

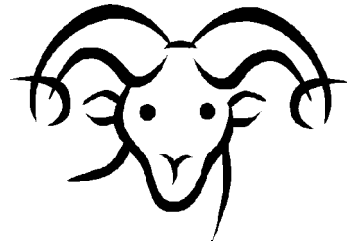


Code of Conduct

2019-2020

Revised August 2019

**High Bridge Elementary School
40 Fairview Avenue
High Bridge, NJ 08829
(908) 638-4105**



August 2019

Dear Parents and Guardians,

This document is intended for all High Bridge Elementary School students. The purpose is to provide the guidelines regarding student expectations for conduct and procedures for discipline. Our goal is to foster the most positive learning environment which will maximize the learning opportunities for everyone at High Bridge Elementary School.

The Elementary School Code of Conduct was designed, reviewed and revised by the district administration, a committee of school staff, the Parent Advisory Committee and the Board of Education. Parents, teachers and administrators must work together to foster a positive school environment built on respect and trust.

It is necessary to review the Code of Conduct on our website with your children so that they understand the information at an age appropriate level. After reviewing the Code of Conduct, please refer to the Student Information and Guardian Authorization form to indicate that you have reviewed the document.

Thank you for your cooperation in making High Bridge Elementary School a positive learning environment.

MISSION STATEMENT FOR THE HIGH BRIDGE PUBLIC SCHOOL DISTRICT

The High Bridge Public School District, in partnership with parents and community, is dedicated to providing a strong educational foundation that inspires students to become lifelong learners and responsible, productive citizens.

This foundation is provided through an environment which:

- Values diversity
- Builds self-esteem
- Actively engages and energizes all students
- Fosters the students' natural motivation to learn

Introduction and Philosophy

In 1994 the State Board of Education adopted the following as one of its goals for the state education system:

“Every school in New Jersey will be free of drugs and violence and offer a safe, disciplined environment conducive to learning.”
(N.J.A.C. 6:8-2.1)

The State Board of Education also strongly suggested that each school district develop a code of conduct for its students. Codes of conduct are based on a community's expectations about acceptable or unacceptable behavior. The notion of what is suitable or correct is grounded in our common sense, ethical behavior and shared values, as well as in the laws that define specific acts that are socially unacceptable.

The High Bridge Community believes that a school is a house of learning. As such, it is a place that encourages students to be an active part of the learning process. An active learner is engaged in classroom activities and rarely has difficulty with behavior. The effects of classroom and school related behavior problems have direct and indirect influence upon students' academic performance and sense of wellbeing.

In addition, students have the right to be provided with an education that allows them to develop into productive citizens. Students need to be able to attend school in a safe environment.

Support Services

The High Bridge Elementary School has an array of excellent support services available to students who have difficulty with behavioral issues. They include:

- Classroom teacher assistance

- Administrative assistance
- Intervention and Referral services
- Child Study Team services
- School nurse assistance
- Referral to outside sources

Students, parents or guardians may request assistance from any of the above personnel by calling the Elementary School (908) 638-4105 or Child Study Team (908) 638-4512 to make an appointment with any of the staff members noted above.

Students with Disabilities/Section 504 of the Rehabilitation Act of 1973

Students who are classified by the Child Study Team and are eligible for services under the Individuals with Disabilities Education Act (IDEA) and N.J.A.C. Title 6, Chapter 28, may have a behavior plan included in their Individual Educational Plan (IEP) that may be in addition to, or in place of, the school code of conduct. The foundation for such a plan will be delineated in the discipline section of the IEP. Students eligible for and identified as needing accommodations under Section 504 of the Rehabilitation Act of 1973, 34 CFR, Subparts A, C and D, may also have a specific behavioral plan developed for them.

ELEMENTARY SCHOOL CODE OF CONDUCT K-4

The High Bridge Board of Education believes that the conduct of students in school should enable them to derive the greatest benefits from the educational program offered and that they should learn to assume responsibility for their own behavior and accept the consequences resulting from their acts or inactions.

The students are required to conform to reasonable standards of acceptable behavior; to respect the rights, person and property of others; preserve the degree of order necessary for the conduct of the educational program; and follow the direction of those in authority. (Board of Education Policy #5600)

The Code of Conduct is designed to communicate clearly to all what the expectations are regarding students' academic work, behavior in school, and adherence to classroom procedures. The Code of Conduct also explains the consequences that are imposed when rules are broken.

Each staff member has the responsibility to deal with routine matters of discipline. Should a child demonstrate chronic negative behavior, a discipline report will be forwarded to the administration indicating the rule infraction. The principal will determine the appropriate action to take.

Parents, teachers, and the administration must work together to encourage children to follow agreed rules, regulations, and procedures. Our ultimate goal is to teach our students to be respectful citizens at school and in the community. Our global school rules for the students include: 1) Taking care of ourselves 2) Taking care of others 3) Taking care of our environment 4) Taking care to do our best work. You will find that the rules/guidelines in the Student Code of Conduct easily connect to one or more of our global school rules. Please review the Student Code of Conduct with your child at the beginning of the school year to ensure that student rights and responsibilities are fully understood.

After reviewing the High Bridge Elementary School Code of Conduct, please acknowledge receipt of this document by checking the specified box on the Student Information and Guardian Authorizations.

STUDENTS RIGHTS AND RESPONSIBILITIES

The children at High Bridge Elementary have certain rights regarding their education and the school environment. With these rights are responsibilities for which children are held accountable.

School at Large

The children have the right to attend a school that is safe, clean, and well maintained. They have the responsibility to help make the school safe by walking quietly without running, pushing, yelling or causing injury to others. They also have the responsibility of acting appropriately at all times and showing respect for others, themselves, property, materials and equipment.

Classroom

The children have the right to learn in a safe, supportive classroom environment. They in turn must be prepared to cooperate with their teachers and follow the rules, which have been clearly discussed and displayed.

Lunchroom

High Bridge Elementary children have the right to eat lunch in a facility that is clean and provides a pleasant atmosphere. They in turn must demonstrate proper manners and be respectful to the other children and adult supervisors.

Lavatories

The children have the right to use lavatory facilities that are clean and well maintained. They in turn must use the facilities in an appropriate manner and not soil, vandalize or litter the lavatory sites.

Hallways

All students in the school have the right to feel safe as they move from one area of the building to another. They in turn must be responsible in the halls and walk quietly without running, pushing, yelling or causing injury to others.

Traveling To and From School

The children have the right to feel safe and free from intimidation as they travel to and from school. High Bridge Elementary students have the responsibility to behave in a safe, respectful and considerate manner as they travel to and from school.

Recess

Each child has the right to be safe during play outdoors. They in turn must follow rules and proper procedures on the playground to insure the safety of all.

TYPES OF BEHAVIORAL INFRACTIONS

Discipline for our students generally falls into one of the following two categories: MINOR and MAJOR INFRACTIONS. **The level of severity or a pattern of misbehavior may cause a minor infraction to be considered a major infraction.**

MINOR INFRACTIONS:

1. running in the hall
2. interrupting class and/or teacher
3. not completing work
4. passing notes in class
5. chewing gum
6. disrespect toward teacher/others
7. dishonesty
8. improper school attire
9. breaking classroom rules

MAJOR INFRACTIONS:

1. physical or verbal abuse of others
2. theft
3. vandalism of school property
4. use or possession of drugs, alcohol, or tobacco
5. extreme classroom disruption
6. inappropriate language or gestures
7. repeated disrespectful, and/or dishonest behavior toward teachers or others
8. intimidation (bullying)
9. defiance/insubordination
10. forgery
11. leaving class without permission
12. dangerous possessions or weapons

HANDLING OF INFRACTIONS

The children are under the supervision of many teachers during the school day. Each teacher will have his/her own classroom rules and regulations, and students should learn those and abide by them. Teachers are expected to handle infractions in the following ways:

MINOR INFRACTIONS are handled by the teacher or adult supervisor who observed the infraction. If the infraction is continued and/or a pattern of misbehavior is established, then such infraction will be reported to the principal.

MAJOR INFRACTIONS are initially handled by the teacher or adult supervisor present. A referral form is then completed which details the incident. The referral form is sent to the principal's office. The child will be called to appear before the principal for a

review of the infraction(s), which serves as a first step in due process. A copy of the referral form is forwarded to the parent or guardian for review.

The teacher has the authority and responsibility to maintain discipline in the classroom that is consistent with school district policy. Fair policies and procedures will be established, announced, and consistently enforced. When a minor or major infraction occurs, teachers may refer to a listing of administrative procedures. A teacher will contact the parents via phone, email, or note if corrective action is taken.

Administrative Procedures

First Referral:

- An informal meeting between the teacher and the child will be held.
- The teacher may assign detention, and if so the parent/guardian will be notified.
- The teacher may hold a conference with the child's parent/guardian.
- The child may be referred to the Principal.
- Appropriate consequences will be determined at that time.

Second Referral:

- A conference is held with the child and Principal.
- Parent contact is made and a conference may be held.
- Counseling may be recommended to assist the child in correcting inappropriate behavior.
- Detention(s) may be issued
- The child will be referred to the Principal.
- Certain privileges, such as lunch in the cafeteria may be denied.
- The child may be disqualified from participation in co-curricular or interscholastic activities, such as clubs and/or field trips.

Third Referral:

- A conference is held with the child and the Principal.
- Parent contact is made and a conference may be held.
- Counseling may be recommended to assist the child in correcting inappropriate behavior
- Detention(s) may be issued
- The child may be disqualified from participation in co-curricular or interscholastic activities, such as clubs and/or field trips.
- The child may be suspended.

DETENTION PROCEDURES:

- The teacher will assign detention and the parent/guardian will be notified.
- The child should report to detention at the time designated by the teacher.
- If the Principal assigns the detention, the child should report to the office.
- If a child fails to attend detention on the assigned day, parent contact will be made and additional detentions may be issued.

STUDENTS ASSIGNED TO DETENTION

- must report to detention on time.
- are not permitted to talk.
- may leave at the designated time.
- breaking the rules in detention will result in additional detentions.
- may be assigned a behavior learning packet to complete.

OUT-OF-SCHOOL SUSPENSION PROCEDURES

- The parent/guardian will be notified by telephone and in writing of the suspension and reasons for the disciplinary actions. At that time a conference with the child and parent/guardian will be scheduled.
- The child will not be permitted on the school campus during the time that the out-of-school suspension is in effect.
- All work missed must be made up and is the responsibility of the student. Parents may request that work is provided and the school will cooperate as full as is practical.
- Upon returning to school, the administration will schedule a conference with the child and parent/guardian before he/she will be permitted to resume classes.

EXPULSION

Expulsion means the permanent exclusion of a student from the High Bridge Elementary School. Per Board Policy #5620, a child may be expelled from the district only on formal action of the Board of Education.

SCHOOL MISCONDUCT AND CONSEQUENCES

The following is a list of school misconduct and its consequences. The list is as complete as possible, but any conduct deemed improper will be responded to by the principal who will determine an appropriate consequence.

A. Dangerous Possessions

Children are not permitted at any time to have any dangerous objects on their person, in their desks, or in their book bag. These include, but are not limited to, guns, knives, chains, razor blades, etc.

1. Out-of-School Suspension or expulsion.
2. The duration of the suspension is at the discretion of the administrator.
3. Law enforcement officials will be notified.
4. Any student possessing a firearm or weapon on any school property, on a school bus, or at a school-sponsored function will be immediately removed from the school's regular education program for a period of not less than one calendar year. (Board Policy #R5611)

B. Defacing School Property

Mistreatment of property that includes, but is not limited to, writing on, kicking, bending, and littering are considered defacement. The determining factor in this offense is whether repair or cleaning can restore the damaged object to its original condition. Note: If simple repair or cleaning cannot restore the original condition, the offense becomes destruction of property.

1. Detention.
2. The student/parents will be billed for repair costs.

C. Defacing or Damaging School Property (Accidental)

When a student damages property in an accidental manner, his/her minimal responsibility is to pay for the restoration to the original state. If the accident occurs as part of another offense, that offense is responded to also.

D. Destroying School Property

Any damage in which replacement or repair is needed to restore the damaged object to its original appearance or condition is considered destroying of school property:

1. Suspension offense.
2. The duration of suspension is at the discretion of the administrator.
3. Replacement and/or damage costs.
4. Law enforcement officials may be involved.

E. Dishonesty

Children shall represent themselves honestly in all school activities; including, but not restricted to assignments, oral responses, notes, passes, and tests.

1. Detention.
2. Dishonesty involving academic work results in a "zero" for the work including, but not restricted to homework, quizzes, tests, projects and reports.

F. Disruption

Talking or other acting out that must be corrected by the teacher including, but not limited to talking, leaving seat, and instigating others fall in this category. Being repeatedly out of order is disruptive, but a single disorderly act may also be disruptive.

1. Follow the classroom discipline policy.
2. Each student may be allowed one warning at the discretion of the administration
3. Detention.

G. Disrespect

Our children are expected to show proper respect for anyone who has authority during their school day

1. Follow the classroom discipline policy.
2. Detention.
3. A minimum of two detentions will be assigned for a second offense.

H. Dress Code

Students may not wear clothing or engage in grooming practices that present a health or safety hazard. Their dress and/or grooming should not create disorder or disrupt the educational program; or prevent the child or others from achieving their educational objectives because of blocked vision or restricted movement. The building principal shall determine whether the dress or grooming of students comes within the acceptable standards for our school. (Board Policy #5511)

1. Shirts or coats that advertise or depict the use of any illegal substance, alcohol, tobacco, inappropriate language, violence, or sexually explicit material are not allowed. Children who are unsuitably dressed for school will be assisted in getting appropriate clothing from home or school before going back to class.
2. Any accessories that are considered inappropriate by the administration will be held in the office. This will include, but is not limited to, metal chains, collars, chain wallets, hats, etc.
3. Any clothing or accessories that may create a safety problem will not be allowed, as determined by the principal.
4. Unsafe shoes for the school environment – This will include but not limited to sneakers with wheels, flip flops, platform shoes without straps or extremely high heeled shoes.
5. Hats/Hoods
6. Clothing that is not in good taste for a school setting such as halter tops, spaghetti straps, shirts that expose the midriff, or very short skirts or shorts.

I. Drugs and Alcohol

These offenses will fall into the following categories:

1. *Under the influence* of drugs or alcohol: Suspension
2. *Possession* of drugs or alcohol: Suspension
 - a. Child Study Team referral and evaluation may be required, and the student will be referred to drug/alcohol counseling.
 - b. Law enforcement officials will be notified.

- c. Students who are believed to be users of drugs or alcohol away from school (as seen in changes in attitude or appearance or information received) will be treated as children in need of help.
3. Transfer or Sale of drugs or alcohol: Suspension/or Expulsion.
(Board Policy #5530)

J. Explosive Devices

Any device that when activated can explode in any way or give off fumes is a dangerous and/or disruptive influence in the school and is deemed an explosive device.

1. Out-of-School Suspension or Long Suspension.
2. The following will be considered:
 - a. Potential danger.
 - b. Actual harm to person or property.
 - c. Degree of disruption.

K. Fighting

Any conflict between students that involves physical contact. Minor fighting may involve pushing, shoving, or wrestling. Major fighting involves the striking of blows with the intent to do harm or with the result that injury is caused. If the aggressor can be determined, he/she will be punished.

1. Minor fighting – Detention.
2. Major fighting – Out-of-School or Long Suspension.
3. Charges may be filed in court.

L. Harassment/Intimidation/Bullying (HIB)

The Board of Education believes that harassing, intimidating and bullying activities of any type are inconsistent to the educational process. All such behaviors at any time on school premises, at any school sponsored function or on any school bus are prohibited. The school's Anti-Bullying Specialist will investigate all complaints related to activities associated with harassment, intimidation and bullying.

Any student who is found to participate in any activities involving harassment, intimidation or bullying will be subject to corrective action to end the behavior which may include but not be limited to counseling, warning, disciplinary action, and/or referral to law enforcement. Reference Board of Education Policy #5512 as presented below:

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A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

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

B. Harassment, Intimidation, and Bullying Definition

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability. Not all acts of HIB against students, however, are motivated by characteristics such as the target’s race, color, religion, gender or sexual orientation. Some acts of HIB are simply one child exercising power and control over another either in isolated incidents (i.e., intimidation, harassment) or as patterns of harassing or intimidating behavior (i.e., bullying); or
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil’s property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. Creates a hostile educational environment for the pupil by interfering with a pupil’s education or by severely or pervasively causing physical or emotional harm to the pupil.

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

C. Pupil Expectations

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages pupils to grow in self-discipline. The development of

this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff, and community members.

Pupils are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of 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.

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

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

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

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

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

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

D. Consequences and Appropriate Remedial Actions

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

Factors for Determining Consequences

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

Factors for Determining Remedial Measures

Personal

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

9. Classroom participation;
10. Academic performance; and
11. Relationship to pupils and the school district.

Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. Out-of-school suspension (short-term or long-term);
7. Reports to law enforcement or other legal action;
8. Expulsion; and
9. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;

20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);
25. School transfers; and
26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

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

E. Harassment, Intimidation, and Bullying Off School Grounds

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

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have

contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Pupils, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil Conduct may not be taken solely on the basis of an anonymous report.

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying. Each School Safety Team shall meet at least two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a pupil in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;
- b. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
- e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request;
- g. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a pupil.

H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying.

Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Pupil Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as necessary.

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

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

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

At the regularly scheduled Board of Education meeting following its receipt of the report or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's

decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

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

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

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

Consequences and appropriate remedial actions for a pupil 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 level is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff, 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 pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is

encouraged to set the parameters for the range of responses to be established by the Principal and for the Superintendent to follow. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report, or other legal action).
2. Classroom responses can include class discussions about harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

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

J. Reprisal or Retaliation Prohibited

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

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

K. Consequences and Appropriate Remedial Action for False Accusation

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

1. Pupils - Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with pupils found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to, reprimand, suspension, increment withholding, or termination.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services.

L. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

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

The Superintendent shall ensure that notice of this Policy appears in the pupil handbook and all other publications of the school district that set forth the

comprehensive rules, procedures, and standards for schools within the school district.

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

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

M. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to school employees, contracted service providers, and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils.

Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d.

The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.

Board members shall be required to complete a training program on harassment, potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

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

R. **Pupils with Disabilities**

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

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

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

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

High Bridge Board of Education Adoption: February 2003

Revised: February 2008; June 2008; April 2009; April 2010; August 2011

M. **Insubordination**

Failure to comply with a direct request by any member of our staff; or verbal defiance, including profanity directed at staff members is an act of insubordination.

1. Detention(s) or Suspension as determined by the principal.

N. **Possession or Use of Tobacco Products**

Children are not allowed to have or use tobacco products at any time on school premises or during school activities. This includes the trip to and from school.

1. Possession of tobacco products will result in a detention, confiscation, and parental notification.
2. Use of tobacco on school grounds will result in a complaint filed with the municipal court as per Public Law 1989 as well as a suspension on the first occurrence.

O. **Inappropriate Language / Gestures**

Students are expected to use language that is acceptable in the school setting. Inappropriate language used accidentally in conversation should be treated less harshly than profanity directed at another child or adult.

1. A warning may be allowed at the discretion of the administration
2. Detention
3. Counseling
4. Suspension

P. School Field Trips and Class Trips Misconduct

All school rules apply on trips, just as they would at school. In addition, special rules may be in effect for the trip including but not restricted to dress regulations, curfews, check-ins with chaperones, etc.

1. Special consequences may be imposed based on the trip rules.
2. Offenses may also be addressed upon return.

Q. Stealing

Whenever someone takes an object that they know is not their own it is considered stealing. The consequence should match the severity of the offense.

1. May be as minimal as a warning and as serious as a long suspension.
2. In all cases restitution will be required.
3. Law enforcement officials will be involved at the discretion of school officials.

R. Throwing Food or Objects

In the school building, throwing of food or other objects is not acceptable.

1. First offense: Detention.
2. Second offense: Out-of-School Suspension.

S. Truancy

State law requires that each student be in class every day that school is in session. Truancy is terminology used for being off school grounds during the school day without an acceptable excuse. (Board Policy #5200)

1. District Truant Office will be notified
2. Conference with Parent/Guardian & Administration
3. Disciplinary Action may be taken

T. Sexual Harassment

The sexual harassment of a student includes all unwelcome sexual advances or suggestions, request for sexual favors, and verbal or physical contacts of a sexual nature whenever such conduct has the purpose or effect of intimidation or tends to create an intimidating, hostile, or offensive educational environment. Sexual harassment will not be tolerated in the High Bridge Elementary School. Any student who has knowledge of, or feels victimized by harassment or sexual harassment, should report this to a teacher, counselor, school nurse, principal, or the Affirmative

Action Officer. All complaints will be received thoroughly investigated by the Affirmative Action Officer, with the assistance of the Building Administrator. Findings of sexual harassment will result in disciplinary action, which may include:

1. Detention
2. Suspension
3. Expulsion.

(Board Policy #5751)

