</sup> Reading 9/22/05 ADOPTED

Legal References: N.J.S.A. 18A:11-1 – General mandatory powers and duties  
N.J.S.A. 18A:11-7 – Findings, declarations relative to school dress  
codes; adoption of dress code policy for  
school  
permitted; prohibition of gang-related apparel  
N.J.S.A. 18A:37-1 – Submission of pupils to authority  
Tinker v. Des Moines Independent School District, 393 U.S. 503  
(1969)

Legal References Revised: 9/16/04

Cross Reference: List your appropriate policies. See legal reference sheet for possibilities.

Key Words

Conduct, Discipline, Pupil Conduct, Student Conduct, Weapons, Vandalism

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**HARASSMENT, INTIMIDATION AND BULLYING**

The South River Board of Education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The Board of Education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The Board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the South River School District's Code of Conduct (see Policy No. 5131). The Board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The Board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the Board approved code of student conduct and the specific codes of conduct incorporated into the student handbooks at the Primary, Elementary, Middle and High Schools. The Superintendent of Schools, directly and/or through his designees, shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the Superintendent shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The Superintendent has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and 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. The Board directs the Superintendent or his or her appropriately trained and qualified designee to develop appropriate regulations and conduct requirements suited to the age level of the students and the physical facilities of the individual schools.

**Definition of Harassment, Intimidation or Bullying:**

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication,\* whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either 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 by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with

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HARASSMENT, INTIMIDATION AND BULLYING (continued)

law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

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

**Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying**

**Students**

Consequences and remedial measures 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. Consequences shall be consistent with the Board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

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 short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

- A. 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.
- B. Remedial Measures
  - 1. Personal
    - a. Restitution and restoration;
    - b. Mediation;

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HARASSMENT, INTIMIDATION AND BULLYING (continued)

- c. Peer support group;
  - d. Recommendations of a student behavior or ethics council;
  - e. Corrective instruction or other relevant learning or service experience;
  - f. Supportive student interventions, including participation of the intervention and referral services team;
  - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
  - h. Behavioral management plan, with benchmarks that are closely monitored;
  - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
  - j. Involvement of school disciplinarian;
  - k. Student counseling;
  - l. Parent conferences;
  - m. Student treatment; or
  - n. Student therapy.
2. Environmental (Classroom, School Building or School District)
- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
  - b. School culture change;
  - c. School climate improvement;
  - d. Adoption of research-based, systemic bullying prevention programs;
  - e. School policy and procedures revisions;
  - f. Modifications of schedules;
  - g. Adjustments in hallway traffic;
  - h. Modifications in student routes or patterns traveling to and from school;
  - i. Supervision of students before and after school, including school transportation;
  - j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
  - k. Teacher aides;
  - l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
  - m. General professional development programs for certificated and non-certificated staff;
  - n. Professional development plans for involved staff;
  - o. Disciplinary action for school staff who contributed to the problem;
  - p. Supportive institutional interventions, including participation of the intervention and referral services team;
  - q. Parent conferences;
  - r. Family counseling;
  - s. Involvement of parent-teacher organizations;

Classified students are subject to the same disciplinary procedures as mainstreamed students and may be disciplined in accordance with their IEP. However, consistent with the applicable provisions of N.J.A.C. 6A:14 and N.J.A.C. 6A:16-7, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability; and
- B. The program that is being provided meets the student's needs.

**Staff**

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

- A. Consequences

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1. Admonishment / oral warning;
2. Written warning / written reprimand;
3. Temporary removal from the classroom;
4. Deprivation of privileges;
5. Referral to disciplinarian;
6. Withholding of Increment;
7. Suspension;
8. Legal action; and
9. Termination / Tenure Charges

B. Remedial Measures

1. Personal
  - a. Restitution and restoration;
  - b. Mediation;
  - c. Support group;
  - d. Recommendations of behavior or ethics council;
  - e. Corrective action plan;
  - f. Behavioral assessment or evaluation;
  - g. Behavioral management plan, with benchmarks that are closely monitored;
  - h. Involvement of school disciplinarian;
  - i. Counseling;
  - j. Conferences;
  - k. Treatment; or
  - l. Therapy.
2. Environmental (Classroom, School Building or School District)
  - a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
  - b. School culture change;
  - c. School climate improvement;
  - d. Adoption of research-based, systemic bullying prevention programs;
  - e. School policy and procedures revisions;
  - f. Modifications of schedules;
  - g. Supervision;
  - h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
  - i. General professional development programs for certificated and non-certificated staff;
  - j. Professional development plans for involved staff;
  - k. Disciplinary action;
  - l. Supportive institutional interventions, including participation of the intervention and referral services team;
  - m. Conferences;
  - n. Counseling;

**Reporting Harassment, Intimidation and Bullying Behavior**

The Superintendent, Principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The Board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, Board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building Principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying:

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- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school Principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The Principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school Principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

A Board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building Principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying.

A Board member or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

A school administrator who receives a report of harassment, intimidation, or 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.

**District Anti-Bullying Coordinator**

Effective with the 2011-2012 school year, 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, and bullying of students;
- B. Collaborate with school anti-bullying specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
- C. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, and bullying of students; and
- D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the Superintendent.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

**School Anti-Bullying Specialist**

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 these 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;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

**School Safety Team**

The district shall form a school safety team in each school 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. The school safety team shall meet at least two times per school year.

The school safety team shall be appointed by the Principal and consist of the Principal or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members to be determined by the Principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students 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 students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A.18A:37-13 et seq.) and other training which the Principal or the district anti-bullying coordinator may request;
- 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 students; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the Principal or district anti-bullying coordinator.

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No parent/guardian who is a member of the school safety team shall:

- A. Receive complaints of harassment, intimidation or bullying of students that have been reported to the Principal;
- B. Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident;
- C. Identify and address patterns of harassment, intimidation or bullying of students; or
- D. Participate in any other activities of the team which may compromise the confidentiality of a student.

**Investigating Reported Harassment, Intimidation and Bullying**

All reported incidents which appear, in the best professional understanding of the administration, to meet the above-stated definition of harassment, intimidation and bullying, shall be investigated promptly and in accordance with law and the following procedures:

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
  - 1. Taking of statements from victims, witnesses and accused;
  - 2. Careful examination of the facts;
  - 3. Support for the victim; and
  - 4. Determination if alleged act constitutes a violation of this policy.
- B. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The Principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of an incident which if accurately stated, would constitute harassment, intimidation, or bullying as defined. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- D. The results of the investigation shall be reported to the Superintendent within two (2) school days of the completion of the investigation, and in accordance with law and Board policy. The Superintendent may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
- E. The results of each investigation shall be reported to the Board of Education no later than the date of the next Board meeting following the completion of the investigation, and include:
  - 1. Any services provided;
  - 2. Training established;
  - 3. Discipline imposed; or
  - 4. Other action taken or recommended by the Superintendent.

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- F. The Superintendent or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within five (5) school days after the results of the investigation are reported to the Board and include:
1. The nature of the investigation;
  2. Whether the district found evidence of harassment, intimidation, or bullying; or
  3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying. \*\*However, the privacy of student records and information shall be observed and respected at all times, including with regard to the confidentiality of what action has been taken against any student. The nature of disciplinary action taken against a student shall not be disclosed to any persons other than District staff and that student's parents/guardians.

**Range of Ways to Respond to Harassment, Intimidation or Bullying**

The South River 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 and provide support programs for victims. 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.

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 include:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

For every incident in which the report and the resulting investigation result in a conclusion that an act of harassment, intimidation or bullying has taken place, the district shall respond to the individual who committed the act. Responses may include:

- A. 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);

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- B. 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;
- C. 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;
- D. 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).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the Principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

**Retaliation and Reprisal Prohibited**

The Board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, Board member, contracted\_service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the Superintendent and/or Principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and Board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, Board member, contracted\_service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

- A. Students  
The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means 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 shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;
- B. School Employees  
Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service;
- C. Board Members  
Consequences and appropriate remedial action for a Board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges;
- D. Visitors, Volunteers, Contracted Service Providers, and All Other Persons  
Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers

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and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the Superintendent after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and remediation for students, employees, Board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom or school;
3. Deprivation of privileges
4. Prohibited from access to the school facilities (visitors, vendors, Board members, all other people);
5. Classroom or administrative detention;
6. Referral to disciplinarian;
7. In-school suspension during the school week or the weekend;
8. After-school programs;
9. Out-of-school suspension (short-term or long-term);
10. Legal action;
11. Withholding of Increment;
12. Suspension;
13. Expulsion;
14. Termination;
15. Termination of service agreements or contracts (vendors, volunteers);
16. Public sanction (Board members);
17. Ethics charges (some administrators, Board members).

B. Remedial Measures

1. Personal
  - a. Restitution and restoration;
  - b. Mediation;
  - c. Peer support group;
  - d. Recommendations of a student behavior or ethics council;
  - e. Corrective instruction or other relevant learning or service experience;
  - f. Supportive student interventions, including participation of the intervention and referral services team;
  - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
  - h. Behavioral management plan, with benchmarks that are closely monitored;
  - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
  - j. Involvement of school disciplinarian;
  - k. Counseling;
  - l. Conferences;
  - m. Treatment; or
  - n. Therapy.
2. Environmental (Classroom, School Building or School District)
  - a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
  - b. School culture change;
  - c. School climate improvement;
  - d. Adoption of research-based, systemic bullying prevention programs;
  - e. School policy and procedures revisions;
  - f. Modifications of schedules;
  - g. Supervision;

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- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- i. General professional development programs for certificated and non-certificated staff;
- j. Professional development plans for involved staff;
- k. Disciplinary action;
- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

**Appeal Process**

The parents or guardians of a student alleged to have been subject to harassment, intimidation or bullying as defined by law and in this Policy may request a hearing before the Board after receiving the information from the Superintendent regarding the investigation. The hearing shall be held within ten (10) days of the request. The Board shall meet in executive session for the hearing to protect the confidentiality of all students involved, and the confidentiality of student records and information shall be protected in the course of such hearings. At the hearing the Board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next Board of Education meeting following its receipt of the report, 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 law, no later than ninety (90) days after the issuance of the Board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty (180) 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."

**Week of Respect**

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The South River School District, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law and this Policy. Throughout the school year, the district shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the Core Curriculum Content Standards.

**Training**

- A. School Leaders  
Any school leader who holds a position that requires the possession of a Superintendent, Principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying.
- B. Teaching Staff Development  
Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

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C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the Board of Education, a Board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities as required by law. A Board member shall be required to complete the program only once.

D. Staff, Student and Volunteer Training

The school district shall:

1. Provide training on the school district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A. 18A:37-14) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying; and
4. Develop a process for discussing the district's harassment, intimidation or bullying policy with students.

Information regarding the school district policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the district to provide services to students.

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the Core Curriculum Content Standards.

**Reporting to the Board**

Two times each year between September 1 and January 1 and between January 1 and June 30, the Board of Education shall hold a public hearing at which the Superintendent will report to the Board all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

- A. The number of reports of harassment, intimidation, or bullying;
- B. The status of all investigations;
- C. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
- D. The names of the investigators;
- E. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and
- F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

**Reporting to the Department of Education**

The information, including but not limited to, oral reports, written reports or electronic reports shall

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also be reported once during each reporting period between September 1 and January 1 and between January 1 and June 30, to the Department of Education. The report shall include:

- A. Data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation and bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents); and
- B. Data broken down by each school in the district, in addition to district-wide data.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with law. The district shall receive a grade determined by averaging the grades of all the schools in the district.

Each school shall post the grade received by the school and the overall district grade on the homepage of the school's website. The district shall post all the grades for each school of the district and the overall district grade on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The Superintendent will annually submit the report to the Department of Education utilizing the Electronic Violence and Vandalism Reporting system (EVVRS). The Superintendent shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incident of harassment intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the Board of Education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the Superintendent shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The Board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

### **Program Assessment and Review**

The South River School District shall annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

### **Policy Development and Review**

This Policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives. After adoption of this Policy, the district shall annually conduct a re-evaluation, reassessment, and review of this policy, making any necessary revisions and additions. The Board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review.

The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision, beginning September 1, 2011.

**Publication, Dissemination and Implementation**

In publicizing this Board Policy, the community including students, staff, Board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment intimidation and bullying that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students in accordance with law.

The Superintendent shall take the following steps to publicize this policy:

- A. Provide a link to this policy on a prominent place on the district website;
- B. Provide a link to this policy on a prominent place on each school's website;
- C. Distribute this policy annually to all staff, students and parents/guardians; and
- D. Print this policy in any district publication that sets forth the comprehensive rules, procedures and standards of student conduct and in student handbooks;

The district shall notify students and parents/guardians that the Policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the home page of the school's website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parent/guardians, students and district staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

The Superintendent shall ensure that the rules for this policy are applied consistently with the district's code of student conduct and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

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Adopted:	August 21, 2003
Adopted as Revised:	January 22, 2009
Adopted as Revised:	February 25, 2010
Adopted as Revised:	May 26, 2011
Legal References:	P.L. 2010, c. 122, the Anti-Bullying Bill of Rights <u>N.J.S.A. 18A:37-1 et seq.</u> <u>N.J.A.C. 6A:16-1.1 et seq.</u>
Cross References:	Conduct / Discipline 5131 Vandalism / Violence 5131.5