

HASBROUCK HEIGHTS BOARD OF EDUCATION
Hasbrouck Heights, New Jersey 07604
Policy

File Code: 5131.9

Personal Electronics
Grades PreK-12

Media Devices

Whether a student owns a cell phone or any electronic device is at the discretion of the parent/guardian. This policy refers to those students whose parents/guardians allow them to take an electronic device to school. At all grade levels, the use of media devices is not permitted in the building during the school day except in a classroom with the teacher's discretion. After a warning for unauthorized use in the classrooms or study halls, disciplinary action will occur and the item will be confiscated and returned at the end of the day. Repeat offenders will be subject to disciplinary action. This policy references Policy 6147.2, specifically the section on Plagiarism, and Policy 5600, the Student Code of Conduct, students who use cell phones or other media devices for cheating or plagiarism are subject to the consequences as detailed in the student code of conduct. Specific instances are identified below in which media devices such as cell phones cannot be used under any circumstances by students in elementary or middle schools.

Cell Phones

The use of cellular phones is permitted **for students in Grades 9-12 only** when authorized by a teacher for classroom instruction or other purposes relating to approved school activities during class time or in extra-curricular or athletic activities including lunch unless the usage poses a threat. Picture taking or any type of recording **using any electronic device** is prohibited on school grounds, unless granted by a teacher or administrator. If a student misuses a cell phone in school, he/she will be subject to disciplinary action. Cell phone use is prohibited in locker rooms at all times. For safety/security of all students, students must not use cell phones for texting while walking in the hallways, particularly while walking down the stairs. **Middle school or elementary school students will be not be permitted to use cell phones or any electronics during the school day. After school, middle or elementary school students are permitted to use electronic devices.**

Headphones

For students in Grades 9-12, the use of headphones in the classroom is up to the teachers' discretion unless it is disruptive to the students in the classroom. No headphones will be permitted in the hallways. After a warning for unauthorized use in the classrooms or study halls, disciplinary action will occur, and the item will be confiscated and returned at the end of the day. Repeat offenders will be subject to disciplinary action.

Adopted: L. 1989, c. 232, & 2, effective December 29, 1989

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Revised (Second Reading): September 19, 2013

Grading Policy

Elementary School K-5:

The Hasbrouck Heights Board of Education believes that the Elementary School report card should reflect the degree to which a student has mastered the content of the core curricula. As such, it is essential that each individual's grades are calculated and allocated independently of any other student. It is the responsibility of the classroom teacher to utilize multiple assessments to determine a student's degree of mastery regarding the content outlined in the New Jersey Core Curricula Content Standards which is the curricula adopted by Hasbrouck Heights School District. Ultimately, the purpose of the Elementary School report card grade is to inform students and parents of the students' attained level of proficiency and mastery of core curricula content.

General Elements of Grading

A student's grade in any course should reflect that student's skill proficiency and essential understanding of core content curricula at all grade levels. A balanced and regular schedule of formative and summative assessments is necessary to determine each student's skill proficiency and essential understanding of core content curricula standards. Rubrics for projects and some assignments will be provided by teachers in advance so students and/or parents/guardians understand the criteria by which students will be graded (eg., the level of skill proficiency and/or essential understandings required to obtain an "A" or "B" or "C" or the deficiency of skills/essential understandings that constitutes a "D" or "F"). Note that attitude, cooperation, and compliance with classroom rules affect a student's proficiency and essential understandings.

Kindergarten: Grading System

Letter grades will not be assigned to a student's performance on the report card. Rather, a marking system (detailed below) will be used to rate a student's mastery of (but not limited to) specific academic skills, work habits, and social development. This system is devised to report on a student's attainment of a plethora of skills. It is highly recommended that parents utilize these skills based report cards to assist children at home.

* Kindergarten Marking System: *Distributed two times per year*

M- Meets or exceeds expectations

D- Developing

N- Needs strengthening

X- Not applicable at this time

First through Fifth Grade: Grading System

In the core subject areas a report card grade will reflect a student's skill proficiency and essential understanding of core content curricula standards as outlined below.

Specific Elements of Grading

Grades for each marking period are to be determined on the basis of attainment (progress), preparation and participation. The following weights are to be given to each of the specific elements of grading.

80% Attainment: Formative and Summative assessment and/or assignments* include written and oral quizzes, tests, lab write-ups, essays, reports, projects, etc. Assignments that span more than one marking period shall be graded during the process with the final grade being recorded/considered only in the marking period when due.

- Principals and or principal designees will work with superintendent, special education director, assistant superintendent for curricula and instruction to review the formative and summative assessments and assignments at various grade levels and in courses/electives to determine if the assessments are valid instruments to evaluate skill proficiency and essential understanding as dictated by core curricula content standards.
- Regular assessments are necessary to determine if each student has achieved the instructional objective established by the teacher during lesson planning for each instructional period of the day. Teachers should use at minimum one formative assessment per week and two summative assessments per marking period to gauge student progress in skill proficiency and/or essential understanding of core curricula content standards.
- In conjunction with the principal, teachers at all grade levels will collaborate to create common formative and summative assessments that will determine if students have attained skill proficiency and essential content understanding as dictated by core curricula content standards. The types of formative and summative assessments must vary at each grade level and according to content areas. For example, teachers in K-3 may

use non-written formative and summative assessments to determine student skill levels. Also, teachers of electives may create project-based formative and summative assignments (with rubrics) to assess student progress.

- A quiz is a formative assessment given in class that measures knowledge and skills pertaining to core curricula content standards and are meant to assist the student in attaining skill proficiency and core content understanding. Assignments completed outside of the classroom cannot be counted as a quiz. A test is a summative assessment that determines in a final and formal manner each student's skill proficiency and essential understanding of core content curricula.
- A balanced and regular schedule of formative and summative assessments including projects, labs, quizzes, tests, reports is required to determine skill proficiency and essential content understanding of core curricula content standards. Teachers should strive to achieve a balance among the types of formative assessments (quizzes, projects, assignments, blogs, drafts, etc.) and summative assessments (tests, reports, performances, culminating activities, portfolio assignments) that best determine students' skill proficiency and essential understanding of content information.
- Teachers at each grade level will work cooperatively to stagger the due dates of formative and summative assessments and assignments including due dates for special projects, reports, and tests.
- No one assessment can count for more than 20% of the assessment portion of the grade.
- ~~Effective School Year 2013-2014 (SY1314), formative and summative assessments of students will be connected with each teacher's evaluation, specifically student growth objectives (SGOs) determined by the principals and teacher(s) and approved by the board of education; and student growth percentiles (SGPs) on state-mandated PARCC (Partnership for Assessment of Readiness for College and Careers) assessments or district-approved common assessments. For tested disciplines (math, science, language arts, and social studies), 35% of the teacher's evaluation is connected with SGPs and 15% is connected with SGOs. For non-tested disciplines, 15% of the teacher's evaluation is connected with SGOs.~~

* First through Fifth Grade Marking System for all subjects: *Distributed four times per year*

A	-	100-94	C+	-	77-79
A-	-	90-93	C	-	74-76
B+	-	87-89	C-	-	70-73
B	-	84-86	D	-	65-69
B-	-	80-83	F	-	55-64
					For first three marking periods < 65
					For marking period 4

Progress reports will be available through GENESIS at the midpoint of each marking period for grades 1-5.

Citizenship

Dynamics such as effort, amount of progress, levels of participation, and cooperation will be communicated via a separate grade on the report card and therefore, will not be factored into the student's core subject grades. In addition to the above marking system, students will earn letter grades department.

* Citizenship details will be reported using the following system.

- S – Satisfactory
- N – Needs Improvement
- U – Unsatisfactory

Middle School And High School:

Specific Elements of Grading

Grades for each marking period are to be determined on the basis of attainment (progress), preparation and participation. The following weights are to be given to each of the specific elements of grading.

80% Attainment: Formative and Summative assessment and/or assignments* include written and oral quizzes, tests, lab write-ups, reports, projects, papers, etc. Assignments that span more than one marking period shall be graded during the process with the final grade being recorded/considered only in the marking period when due.

- Principals and or principal designees will work with superintendent, special education director, assistant superintendent for curricula and instruction to review the formative and summative assessments and assignments at various grade levels and in courses/electives to determine if the assessments are valid instruments to evaluate skill proficiency and essential understanding as dictated by core curricula content standards.
- Regular assessments are necessary to determine if each student has achieved the instructional objective established by the teacher during lesson planning for each instructional period of the day. Teachers should use at minimum one formative assessment per week and two summative assessments per marking period to gauge student progress in skill proficiency and/or essential understanding of core curricula content standards.
- In conjunction with the principal, teachers at all grade levels will collaborate to create common formative and summative assessments that will determine if students have attained skill proficiency and essential content understanding as dictated by core curricula content standards. The types of formative and summative assessments must vary at each grade level and according to content areas.
- A quiz is a formative assessment given in class that measures knowledge and skills pertaining to core curricula content standards and are meant to assist the student in attaining skill proficiency and core content understanding. Assignments completed outside of the classroom cannot be counted as a quiz. A test is a summative assessment that determines in a final and formal manner each student's skill proficiency and essential understanding of core content curricula.
- A balanced and regular schedule of formative and summative assessments including projects, labs, quizzes, tests, reports is required to determine skill proficiency and essential content understanding of core curricula

content standards. Teachers should strive to achieve a balance among the types of formative assessments (quizzes, projects, assignments, blogs, drafts, etc.) and summative assessments (tests, reports, performances, culminating activities, portfolio assignments) that best determine students' skill proficiency and essential understanding of content information.

- Teachers at each grade level will work cooperatively to stagger the due dates of formative and summative assessments and assignments including due dates for special projects, reports, and tests.
- No one assessment can count for more than 20% of the assessment portion of the grade.
- ~~Effective School Year 2013-2014 (SY1314), formative and summative assessments of students will be connected with each teacher's evaluation, specifically student growth objectives (SGOs) determined by the principals and teacher(s) and approved by the board of education; and student growth percentiles (SGPs) on state-mandated PARCC (Partnership for Assessment of Readiness for College and Careers) assessments or district-approved common assessments. For tested disciplines (math, science, language arts, and social studies), 35% of the teacher's evaluation is connected with SGPs and 15% is connected with SGOs. For non-tested disciplines, 15% of the teacher's evaluation is connected with SGOs.~~

Procedures

- At the mid-point in each marking period, students should have completed a number of formative assessments and summative assessments which will be accurately recorded in GENESIS to reflect each student's skill proficiency and essential understanding of core content curricula standards at that point in the marking period.

- If a student is absent for a summative or formative assessment, the test/quiz should not be "made-up" during the following class period/instructional time. Before/after school is when make-up quizzes or tests should be administered. Students will have up to three school days (or longer as per the teacher and/or principal) to complete missed work or assessments.

10% Preparation: includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting a knowledge of previously covered work.

10% Participation: includes factors such as displaying a positive interest in the classroom\ presentation, displayed by active and inquisitive contributions contributing to establishing an academic or working atmosphere in the classrooms, lab, shop paying attention to the contributions of others....

Homework will be graded on the following percentage system.

- 100 percent for completion or good effort;
- 75 percent for partial or average effort;
- 50 percent for an attempt, but not enough of the assignment is good to show that the student made a sincere effort for completions;
- 0 for no homework or nearly no homework;

For any subject in which no daily homework is traditionally assigned, class participation will be given a weight of 20%.

There will be one grade for participation per course per marking period. All students will start out with 100% and teachers will deduct points accordingly. Teachers will place comments in GENESIS to inform parents why the grade was lowered.

Numerical Grades:

When calculating numerical grades, only a decimal remainder equal to or greater than .5 will be rounded up. Below is the grading scale used for converting numerical grades to letter grades.

GRADING SCALE

A+ 97 - 100

B+ 87 - 89

C+ 77 - 79

D 65 - 69

A 93 - 96

B 83 - 86

C 73 - 76

F 55-64

For first three marking periods
< 64

For marking period 4

Pass/Fail Grading:

Not Applicable. The superintendent in conjunction with the building principal may grant "pass/fail grading" under extenuating circumstances on a case-by-case basis.

Incomplete Grades:

Must be resolved within two weeks of the end of Marking Period. The principal may grant an "incomplete grade" under extenuating circumstances on a case-by-case basis.

Honor Roll: Criteria

The purpose of these criteria is to further motivate students to work to their academic potential and further reward students for their efforts in earning grades of excellence.

High School

Criteria - The criteria for the three levels of honor roles is as follows:

First Honors: All A's (defined as A+, A, A-)

Second Honors: At least 3 A's (defined as A+, A, A-) and no grade below a B (numeric 83 or higher)

Third Honors: At least 3 B's (numeric 83 or higher and no grade below a B- (numeric 80 or higher)

Middle School

Criteria - The criteria for the two levels of honor roles is as follows:

1. High Honor Roll: A+, A or A- in every subject

2. Honor Roll: At least three (3) A+'s, A's or A-'s and all grades B- or better

Determination of Class Rank 9-12

Rank in class is based upon a student's grade point average (G.P.A.), which is determined by multiplying the quality point equivalent for each grade received by the number of credits for that course. The sum of the quality points divided by the sum of the credits for all courses taken yields the G.P.A. Grading scales are used adding extra weights for courses that are pre-advanced placement or honors, or college level, dual-enrollment, or advanced placement courses, as these courses are more rigorous and academically challenging. See below.

- Only a student who has enrolled in Hasbrouck Heights High School PRIOR TO OR ON November 1 of that student's grade 9 year will be eligible for consideration as valedictorian, salutatorian, and third honors.
- Effective with the 2013-2014 School Year and thereafter, the three students with the highest GPAs will be designated Valedictorian, Salutatorian, and Third Honors, only after the seventh semester and after the release of seventh semester GPA and percentile rank.
- Effective in School Year 2013-2014 and thereafter, no number ranking (1, 2, 3, 4, etc.) will be provided to students and/or their parents/guardians, or staff members.
- Effective in School Year 2013-2014 and thereafter, rank will only be provided to students and their parents/guardians after the seventh semester at Hasbrouck Heights High School, and rank will only be provided in percentages: 10%, 15%, 20%, 25% to those students and their parents/guardians within those percentages.
- If a college/university requests a number rank, the guidance counselor will provide that number rank to the admissions office only.
- Under no circumstances will a number rank will be provided to any parent/guardian or student who requests that information, either from principal or administrator or guidance counselor.
- In determining a transfer student's class rank (a transfer student is defined as a student who enters Hasbrouck Heights High School after November 1 of that student's grade 9 year), only courses defined by the New Jersey Department of Education (NJ DoE) course codes from the student's previous school(s) will be considered for GPA and thus for percentile rank. Transfer students are not eligible for valedictorian, salutatorian, or third honors.
- Effective with School Year 2013-2014 and thereafter, students are encouraged to take enrichment or advanced summer or online classes, but these classes will not be counted in the GPA of those students and thus will not be counted to the percentile rank. These summer and online courses will be placed on a student's transcript only if the summer or online courses are approved by the NJ DoE.
- Effective with School Year 2013-2014, credit recovery and/or online credit recovery courses will be used for GPA and thus percentile rank only when the credit recovery summer or online course is mandated by the superintendent, principal, or his/her designee and is approved by the NJ DoE.

Withdrawing From Courses

1. Students experiencing academic difficulty or seeking placement/level change must make an appointment to discuss the issue with their teacher. Parental permission would be required to make that change as well as approval by the department supervisor / administrator.
2. If a course is dropped prior to a first quarter grade, the course will not be reflected on the transcript. After that time, a grade of "W or W/Fail" will be given for that course.
3. If a student is a senior, the quality points and credits for any course dropped after the close of marking period 1 grades will be included in the student's GPA and credit for the course up to the time of withdrawing will be included on the student's transcript. For example: a 5 credit course dropped at the end of marking period 2 will be shown on the student's transcript as 2.5 credits calculated in the GPA using the quality points earned based on

the student's grade. Additionally, colleges to which the senior has applied will be notified of the change in program by the guidance counselor.

4. If a student is a senior and is requesting a change in course from a higher to lower level course, if the change is recommended by the teacher and counselor, then the student will receive partial credit for the higher level course and partial credit for the lower level course.
5. Students in grades 9, 10, and 11 who meet the criteria for the test taking skills courses are required to remain in the course for the entire school year. The grade and credits from test taking skills courses are included in GPA calculations.
6. No student may enter and be granted credit for a full year course after the start of the 2nd marking period. Exception could be necessitated for transfer students or with administrative approval.
7. No student may enter and be granted credit for a semester course after the 1st or 3rd quarter progress reports have been distributed.
8. All students must take at least 7 courses (or the equivalent if semester courses are involved). Seniors may take fewer than 7 with parental permission. Athletic eligibility must be considered before dropping a course.

SCHEDULING AND PROGRAM CHANGES

1. Students register for classes in the Spring using a course selection sheet. These forms are signed off by the student and parent/guardian indicating agreement with the schedule. If a student does not return the form, the schedule will be developed by the counselor.
2. No changes in requests will be considered after June 15 except for a change in the course offerings. After the second full week of school in September, students who want to drop an elective will only be to permitted do so only upon parents signed approval; noting that the option may be a study hall with a loss of credits.
3. Prior to, and during the first week of school, scheduling errors are resolved. Schedule changes that will be made are for basic skills placement, adjustments for failures, and summer school results.
4. Change of teacher will not be honored.
5. Students are encouraged to take summer enrichment and/or online courses if the summer school or online courses are approved by the New Jersey Department of Education. These classes will not count in the student's GPA or percentile rank, however.

WEIGHTED GRADING SCALE (Per Credit)

Standard Academic	Honors/Pre-AP Academic	College Level/Dual Enrollment or Advanced Placement
4.6	5.0	5.3
4.3	4.7	5.0
4.0	4.4	4.7
3.6	4.0	4.3
3.3	3.7	4.0
3.0	3.4	3.7
2.6	3.0	3.3
2.3	2.7	3.0
2.0	2.4	2.7
1.3	1.7	2.0
0.0	0.0	0.0

QUALITY POINTS FOR A FIVE CREDIT COURSE

A+	23.0	25.0	26.5
A	21.5	23.5	25.0
A-	20.0	22.0	23.5
B+	18.0	20.0	21.5
B	16.5	18.5	20.0
B-	15.0	17.0	18.5
C+	13.0	15.0	16.5
C	11.5	13.5	15.0
C-	10.0	12.0	13.5
D	6.5	8.5	10.0
F	0.0	0.0	0.0

Mid-Term and Final Examinations - Grades 6-12

Common summative assessments as mid-terms and final examinations are required to be taken by students in grades 8, 9, 10, 11, 12 in order to fulfill the course requirements. **Students in Algebra 1 in any grade must take the common assessment for mid-term and final examinations in order to fulfill the course requirement.** ~~Students in grade 6 will be required to take common assessments as mid-term and final exams in English and math.~~

~~Students in grade 7 will be required to take common assessments as mid-term and final exams in English, math, and science. Students who are absent from school on the day an exam is administered must provide the principal with a written, verifiable and valid excuse. If the absence is not considered to be valid by the principal the student will not be permitted to make up the exam and will fail the course for the year.~~

In addition, the following guidelines will be followed for the student who is legitimately absent:

1. A student must take make-up exams on the first day the student returns to school after the exam period. If multiple exams are involved, two must be taken on the first return day, and so on.
2. If a student fails to follow this procedure, then make-up exams may only be taken after school on days scheduled by the administration.
3. All make-up exams should be completed by the third school day after the exam period.
4. Failure to complete make-up exams according to the schedule will result in "0" grade for the exam in question. This number will be worked into the mid-year and end year grades.

Exception: Doctor's note submitted before the make-up exams are due to be taken.

Examination Exemptions for Grade 12 Students

~~Students in grades 8-12 will be required to take common summative assessments as mid-term and final exams. Students in grade 6 will be required to take common assessments as mid-term and final exams in English and math. Students in grade 7 will be required to take common assessments as mid-term and final exams in English, math, and science.~~

Exemptions for final examinations will be granted for grade 12 students who, in each course:

Attain a grade of 91 or higher in each of the four marking periods.

Attain a grade of 93 or higher on the mid-term examination.

Accumulate no more than six (6) total absences in a full year course or three (3) absences in a semester course.

Note: Five (5) or more consecutive days absent will not count in the total providing that the student provides proof from a licensed physician attesting to the injury or illness mandating the student is exempt from attending school. Attendance will be mandatory during the exam period for which the student is exempt. Students who are absent must adhere to the make-up policy as listed in number 5 of this policy.

AP Courses - In lieu of taking a final exam in June, students may be required to take a Pre-AP test or the AP test at the time approved by College Board. Fourth marking period grades will be left up to the discretion of the individual instructor on the criteria for which the student will be graded (project, etc.).

Teacher Procedures

Teachers will complete Exhibit 6147.2 for all students who will receive an exemption. The completed exhibit will be submitted to the principal for verification purposes and forwarded to the Superintendent of Schools.

Junior English

Exemptions from final exams in English 11 or English 11 H will be granted for Grade 11 students who score "Advanced Proficient" on the Language Arts section of the HSPA.

- If the scores are not received from the State of New Jersey before the final exam period, all students will take the final.
- When scores arrive from the State, all students who scored "Advanced Proficient" on the exam will receive an "A" as their English 11 final exam grade.

Junior Math

Exemptions from final examinations in Math courses will be granted for Grade 11 students who score "Advanced Proficient" on the math section of the HSPA.

- If the scores are not received from the State of New Jersey before the final exam period, all students will take the final.
- When scores arrive from the State, all students who scored "Advanced Proficient" on the State exam will receive an "A" as their Grade 11 final Math exam grade.

Full Year Courses with Mid-Term and Final Exams

If a course is required to give students a mid-term and final exam, the average for the mid-term and final examination grades are to be used as a fifth grade and are to represent 20% of the final grade. Final grades are to be arrived at by adding the numerical equivalents of each grade given and dividing by five (5) for those subjects in which an examination is given and by four (4) for those subjects in which examinations are not given.

Calculation of semester 1 and final grades:

Semester 1

First Marking Period Grade	40%
Second Marking Period Grade	40%
Exam Grade (Mid-Term)	20% (if applicable)

Semester 2

Third Marking Period Grade	40%
Fourth Marking Period Grade	40%
Exam Grade (Final)	20% (if applicable)

Final Grade = (Semester 1 + Semester 2) / 2

One Semester Courses

The final examination grade shall be 20% of the final semester grade, computed as follows:

First Marking Period Grade	40%
Second Marking Period Grade	40%
Exam Grade (if applicable)	<u>20%</u>

Plagiarism

Pupils are expected to be honest in all of their academic work and must not at any time engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils' papers, exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Unless authorized by the classroom teacher, no student may use a cell phone during a formative or summative assessment. Use of an unauthorized cell phone or other electronic device (iPod, iPad, etc.) may be construed by the classroom teacher as an act of plagiarism.
2. Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgement of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person or in any way presenting the work of another person as one's own.
3. Falsification, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for the work that is plagiarized. The penalty for plagiarism and/or cheating is determined by the classroom teacher in conjunction with the principal and/or principal's designee.

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

Reprimand the pupil orally and/or in writing. The teacher in conjunction with the principal and/or principal designee may also be authorized to withhold credit in the work tainted by the academic dishonesty.

If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

The Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

If the pupil is not in agreement with the disciplinary action of the Principal, he/she may appeal the action to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy 5145.6 Pupil Grievance.

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Hasbrouck Heights Board of Education
Hasbrouck Heights, NJ 07604
Policy

File Code 5141.10

Oxygen Use In Schools

These guidelines address the use of medically prescribed oxygen by students and issues regarding the safe handling, storage and transportation of oxygen.

GENERAL INFORMATION

Students using oxygen may use one of several oxygen-supplying units available, including high pressure gas cylinders, liquid oxygen or oxygen concentrators.

The IEP team, with recommendations from the credentialed school nurse, will determine the appropriate school placement for the student.

The administration of oxygen for the medical needs of students requires special training. The credentialed school nurse will train and supervise the appropriate personnel who accompany the student with oxygen during the school day, during school-sponsored activities, and during transportation.

STUDENT HEALTH SERVICES

After establishing with the parent that the student will require the administration of oxygen at school, the school nurse shall set up a 504 plan as per district policy. This 504 plan must:

- a. Involve training with the oxygen vendor for the site administrator, teachers, health care assistant, and plant manager. The parent or guardian and child must also attend with their equipment. This in-service will include replacing and handling additional oxygen cylinders or containers.
- b. Based on physician orders, calculate and determine the amount of oxygen needed in the oxygen tank or container for the child to attend school daily and communicate this information to the appropriately trained person who will accompany and provide services to the student.
- c. Inform parent/guardian that all parent provided supplies indicated on oxygen protocol are to accompany child to school each day.

TRANSPORTATION

Prior arrangements for the transportation of oxygen-dependent students must be made through the Department of Special Services. An oxygen-dependent student,

whether ambulatory or in a wheel chair, may be transported on the school bus, only when accompanied by appropriately trained district personnel or a private duty nurse. Only one oxygen container is allowed on the school bus during transportation. Appropriately trained personnel will determine if the oxygen container is adequately full upon receiving the student, as directed by the school nurse. The oxygen container shall be secured either to the bus seat, sidewall or wheelchair.

SAFETY

Oxygen can be handled and stored with little or no danger, if proper safety precautions are followed. Generally, oxygen is nonflammable but can support combustion if a substantial leak occurs near a source of ignition. An ABC fire extinguisher must be located on the bus, in the classroom, health office or where the oxygen is stored. Smoking is strictly prohibited in the proximity of oxygen.

The Office of Environmental Health and Safety must be contacted for information and clearance regarding proper handling and storage of oxygen. Listed below are some general guidelines:

1. All Oxygen-Supplying Equipment
 - a. Do not use within five feet of electrical appliances such as stoves or heaters.
 - b. Keep away from heat or open flame.
 - c. Do not use near combustible materials such as oils, grease, aerosol sprays, lotions, solvents or tincture (i.e., green soap). These substances, when combined with oxygen, can greatly increase the potential for fire hazard and personal injury.
 - d. The oxygen container must be safely positioned during the school day. Students and staff should be aware of tripping hazards created when the tube extends from the unit to the user.
2. High Pressure Cylinders (approximately 22 liters):
 - a. Cylinders must be secured (i.e., portable cart to table, or to the wheelchair) to prevent tipping or falling, which could result in the separation of the valve assembly from the cylinder, causing the cylinder to become a projectile.
 - b. Valves should be kept free of oil grease, or other readily combustible materials. Hands must be clean (i.e., no hand lotion) when replacing cylinders.
3. Liquid Oxygen:
 - a. If there is spillage, keep the liquid away from the skin, eyes, and clothing. Liquid oxygen can freeze the skin.
 - b. Never touch the frosted parts of the portable oxygen unit.
4. Oxygen Concentrators:
 - a. Where concentrators are used, the school must be supplied with an alternate source of oxygen, such as a spare oxygen cylinder.
 - b. Filters must be in place and totally dry before operating the unit.

- c. Ventilation parts must be unobstructed by any items such as blankets or foam which may impede ventilation.

5. Oxygen Cylinder Storage:

The number of oxygen cylinders to be stored at the school will be determined by the school nurse and the student's physician. The parent or vendor is responsible for supplying and transporting additional oxygen cylinders to be stored at school.

Cylinders must be stored in a well-ventilated, protected and dry area such as the health office. Lockers and cupboards are not proper storage areas since they are not ventilated. Cylinders must be stored in an upright position securely fastened to the wall or in a storage rack. Call your Local District Facilities Director to secure fastenings to the wall. Cylinders must not be stored near combustible materials or any other ignition source likely to cause or accelerate fire.

6. Signs and Labeling:

- a. Post appropriate signs in areas where oxygen is used and stored. Examples are shown below.
- b. Labels provided by the manufacturers must be affixed to the oxygen containers. These include Department of Transportation and United States Pharmacopoeia Labels (Oxygen, Non-Flammable, UN 1072).

DANGER OXYGEN STORAGE NO SMOKING NO OPEN FLAME

OXYGEN IN USE NO SMOKING

RELATED RESOURCES: Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs of Pupils, CDE, 1990.

First Reading: August 22, 2013

Second Reading: September 19, 2013

HASBROUCK HEIGHTS BOARD OF EDUCATION
Hasbrouck Heights, New Jersey 07604 File Code: 5512
Policy

HARASSMENT, INTIMIDATION, AND BULLYING

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The Board of Education prohibits acts of harassment, intimidation, or bullying of a **student pupil**. A safe and civil environment in school is necessary for **students pupils** to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a **student's pupil's** ability to learn and a school's ability to educate its **students pupils** in a safe and disciplined environment. Since **students 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 **student pupil**. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the **student pupil**, as well as the natural or adoptive parent(s) of the **student pupil**, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by **any other distinguishing characteristic**;
2. ~~By any other distinguishing characteristic; and that~~

23. 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
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other **students pupils**; and that
 - a4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a **student pupil** or damaging the **student's pupil's** property, or placing a **student pupil** in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
 - b5. Has the effect of insulting or demeaning any **student pupil** or group of **students pupils**; or
 - c6. Creates a hostile educational environment for the **student pupil** by interfering with a **student's pupil's** education or by severely or pervasively causing physical or emotional harm to the **student pupil**.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

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

C. **Student Pupil** Expectations

The Board expects **students 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 **students pupils** and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of **Student Pupil** Conduct.

The Board believes that standards for **student pupil** behavior must be set cooperatively through interaction among the **students pupils**, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages

students 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 **students pupils**, staff, and community members.

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

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

1. **Student Pupil** responsibilities (e.g., requirements for **students 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. **Student Pupil** rights; and
4. Sanctions and due process for violations of the Code of **Student 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, **students pupils**, instructional staff, **student pupil** support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for **student pupil** conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for **student pupil** conduct will take into consideration the developmental ages of **students pupils**, the severity of the offenses and **students' pupils'** histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all **students 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 ~~students~~ pupils and their parents or guardians the rules of the district regarding ~~student~~ 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. ~~Students~~ Pupils are encouraged to support other ~~students~~ 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 ~~students~~ 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

Consequences and Appropriate Remedial Actions – Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for ~~students~~ pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of ~~Student 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 ~~students~~ 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 ~~student~~ pupil offenders and ~~students'~~ pupils' histories of inappropriate behaviors, per the Code of ~~Student Pupil~~ Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences – Student Considerations

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

Factors for Determining Consequences – School Considerations

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

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. ~~Traits;~~
56. Interests;
67. Hobbies;
78. Extra-curricular activities;
89. Classroom participation;
910. Academic performance; and
1011. Relationship to ~~students~~ pupils and the school district.

Environmental

1. School culture;
2. School climate;
3. ~~Student-~~ Pupil staff relationships and staff behavior toward the student 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 student 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 ~~students pupils~~, as set forth in the Board's approved Code of ~~Student Pupil~~ Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a ~~student pupil~~ who commits an act of harassment, intimidation, or bullying ~~are those that are shall be varied and graded according to the severity of the offenses nature of the behavior, consider the developmental age of the student offenders pupil and the students' histories pupil's history of inappropriate problem behaviors and performance, and must be consistent with the Board's approved Code of Student Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.~~

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

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension ~~during the school week or the weekend;~~
7. ~~After school programs;~~
78. Out-of-school suspension (short-term or long-term);
89. Reports to law enforcement or other legal action; or
910. Expulsion; and.

- ~~11. Bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds.~~

Examples of Remedial Measures —Personal

Personal – Student Exhibiting Bullying Behavior

- ~~1. Restitution and restoration;~~
 - ~~2. Peer support group;~~
 - ~~3. Recommendations of a pupil behavior or ethics council;~~
 - ~~4. Corrective instruction or other relevant learning or service experience;~~
 - ~~5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;~~
 - ~~6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;~~
 - ~~7. Behavioral management plan, with benchmarks that are closely monitored;~~
 - ~~8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);~~
 - ~~9. Involvement of school disciplinarian;~~
 - ~~10. Pupil counseling;~~
 - ~~11. Parent conferences;~~
 - ~~12. Alternative placements (e.g., alternative education programs);~~
 - ~~13. Pupil treatment; or~~
 - ~~14. Pupil therapy.~~
-
1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
 2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
 3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
 4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
 5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
 6. Develop a learning plan that includes consequences and skill building;

7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

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

Parents, Family, and Community

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

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

1. ~~School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;~~
2. ~~School culture change;~~
3. ~~School climate improvement;~~

- ~~4. Adoption of research-based, systemic bullying prevention programs;~~
- ~~5. School policy and procedures revisions;~~
- ~~6. Modifications of schedules;~~
- ~~7. Adjustments in hallway traffic;~~
- ~~8. Modifications in pupil routes or patterns traveling to and from school;~~
- ~~9. Supervision of pupil before and after school, including school transportation;~~
- ~~10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);~~
- ~~11. Teacher aides;~~
- ~~12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;~~
- ~~13. General professional development programs for certificated and non-certificated staff;~~
- ~~14. Professional development plans for involved staff;~~
- ~~15. Disciplinary action for school staff who contributed to the problem;~~
- ~~16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;~~
- ~~17. Parent conferences;~~
- ~~18. Family counseling;~~
- ~~19. Involvement of parent teacher organizations;~~
- ~~20. Involvement of community-based organizations;~~
- ~~21. Development of a general bullying response plan;~~
- ~~22. Recommendations of a pupil behavior or ethics council;~~
- ~~23. Peer support groups;~~
- ~~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.~~

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;

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

32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

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

Target/Victim Support

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

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

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

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

12. Treatment or therapy.

~~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.~~

EF. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with **students 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 **students 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 **students 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.

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

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

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of ~~students~~ 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 ~~students~~ pupils in the district;

- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of ~~students~~ **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 Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.**

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic **operational procedures** ~~process~~ and **educational** practices in the school, and to address ~~school climate~~ issues such as harassment, intimidation, or bullying **that affect school climate and culture**. Each School Safety Team

shall meet, **at a minimum**, 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 **student 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 **records any of all** complaints of harassment, intimidation, or bullying of **students pupils** that have been reported to the Principal;
- b. Receive copies of **any all** reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of **students 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 **students pupils**;
- e. Educate the community, including **students pupils**, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of **students 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. **The School Safety Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and**
- ~~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~~

- gh. 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 student pupil, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.~~

GH. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of **violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate 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 **in coordination with the Principal.** The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist ~~the school Anti-Bullying Specialist in with~~ the investigation.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the ~~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 ~~Student 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 **Student Pupil** Conduct has been implemented and **may decide to** provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, **impose discipline**, or take or recommend other appropriate action, as necessary.

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

Parents of **involved student offenders and targets/victims** ~~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, **and** ~~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 **about the investigation**. ~~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 ~~students~~ **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 Superintendent's report **on the results of the investigations to the Board** or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3,

Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, ~~student 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.).

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

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

~~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, in conjunction with the Anti-Bullying Specialist, 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 **consistent and appropriate** 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)~~ **intended to remediate the problem behaviors.**
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays **(when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying)**, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, ~~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~~ **“acts of kindness” programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, “natural helper” or peer leadership programs, “upstander” programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.**

4. District-wide responses can **comprise of adoption of school-wide programs, including enhancing the school climate, involving the include community involvement in policy review and development, providing professional development programs, adoption of curricula and school-wide programs, coordination coordinating 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 launching harassment, intimidation, and bullying prevention campaigns.**

~~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.~~

II. Reprisal or Retaliation Prohibited

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

Examples of consequences and remedial measures for **students pupils** who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

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

of-school counseling, professional development programs, and work environment modifications.

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

JK. Consequences and Appropriate Remedial Action for False Accusation

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

1. **Students Pupils** - Consequences and appropriate remedial action for a **student 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 **Students 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 and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. **School Employees** - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with **students 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, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. **Visitors or Volunteers** - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with **students pupils** or the provision of

~~student pupil~~ services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with ~~students pupils~~, school volunteers, ~~students 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 ~~student 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 ~~students 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.

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

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

harassment, intimidation, or bullying. ~~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 **and educational services professional** shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention ~~in within~~ each **five year** professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction ~~for teaching staff members~~ shall include information on the ~~relationship between the risk of suicide and incidents of harassment, intimidation, or bullying~~ **and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide in accordance with the provisions of N.J.S.A. 18A:6-112.**

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

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

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

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, ~~students pupils~~, administrators, volunteers, parents or

guardians, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

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

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

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

NO. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of **violence, vandalism, and** harassment, intimidation, and bullying **which occurred during the previous reporting period** in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

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

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. ~~Students~~ Pupils with Disabilities

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

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

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

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

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

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

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 4113

Policy

TEACHING STAFF MEMBER TENURE ACQUISITION

In accordance with the provisions of N.J.S.A. 18A:28-5.a, teaching staff members employed prior to August 6, 2012 (the effective date of P.L.2012, c.26 – N.J.S.A. 18A:6-117 et seq.) in the positions of teacher, Principal, other than Administrative Principal, Assistant Principal, Vice Principal, Assistant Superintendent, and all school nurses including school nurse supervisors, head school nurses, chief school nurses, school nurse coordinators, and any other nurse performing school nursing services, school athletic trainer and such other employees as are in positions which require them to hold appropriate certificates issued by the Board of Examiners, serving in any school district or under any Board of Education, except those who are not the holders of proper certificates in full force and effect and School Business Administrators shared by two or more school districts, shall be under tenure during good behavior and efficiency and they shall not be dismissed or reduced in compensation except for inefficiency, incapacity, or conduct unbecoming such a teaching staff member or other just cause and then only in the manner prescribed by Subarticle B of Article 2 of Chapter 6 of N.J.S.A. 18A, after employment in the district or by the Board of Education for:

1. Three consecutive calendar years, or any shorter period which may be fixed by the employing Board for such purpose; or
2. Three consecutive academic years, together with employment at the beginning of the next succeeding academic year; or
3. The equivalent of more than three academic years within a period of any four consecutive academic years.

In accordance with the provisions of N.J.S.A. 18A:28-5.b, teaching staff members employed on or after August 6, 2012 (the effective date of P.L.2012, c.26 – N.J.S.A. 18A:6-117 et seq.) in the position of teacher, Principal, other than Administrative Principal, Assistant Principal, Vice Principal, Assistant Superintendent, and all school nurses, including school nurse supervisors, head school nurses, chief school nurses, school nurse coordinators, and any other nurse performing school nursing services, school athletic trainer and such other employees as are in positions which require them to hold appropriate certificates issued by the Board of Examiners, serving in any school district or under any Board of Education, excepting those who are not the holders of proper certificates in full force and effect, and School Business Administrators shared by two or more school districts, shall be under tenure during good behavior and efficiency and they shall not be dismissed or reduced in compensation except for inefficiency, incapacity, or conduct unbecoming such a teaching staff member or other just cause and then only in the manner prescribed by Subarticle B of Article 2 of Chapter 6 of N.J.S.A. 18A, after employment in the district or by the Board of Education for:

1. Four consecutive calendar years; or
2. Four consecutive academic years, together with employment at the beginning of the next succeeding academic year; or
3. The equivalent of more than four academic years within a period of any five consecutive academic years.

In order to achieve tenure pursuant to N.J.S.A. 18A:28-5.b, a teacher shall also complete a district mentorship program during the initial year of employment and receive a rating of effective or highly effective in two annual summative evaluations within the first three years of employment after the initial year of employment in which the teacher completes the district mentorship program.

In order to achieve tenure pursuant to N.J.S.A. 18A:28-5.b, a Principal, Assistant Principal, and Vice Principal shall also receive a rating of effective or highly effective in two annual summative evaluations within the first three years of employment with the first effective rating being received on or after the completion of the second year of employment.

"Effective" or "highly effective" means the employee has received an annual summative evaluation rating of "effective" or "highly effective" based on the performance standards for his/her position established through the evaluation rubric adopted by the Board of Education and approved by the Commissioner of Education.

Tenure in any of the administrative or supervisory positions enumerated in N.J.S.A. 18A:28-5 et seq. shall accrue only by employment in that administrative or supervisory position. Tenure so accrued shall not extend to any other administrative or supervisory position and nothing in N.J.S.A. 18A:28-5 shall limit or restrict tenure rights which were or may be acquired, pursuant to N.J.S.A. 18A:28-6 -- Tenure Upon Transfer or Promotion, in a position in which the individual actually served.

N.J.S.A. 18A:28-5

CERTIFICATION OF TENURE CHARGES - INEFFICIENCY

In accordance with the provisions of N.J.S.A. 18A:6-17.3 and notwithstanding the provisions of N.J.S.A. 18A:6-11 or any other section of law to the contrary, in the case of a teacher, Principal, Assistant Principal, and Vice Principal, the Superintendent shall promptly file with the Secretary of the Board of Education a charge of inefficiency whenever the employee is rated ineffective or partially effective in an annual summative evaluation and the following year is rated ineffective in the annual summative evaluation.

If the teacher, Principal, Assistant Principal, or Vice Principal is rated partially effective in two consecutive annual summative evaluations or is rated ineffective in an annual summative evaluation and the following year is rated partially effective in the annual summative evaluation, the Superintendent shall promptly file with the Secretary of the Board of Education a charge of inefficiency, except that the Superintendent upon a written finding of exceptional circumstances may defer the filing of tenure charges until after the next annual summative evaluation. If the employee is not rated effective or highly effective on this next annual summative evaluation, the Superintendent shall promptly file a charge of inefficiency.

Within thirty days of the filing, the Board of Education shall forward a written charge to the Commissioner of Education, unless the Board of Education determines the evaluation process has not been followed.

Notwithstanding the provisions of N.J.S.A. 18A:6-16 or any other section of law to the contrary, upon receipt of a charge pursuant to N.J.S.A. 18A:6-17.3.a, and this Policy, the Commissioner of Education shall examine the charge. The individual against whom the charges are filed shall have ten days to submit a written response to the charges to the Commissioner of Education. The Commissioner of Education shall, within five days immediately following the period provided for a written response to the charges, refer the case to an arbitrator and appoint an arbitrator to hear the case, unless the Commissioner determines the evaluation process has not been followed.

The only evaluations which may be used for purposes of N.J.S.A. 18A:6-17.3 are those evaluations conducted in accordance with a rubric adopted by the Board of Education and approved by the Commissioner of Education pursuant to P.L.2012, c.26 – N.J.S.A. 18A:6-117 et seq.

SUSPENSION UPON CERTIFICATION OF TENURE CHARGE

Upon certification of any tenure charge to the Commissioner of Education, the Board of Education may suspend the person against whom such charge is made, with or without pay. However, if the determination of the tenure charge by the arbitrator is not made within one hundred twenty calendar days after certification of the tenure charges, excluding all delays which are granted at the request of such person, then the full salary (except for said one hundred and twenty days) of such person shall be paid beginning on the one hundred twenty-first day until such determination is made.

Should the tenure charge be dismissed at any stage of the process, the person shall be reinstated immediately with full pay from the first day of such suspension. Should the tenure charge be dismissed at any stage of the process and the suspension be continued during an appeal, then the full pay or salary of such person shall continue until the determination of the appeal. However, the Board of Education shall deduct from said full pay or salary any sums received by such employee or officers by way of pay or salary from any substituted employment assumed during such period of suspension.

Should the charge be sustained on the original hearing or an appeal, and should such person appeal from the same, then the suspension may be continued unless and until such determination is reversed, in which event the employee or officer shall be reinstated immediately with full pay from the date of such suspension.

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 4415

Policy

TENURE UPON TRANSFER OR PROMOTION

In accordance with the provisions of N.J.S.A. 18A:28-6.a, any such teaching staff member under tenure or eligible to obtain tenure under N.J.S.A. 18A:28-1 et seq. who is transferred or promoted with his/her consent to another position covered by N.J.S.A. 18A:28-1 et seq. on or after July 1, 1962, shall not obtain tenure in the new position until after:

1. The expiration of a period of employment of two consecutive calendar years in the new position unless a shorter period is fixed by the employing Board of Education for such purpose; or
2. Employment for two academic years in the new position together with employment in the new position at the beginning of the next succeeding academic year; or
3. Employment in the new position within a period of any three consecutive academic years, for the equivalent of more than two academic years;

provided that the period of employment in such new position shall be included in determining the tenure and seniority rights in the former position held by such teaching staff member, and in the event the employment in such new position is terminated before tenure is obtained therein, if he/she then has tenure in the district or under the Board of Education, such teaching staff member shall be returned to his/her former position at the salary which he/she would have received had the transfer or promotion not occurred together with any increase to which he/she would have been entitled during the period of such transfer or promotion.

In accordance with the provisions of N.J.S.A. 18A:28-6.b, any such teaching staff member under tenure or eligible to obtain tenure under N.J.S.A. 18A:28-1 et seq., who is transferred or promoted with his/her consent to another position covered by N.J.S.A. 18A:28-1 et seq. on or after August 6, 2012 (the effective date of P.L.2012, c.26 – N.J.S.A. 18A:6-117 et seq.), shall not obtain tenure in the new position until after:

1. The expiration of a period of employment of two consecutive calendar years in the new position; or
2. Employment for two academic years in the new position together with employment in the new position at the beginning of the next succeeding academic year; or
3. Employment in the new position within a period of any three consecutive academic years, for the equivalent of more than two academic years;

provided that the period of employment in such new position shall be included in determining the tenure and seniority rights in the former position held by such teaching staff member, and in the event the employment in such new position is terminated before tenure is obtained therein, if he/she then has tenure in the district or under the Board of Education, such teaching staff member shall be returned to his/her former position at the salary which he/she would have received had the transfer or promotion not occurred together with any increase to which he/she would have been entitled during the period of such transfer or promotion. In order to receive tenure pursuant to N.J.S.A. 18A:28-6.b, a teacher, Principal, Assistant Principal, and Vice Principal shall be evaluated as effective or highly effective in two annual summative evaluations within the first three years of employment in the new position. For purposes of N.J.S.A. 18A:28-6.b, "effective" or "highly effective" means the employee has received an annual summative evaluation rating of "effective" or "highly effective" based on the performance standards for his/her position established through the evaluation rubric adopted by the Board of Education and approved by the New Jersey Commissioner of Education.

N.J.S.A. 18A:28-6

ORGANIZATION

[illegible]

CUTTITA, CATHY

SUB TEACHER @\$85 / DAY

VERA, CRISTHIAN

SUB PARA @ \$10 / HR

SEDYCIAS, RENATA

SUB PARA @ \$10 / HR

SCHWARTZ, VINNIA

SUB PARA @ \$10 / HR

CRISTOFOLO, ANGELA

SUB VISITOR MONITOR @ \$14.30 / HR

KLENK, MAUREEN

SUB VISITOR MONITOR @ \$14.30 / HR

MASON, LISA

SUB VISITOR MONITOR @ \$14.30 / HR

STEIMEL, DEBBIE

SUB VISITOR MONITOR @ \$14.30 / HR

SCHWARTZ, VINNIA

SUB VISITOR MONITOR @ \$14.30 / HR

PETRUZELLA, KATHLEEN

SUB BUS AIDE @ \$10 / HR