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AND CYBER-BULLYING****5512. HARASSMENT, HAZING, INTIMIDATION, BULLYING AND  
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The East Brunswick Board of Education recognizes that a safe and civil environment in school is necessary for students to learn and achieve; that harassment, hazing, intimidation, and bullying (including cyber-bullying) disrupts a student's ability to learn and the district's ability to educate children and provide a safe environment. Since students learn by example, school administrators, faculty, support staff, students, visitors, and volunteers must treat others with civility and respect and refuse to tolerate harassment, intimidation, or bullying. Therefore, it is the policy of this Board of Education that:

- Harassment, hazing, intimidation and bullying of a student on school grounds, at school-sponsored functions, on a school bus and as appropriate, for conduct away from school grounds is prohibited;
- Retaliation or reprisal for having made a report of harassment, hazing, intimidation, or bullying or for having cooperated in the investigation of such a report is prohibited;
- Falsely accusing a victim, witness, or one with reliable information about an act of harassment, hazing, intimidation or bullying as a means of harassment, hazing, intimidation or bullying is prohibited;
- All school employees, contract service providers and volunteers shall enforce this policy on school property, at school-sponsored functions, and on school buses; and
- Staff members, contract service providers and other members of the school community, including students, coaches, advisors, contract service providers, parents, volunteers and visitors, are required to report incidents of harassment, hazing, intimidation and bullying by school employees, other students, or third parties to a school administrator.

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. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

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“Harassment, hazing, intimidation, and bullying” means any gestures, any written, verbal, or physical act or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in section 16 of P.L.2010, c.122 (C. 18A:37- 15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students’ and that:

- a. a reasonable person should know, under the circumstances, the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his or her person or damage to his or her property;
- b. has the effect of insulting or demeaning any student or group of students; or
- c. creates a hostile educational environment for the student by interfering with the student’s education or by severely or pervasively causing physical or emotional harm to the student.

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.

“Cyber-bullying” is the use of electronic information and communication devices, including but not limited to, email messages, instant messages, text messaging, cellular telephone

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communications, pagers, internet blogs, internet chat rooms, internet postings, and defamatory websites, to deliberately threaten, harass or intimidate an individual or group of individuals; places an individual in reasonable fear of harm to the individual or damage to the individual's property; or has the effect of substantially disrupting the orderly operation of the school.

“Hazing” means knowingly or recklessly engaging in any conduct in connection with the initiation of applicants or members into a student organization that places or may place another person in danger of bodily injury or that results in serious bodily injury to another person. Consent shall not be recognized as an excuse to lessen the prohibition against hazing contained in this policy.

“School Grounds” means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider and structures that support these buildings, such as school district wastewater treatment facilities, generating facilities, and other central services facilities including, but not limited to, kitchens and maintenance shops. School grounds also includes other facilities as defined in N.J.A.C. 6A: 26-1.2, playgrounds, and recreational places owned by local municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land.

**C. Student Expectations**

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

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parent, school employees, school administrators, and community representatives producing an atmosphere that encourages students 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, staff and community members.

Students are expected to behave in a way that creates a supportive learning environment. The

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Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

Each Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success, explain student rights, and identify sanctions and due process or violations of the Code of Student Conduct.

All students have the following rights:

- To be treated with respect and courtesy;
- To feel safe when traveling about school and on school buses;
- To report harassment, hazing, intimidation, or bullying to a teacher or another school employee without fear of reprisal, retaliation, or false accusation; and
- To expect the school to investigate such reports and to intervene when necessary to prevent harassment, intimidation or bullying.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying.

All students have the following responsibilities:

- To treat others with respect and courtesy;
- To refrain from, and to refuse to participate in, name-calling or put-downs based on another student's appearance or ability, and other acts of harassment, intimidation, or bullying;
- To report harassment, hazing, intimidation, bullying, as soon as it is observed, to a teacher or the Principal; and
- To come to the aid of any student being harassed, hazed, intimidated or bullied by telling the bully to stop or by getting help from an adult, and to include students in group activities so that no one feels excluded.
- Students are encouraged to support other students who walk away from acts of harassment, hazing, intimidation and bullying; constructively attempt to stop these acts; provide support to students who have been subjected to harassment, hazing, intimidation and bullying; and report these acts to the designated staff member.

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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 school and community members 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 district must develop guidelines for student conduct pursuant to N.J.A.C. 6A16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students histories of inappropriate behaviors. This policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriate assigned for infractions of these rules.

The Superintendent must annually provide to students and their parents/guardians the rules of the district regarding student conduct. Provisions shall be made for informing parents/guardians whose primary language is other than English.

**D. Consequences and Appropriate Remedial Actions for Violation of Policy****Students**

The district requires administrators to implement procedures that ensure both the appropriate consequences and remedial responses for a student who commits an act of harassment, hazing, intimidation or bullying. Appropriate consequences and remedial shall be varied and graded according to the nature of the behavior, the degree of harm, the developmental age and maturity level of the parties involved, and the student's history of inappropriate behaviors and performance and must be consistent with the district's Code of Student Conduct, law and N.J.A.C. 6A:16-7., as appropriate.

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

Factors for determining consequences – student considerations include age, developmental and maturity levels of the parties involved and their relationship to the school district, degrees of harm, surrounding circumstances, nature and severity of the behavior(s), incidences of past or continuing patterns of behavior, relationships between the parties involved and context in which the alleged incidents occurred.

Factors for Determining Consequences – School Considerations

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1. School culture, climate, and general staff management of the learning environment; social, emotional, and behavioral supports, student-staff relationships and staff behavior toward the student, family, community, and neighborhood situation; and alignment with Board policy and regulations/procedures.

Personal factors for determining remedial measures include life skill deficiencies, social relationships, strengths, talents, interests, hobbies, extra-curricular activities, classroom participation, and academic performance and relationship to students in the school district.

Environmental factors for determining remedial measures include school culture, school climate, student -staff relationships and staff behavior toward students, general staff management of classrooms or other educational environments; social-emotional, behavioral supports and social relationships.

Consequences for a student who commit one or more acts of harassment, hazing, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, hazing, intimidation, or bullying are those that are graded according to the severity of the offenses consider the developmental age of the student offenders and the student's history of inappropriate behaviors, consistent with the Board's approved Code of Student 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.

Students who are found to have engaged in harassment, hazing, intimidation, or bullying will be subject to discipline in accordance with school rules and Board policy.

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, hazing, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below.

Examples of Consequences include:

1. Admonishment,

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2. Temporary removal from the classroom,
3. Deprivation of privileges,
4. Classroom or administrative detention,
5. In-school suspension,
6. Out-of-school suspension (short-term or long-term),
7. Reports to law enforcement,
8. Expulsion;
9. Community service; or
10. Financial restitution.

## Examples of Remedial Measures

## Personal – Student Exhibiting Bullying Behavior

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 understands 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;

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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 the student 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.

In lieu of consequences, or in addition thereto, such students may be required to forego school privileges, including participation in athletics and school sponsored functions; to participate in community service, counseling, and/or training; and to make financial restitution for damages caused by the misconduct.

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

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,



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- 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 instructional assistants and school 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

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33. Involvement of law enforcement officers, including school security 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 who commits an act of harassment, hazing, intimidation, or bullying of a student. The consequences may include, but not 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 limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

A school visitor or volunteer who engages in or encourages students to engage in harassing, hazing, intimidating or bullying behavior on school grounds, on a school bus or other school vehicle, or at a school-related function will be subject to exclusion from such functions and subject to such other additional actions determined by school officials that may be appropriate.

**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. Instructional assistants and school aides;
2. Partnering with a school leader;
3. Provision of an adult mentor;
4. Assignment of an adult "shadow" to help protect the student;

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5. Seating changes;
6. Schedule changes;
7. School transfers;
8. Before- and after-school supervision;
9. School transportation supervision;
10. Counseling; and
11. Treatment or therapy.

**E. Harassment, Hazing, Intimidation, and Bullying Reporting Procedure**

The district requires the Principal at each school to be responsible for receiving complaints alleging violations of this policy. All Board members, school employees, volunteers, or contracted service providers who have contact with students are required to report alleged violations of this Policy to the Principal or his/her designee on the same day when the individual witnessed or received reliable information, regarding any such incident. All Board members, school employees, contracted service providers, or volunteers who have contact with students 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 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, parents(s) 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. In accordance with the anti-bullying law, a student or other party may anonymously report an incident of harassment, hazing, intimidation, or bullying, but formal disciplinary action may not be taken based solely on an anonymous report.

A Board member or school employee who promptly reports an incident of harassment, hazing, 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, hazing, intimidation, and bullying law does not prevent a victim from seeking redress under any other

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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. A school administrator who receives a report of harassment, hazing, 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, hazing, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, hazing, intimidation, or bullying, may be subject to disciplinary action.

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

1. The Superintendent shall appoint a district Anti-Bullying Coordinator.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, hazing, intimidation, or bullying of students;
- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, hazing, intimidation, or bullying of students in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, hazing, intimidation, or bullying of students;
- d. Execute such other duties related to school harassment, hazing, 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, hazing, intimidation, and bullying in the district.

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2. The Principal in each school shall appoint a school Anti-Bullying Specialist (school counselor, school psychologist or another similarly trained individual).

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team;
  - b. Lead the investigation of incidents of harassment, hazing, intimidation, or bullying in the school; and
  - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, hazing, 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 and educational practices in the school, and to address issues such as harassment, hazing, intimidation, or bullying that affect school climate and culture. Each School Safety Team shall meet a minimum of two times per school year. The School Safety Team shall consist of the Principal or his/her designee, and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a. Receive records of all complaints of harassment, hazing, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, hazing, intimidation, or bullying;
- c. Identify and address patterns of harassment, hazing, intimidation, or bullying of students in the school;

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- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, hazing, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, hazing, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, hazing, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

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 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.

**G. 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 harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or his/her 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 with the investigation.

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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 incident.. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist 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 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 Conduct has been implemented and may decide to provide intervention services, order counseling, establish training programs to reduce harassment, hazing, 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 Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of the involved student offenders and targets/victims 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, hazing, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, hazing, 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. 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. 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 incident, the findings

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from the investigation of the 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/guardian, student, 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, hazing, 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.).

**H. Range of Responses to an Incident of Harassment, Intimidation, and Bullying**

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents, and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses, once an incident of harassment, hazing, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, hazing, 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. Some acts of harassment, hazing, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, hazing, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

For every incident of harassment, hazing, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, hazing, 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)



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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, "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, or peer 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 be comprised of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

**I. Reprisal or Retaliation Prohibited**

The Board prohibits a Board member, school employee, contracted service provider who has contact with students from engaging in reprisal, retaliation or false accusation against a victim, witness, or one with reliable information or any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the 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 for a school employee or a contracted service provider who

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has contact with students who 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.

The consequences for students will range from positive behavior interventions up to and including suspension or expulsion. Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed in Consequences and Appropriate Remedial Actions section of this policy.

The consequences for a volunteer will range from an admonishment to dismissal from the volunteer position. The consequences for visitors will range from an admonishment to loss of visitation privileges.

**J. Consequences and Appropriate Remedial Action for False Accusation**

If the investigation results in a finding that a knowingly false report of harassment, hazing, intimidation or bullying was made or that a student engaged in reprisal or retaliation, the Principal will determine whether discipline or other action is warranted. Before imposing discipline, the student will be afforded the opportunity to give his/her version of the incident and reason why he/she should not be punished. A student who is found to have made a knowingly false report of harassment, hazing intimidation or bullying will likewise be subject to discipline.

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

1. Consequences and appropriate remedial action for a student 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.,

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Discipline of Students 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. Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, hazing, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include but not be limited to reprimand, suspension, increment withholding, or termination, 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 limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, hazing, intimidation, or bullying or as a means of retaliation could be determined by the Principal or his/her designee, 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 or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs and work environment modifications.

**K. 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, school volunteers, students, parents who have children enrolled in a school in the district, along with a statement explaining the policy applies to all applicable acts of harassment, hazing, intimidation, or bullying pursuant to N.J.S.A. 18A:37-14 that occur on school grounds, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall insure that notice of this Policy appears in the student handbook and all other publications of the school district that sets forth the comprehensive rules,

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procedures of the school district.

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

**L. Harassment, Intimidation, and Bullying Training and Prevention Programs**

The Superintendent and Principal 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; 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.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, hazing, intimidation, and bullying prevention 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 risk of suicide and incidents of harassment, hazing, 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 or suicide

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

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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, hazing, intimidation, and bullying pursuant to N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, hazing, 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, 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.

**M. 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.

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

**N. Reports to Board of Education and New Jersey Department of Education**

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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, hazing, 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. 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.

**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 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, hazing, 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.

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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 with Disabilities**

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student 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 Executive County Superintendent of Schools within thirty days of Board adoption.

Cross-References: Policy Nos. 5600, 5610, 5620, 6163.4.

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

Adopted: 02/07/2008 (Replaces Policy Nos. 5131.10, 5145.4, 5512.02)

Revised: 11/12/2009

Revised: 06/23/2011

Revised: 09/15/2011

Revised: 11/21/2013

Revised: 08/21/2014