

**BOARD OF EDUCATION
UPPER SADDLE RIVER, NEW JERSEY
REGULAR PUBLIC MEETING
Media Center, Cavallini Middle School
392 West Saddle River Road
Monday, October 17, 2022, 8:00 p.m.**

AGENDA

This is a regular meeting of the Upper Saddle River Board of Education and appropriate notice has been provided to the designated newspapers, the Borough Clerk and all interested parties requesting such notice.

Two opportunities are provided at this meeting for citizens to make comments. The Board values and welcomes comments and opinions from the residents of Upper Saddle River as long as remarks are not personal or discourteous. Public comment allows the Board to listen to community members and to hear their opinions on school policy and operations.

Upon being recognized, persons wishing to speak should stand and identify themselves by name and address; the speaker should direct his/her remarks to the presiding officer. Comments shall be limited to school-related issues and each speaker will limit his/her remarks to three minutes. If personal or discourteous statements are made, the presiding officer shall require the speaker to stop. No speaker may comment again until all those who wish to speak have had an opportunity and as long as time allows. If, in the judgment of the presiding officer, the total time devoted to public comment becomes excessive, the presiding officer may indicate the Board has time for one more speaker and will so notify the public.

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|------|--|------------------------------|
| I. | Call to order and roll call | Mrs. Johnston |
| II. | Flag salute and Pledge of Allegiance | Mrs. Johnston |
| III. | Opening statement by presiding officer | Mrs. Johnston |
| IV. | REPORTS | |
| A. | Superintendent's Report | Dr. Siegel |
| B. | Board Secretary's Report | Mrs. Imbasciani |
| C. | Board President's Report | Mrs. Johnston |
| D. | Committee Reports | Chairpersons |
| E. | PTO Report | Mrs. DeFrino & Mrs. McGovern |
| F. | USREF Report | Mrs. Tedd |
| V. | PRESENTATIONS | |
| A. | School Self-Assessment for Determining Grades and Report Period II | Mr. DeSocio |
| B. | 2022 Statewide Assessments Performance Results | Mrs. D'Ambola |
| VI. | PUBLIC COMMENT (limited to comments on agenda items only) | |
| VII. | ADMINISTRATION | Dr. Siegel |

This motion will be one motion that encompasses Items A through J and will be voted on at this meeting. This motion has been recommended for approval by the Superintendent.

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| A. | Approve the 2022/23 Update to the Uniform Memorandum of Agreement Between Education and Law Enforcement Officials. |
|----|--|

- B. Approve the submission of the NJ Quality Single Accountability Continuum (NJQSAC) District Performance Review for the 2022/23 school year.
- C. Approve the submission of the NJ Department of Education School Self-Assessment for Determining Grades Under the Anti-Bullying Act (ABR) for the 2021/22 school year.
- D. BE IT RESOLVED that the Board affirms the Superintendent's decision that investigation #235971_***_10122022 is not an incident as defined under HIB Policy #5512. The Superintendent shall notify the parents and/or guardians of the Board's decision in writing in accordance with Board Policy and N.J.S.A. 18A:37-15(e).
- E. Designate the week of October 3 – 7, 2022, as a state-wide "Week of Respect."
- F. Designate the week of October 17 - 21, 2022, as School Violence Awareness Week.
- G. Designate the week of October 23 – 31, 2022, as Red Ribbon Week.
- H. Approve the School Bus Emergency Evacuation Drill Reports (in accordance with N.J.A.C. 6A:27-11.2) as follows:
1. On October 6, 2022, between 9:30 a.m. and 10:15 a.m. all students in the Reynolds Elementary School, 391 West Saddle River Road, Upper Saddle River, New Jersey, participated in school bus emergency evacuation drills. The drills took place in front of the school and included Routes 1, 2, 3, 4 and 5. Mrs. Devin Severs, Reynolds School Principal, and Mr. Thomas Inzalaco, Scholastic Bus Company Safety Director, supervised the drill.
 2. On October 6, 2022, between 10:15 a.m. and 11:00 a.m., all students in the Bogert Elementary School, 391 West Saddle River Road, Upper Saddle River, New Jersey, participated in school bus emergency evacuation drills. The drills took place in front of the school and included Routes 1, 2, 3, 4 and 5. Mr. David Kaplan, Bogert School Principal, and Mr. Thomas Inzalaco, Scholastic Bus Company Safety Director, supervised the drill.
 3. On October 7, 2022, between 11:30 a.m. and 12:30 p.m., all students in the Cavallini Middle School, 392 West Saddle River Road, Upper Saddle River, New Jersey, participated in school bus emergency evacuation drills. The drills took place in front of the school and included Routes 1, 2, 3, 4 and 5. Mr. James McCusker, Cavallini Principal, Mr. Michael DeSocio, Cavallini Assistant Principal, and Mr. Thomas Inzalaco, Scholastic Bus Company Safety Director, supervised the drill.
- I. Authorize the Board of Education to suspend the rules of Bylaw 0131 and adopt the following policy:
- | | |
|----------------|---|
| Policy 2422 | Comprehensive Health and Physical Education (M) (Revised) |
| Policy 5512 | Harassment, Intimidation and Bullying (M) (Revised) |
| Policy 8420.30 | School Clearance Following Crisis Situation (M) (Revised) |
- J. Second Reading of the following Policies and Regulations:
- | | |
|-------------|--|
| Policy 0163 | Quorum (Revised) |
| Policy 1511 | Board of Education Website Accessibility (M) (Revised) |
| Policy 2432 | School Sponsored Publications (Abolished) |
| Policy 3216 | Dress and Grooming (Revised) |
| Policy 3230 | Outside Activities (Revised) |
| Policy 3270 | Professional Responsibilities (Revised) |
| Policy 4216 | Dress and Grooming (New) |
| Policy 5513 | Care of School Property (M) (Revised) |
| Policy 5722 | Student Journalism (M) (New) |

Regulation 2432 School Sponsored Publications (Abolished)
Regulation 5513 Care of School Property (M) (Revised)

VIII. **PERSONNEL**

Dr. Siegel

This motion will be one motion that encompasses items A through G and will be voted on at this meeting. Each motion has been recommended for approval by the Superintendent.

A. Create/Abolish (not applicable)

B. Resignations

1. Accept the resignation of Andrea Golden, Kindergarten Teacher, effective December 2, 2022
2. Accept the resignation of Meaghan Henry, Music Teacher, effective December 2, 2022.
3. Accept the resignation of Catherine Merritt from the stipend position of Cavallini Hall Duty effective September 30, 2022.
4. Accept the resignation of Thomas Vitulano, part time night Custodian, effective October 14, 2022.

C. Leaves

1. Approve an unpaid FMLA/NJFLA leave for Employee #1873, effective January 2, 2023 through March 24, 2023.

D. Appointments

1. Appoint Madelyn Barrow to the position of long term 6th grade Special Education Teacher at Cavallini Middle School, effective November 28, 2022, BA, Step 1, through approximately March 8, 2023.
2. Appoint Lucia Cardona to the position of Grades 6-8 Instructional Support Teacher, Cavallini Middle School, MA, Step 9, prorated, effective October 17, 2022 through June 30, 2023.
3. Approve Cynthia Haas to provide Instrumental Music teaching support for Cavallini Middle School's participation in both the County and Region Bands, outside of contractual hours, not to exceed four (4) days. 50% per diem rate
- * 4. Appoint Kevin Maphis to the position of K-2 ABA Paraprofessional at Reynolds School, effective on or about October 18, 2022, Step 4, plus ABA stipend, prorated, subject to the satisfactory completion of the criminal history records check required by law.
5. Appoint Allison Zakrzewski to the position of Kindergarten Teacher, effective on or about December 5, 2022, MA, Step 17, prorated, subject to the satisfactory completion of the criminal history records check required by law.
6. Appoint Meghan Ennis to the position of substitute ACE Team Member for the 2022/23 school year. \$30.00/hr
- * 7. Appoint Kevin Maphis to the position of ACE Team Member for the 2022/23 school year. \$22.00/hr

*Related to Staff Member

8. Approve the following staff members for the positions listed below for the 2022/23 school year:

HALL DUTY/CROSSING GUARDS			
Cavallini Hall Duty		Donna Reilly	\$1,030.00 (prorated)
BOGERT LUNCH DUTY - \$22/day			
Manar Aldali	Joan Aufiero	Lisa Wachino	Nancy Schondorf

E. Change in Assignment (not applicable)

F. Lateral Guide Moves (not applicable)

G. Substitutes/Consultants/Volunteers/Interns (not applicable)

1. Approve Felice Bernard as a substitute teacher/paraprofessional for the 2022/23 school year, subject to the satisfactory completion of the criminal history records check required by law. Ms. Bernard holds a NJ Teacher of English Certificate.
2. Approve Samantha D'Angelo as a substitute teacher/paraprofessional for the 2022/23 school year, subject to the satisfactory completion of the criminal history records check required by law. Ms. D'Angelo's NJ Substitute Teaching Certificate is pending.
3. Approve William Daub as a substitute teacher/paraprofessional for the 2022/23 school year, subject to the satisfactory completion of the criminal history records check required by law. Mr. Daub's NJ Substitute Teaching Certificate is pending.
4. Approve Valeri Guglielmotti as a substitute teacher/paraprofessional for the 2022/23 school year, subject to the satisfactory completion of the criminal history records check required by law. Ms. Guglielmotti holds a NJ Substitute Teaching Certificate.
5. Approve Thomas Lindsay as a substitute teacher/paraprofessional for the 2022/23 school year, subject to the satisfactory completion of the criminal history records check required by law. Mr. Lindsay holds a NJ Substitute Teaching Certificate.
6. Approve Angela Manrique as a substitute teacher/paraprofessional for the 2022/23 school year, subject to the satisfactory completion of the criminal history records check required by law. Ms. Manrique holds a NJ Substitute Teaching Certificate.
- * 7. Approve Kevin Maphis as a substitute teacher/paraprofessional for the 2022/23 school year, subject to the satisfactory completion of the criminal history records check required by law. Mr. Maphis's NJ Substitute Teaching Certificate is pending.
8. Approve Kristen Morelli as a substitute teacher/paraprofessional for the 2022/23 school year, subject to the satisfactory completion of the criminal history records check required by law. Ms. Morelli's NJ Substitute Teaching Certificate is pending.
9. Approve Victoria Rao as a substitute teacher/paraprofessional for the 2022/23 school year, subject to the satisfactory completion of the criminal history records check required by law. Ms. Rao holds a NJ Elementary School Teacher Certificate.
10. Approve Mariah Valentin as a substitute teacher/paraprofessional for the 2022/23 school year, subject to the satisfactory completion of the criminal history records check required by law. Ms. Valentin's NJ Substitute Teaching Certificate is pending.

IX. **FINANCE**

Mrs. Imbasciani

This motion will be one motion that encompasses items A through k and will be voted on at this meeting. Each motion has been recommended for approval by the Superintendent.

- A. Approve the Minutes of Board Meetings:

September 12, 2022 and September 30, 2022 - Retreat

- B. Approve the Bills List for September 2022 as follows:

10	General Current Expense	\$79,301.52
11	General Current Expense	\$2,277,765.78
20	Special Revenue Funds	\$61,129.11
30	Capital Projects Funds	\$141,904.00
60	Enterprise Fund	\$11,113.57
	Total	\$2,571,213.98

- C. Approve the Transfers for September 2022.
- D. Approve the audited Board Secretary and Treasurer's Reports dated June, 2022 and the Board Secretary and Treasurer's Reports dated July and August 2022 and to certify that after review of these reports and upon consultation with appropriate district officials, as to the best of our knowledge, no major account or fund has been over expended in violation of NJAC 6A:23-2.11 and that sufficient funds are available to meet the district's financial obligation for the remainder of the year.
- E. Approve the professional services fees for the preparation of NJDOE project application, construction documents, bidding and award, and contract administration services during construction associated with the Roof Replacement Project at Bogert School, by DiCara Rubino Architects, at a cost of \$127,000.00. (This cost does not include reimbursable expenses which will be billed separately.)
- F. Approve and authorize the Business Administrator/Board Secretary to sign the necessary documents to enter into a new 60-month contract with Atlantic Tomorrow's Office for one (1) Savin IM 6500 color copier, three (3) Savin IM C4500 color copiers, six (6) Savin IM 7000 copiers, and two (2) Savin IM 4000 copiers at a monthly cost of \$3,940.00. This price includes lease, service and supplies. These copiers will be billed at .0035 per black and white copy and .06 per color copy.
- G. Approve the following Resolution:

RESOLUTION

BE IT RESOLVED by the Upper Saddle River Board of Education (hereinafter referred to as the "Board") that the terms, stipulations and conditions as established in the Settlement Agreement and Release (hereinafter referred to as "Agreement") between the Board and the Parents of a student whose name is on file in the Superintendent's office, and which Agreement is located in the student's file, are hereby adopted and approved by the Board. The Board President and Business Administrator/Board Secretary are hereby authorized and directed to execute the Settlement Agreement and Release, and any other documents necessary to effectuate the settlement.

- H. Approve Teacher Training by Dr. Ortiz from Multi Health Systems on November 9, 2022. The cost will be shared with Allendale and Ho-Ho-Kus school districts at \$1,500.00 per district.
- I. Accept a tuition student, whose name is on file in the Board Office, for the 2022/23 school year.

J. Accept the donation by the USR PTO of musical playground instruments from Commercial Recreation Specialists at a cost of \$18,585.67 for Reynolds School.

K. Approve the following Travel Expenses:

Program Name	Date	Employee	Registration Cost	Travel Cost
Behavior University - 32 BACB CE Hours (Online)	TBD	Gianna Apicella	\$275.00	\$0.00
Empowered Problem Solving (Online)	TBD	Heather Walker	\$297.00	\$0.00
PROMPT Technique Refresher (Online)	October 27, 2022	Kelly Diverio	\$149.50	\$0.00
HIB Update 2022 (Online)	November 3, 2022	Sara Senger Devin Severs	\$125.00 \$125.00	\$0.00 \$0.00
Live Webinar: Creative Treatments for the School-Based PT and OT: Embedded and Pull-Out Services (Online)	November 21, 2022	Nicole Fennell	\$225.00	\$0.00
Northern New Jersey Orff-Schulwerk Association Workshop Wayne, NJ	November 19, 2022 March 25, 2023	Alexandra Alberta	\$80.00	\$26.56
Motor Issues in Autism (Online)	December 2-3, 2022	Meredith Ardito	\$369.00	\$0.00
Tri-State Consortium Training Rye, NY	December 5-6, 2022	Katherine Baker Shea Darienzo Sarah Maginnis Stefanie Slacin	\$0.00 \$0.00 \$0.00 \$0.00	\$86.50 \$86.50 \$86.50 \$86.50
Tri-State Consortium Training Rye, NY	December 6, 2022	Gianna Apicella	\$0.00	\$43.25
Reducing Disruptive Behaviors While Increasing Self-Regulation and Academic Success (Grades PK-2) (Online)	December 9, 2022	Carol Zumbano	\$279.00	\$0.00
Reducing Disruptive Behaviors While Increasing Self-Regulation and Academic Success (PK-2) (Online)	December 14, 2022	Michelle Carucci Amanda Feijo	\$279.00 \$279.00	\$0.00 \$0.00
New Jersey Music Educators Association Annual State Conference Atlantic City, NJ	February 23-25, 2023	Alexandra Alberta	\$180.00	\$591.78
"The Katonah Commitment" Tri-State Visit to Katonah-Lewisboro School District Cross River, NY	March 1-3, 2023	Rosemarie Malloy	\$0.00	\$171.64
Consultancy: Literacy Instruction in Special Education Scotch Plains, NJ	March 15-17, 2023	Gianna Apicella	\$0.00	\$48.07
Consultancy: Student Conversations and Discussions South Orangetown, NY	March 22- 24, 2023	Gianna Apicella	\$0.00	\$6.11

X. PUBLIC COMMENT

XI. ADJOURNMENT

Mrs. Johnston

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0163 QUORUM

QUORUM

0163

A quorum of the Board of Education shall consist of a minimum of four Board members, and no business shall be conducted in the absence of a quorum, except when the Doctrine of Necessity is invoked.

All Board meetings shall be called to commence not later than 8:00 p.m. of the designated day but, if a quorum is not present at the time for which the meeting is called, the Board member or Board members present may recess the meeting to a time not later than 9:00 p.m. of the same day and, if a quorum be not present at that time, the member or members present may adjourn the meeting to commence not later than 8:00 p.m. of another day, but not more than seven days following the date for which the original meeting was called, but no further recess or adjournment of the meeting shall be made.

The Board of Education recognizes there may be matters that come before the Board or acts required of Board members in their official capacity where the Board member may have a conflict of interest or the act by a Board member would be in violation of N.J.S.A. 18A:12-24. In these matters, the Board member(s) shall remove themselves from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter. The Board will consider this matter without the Board member(s) who has the conflict.

In the event a matter comes before the Board or an act is required of a Board member in their official capacity that is a conflict or would be in violation of N.J.S.A. 18A:12-24, the Board would still be required to have a quorum to consider the matter. However, the New Jersey Department of Education and the School Ethics Commission envisioned this prohibition could create a situation in which the number of conflicted Board members would prevent the Board to take action on a matter. Therefore, when more than a quorum of the Board members must abstain from voting on a matter due to a conflict or the act would be in violation of N.J.S.A. 18A:12-24, the Board will invoke the Doctrine of Necessity consistent with the New Jersey Department of Education and School Ethics Commission guidelines as follows:

- A. Board Member(s) in Conflict - Less Than a Majority of The Board
 - 1. In the event a Board member(s) has a conflict of interest where the Board member will act in their official capacity, the Board member must remove



themselves from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.

2. In the event a Board member is unsure whether they or any other Board member has a conflict of interest or whether the matter, if acted upon by a Board member(s) is in violation of N.J.S.A. 18A:12-24 - Prohibited Acts, the School Board Attorney will make a determination.
3. The School Board Attorney will provide the Board of Education an opinion on whether the matter is a conflict of interest or act prohibited by N.J.S.A. 18A:12-24 - Prohibited Acts.
4. If the Board member(s) believes they have a conflict of interest where they will act in their official capacity or if the School Board Attorney renders an opinion the Board member has a conflict of interest where the Board member will act in their official capacity, the Board member will remove themselves from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.

B. Board Member(s) in Conflict - A Majority of Board Members in Conflict

1. In the event:
 - a. A Board member(s) believes they have a conflict of interest or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24; or
 - b. If the School Board Attorney renders an opinion a Board member(s) has a conflict of interest or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24; and
 - c. The number of Board members that have a conflict would make it so the Board would be unable to take action on the matter, then the Board may invoke the Doctrine of Necessity.

C. Doctrine Of Necessity

1. The Doctrine of Necessity may be invoked when more than a quorum of the Board must abstain from voting on a matter.



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2. There are three prerequisites necessary for a Board to invoke the Doctrine of Necessity:
 - a. The Board must be unable to act without the members in conflict taking part;
 - b. There must be a pressing need for action, i.e. the matter cannot be laid aside until another date; and
 - c. There can be no alternative forum that can grant the same relief.
3. When the School Board Attorney advises the Board the Doctrine of Necessity must be invoked in order to obtain a quorum on a vote, the Board must publicly state:
 - a. That it is invoking the Doctrine of Necessity;
 - b. The specific reason/purpose for which the Doctrine of Necessity is being invoked; and
 - c. The specific nature of the conflict of interest for each Board member that has a conflict of interest:
 - (1) The specific nature of the conflict of interest for each Board member should include the Board member's name; the name of the immediate family member or relative which is the basis for the conflict of interest, and the position that immediate family member or relative holds; or
 - (2) If the specific nature of the conflict of interest for a Board member is a conflict other than an immediate family member or relative, the announcement should include the conflict which is the basis for the conflict of interest.
4. When the Board invokes the Doctrine of Necessity, it will adopt a Resolution setting forth the same information as outlined in C.3. above.
5. When the Board invokes the Doctrine of Necessity, the Resolution will be:
 - a. Read at a regularly scheduled public meeting;



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- b. Posted in such places the Board posts public notices for thirty days; and
 - c. Provided to the School Ethics Commission.
- 6. The Board members who have a conflict in the matter are prohibited from:
 - a. Participating in any discussions on the matter prior to the announcement of the invocation of the Doctrine of Necessity at the public meeting;
 - b. Being present in an executive session when the matter is being discussed; and
 - c. Offering their opinions on the matter at any time prior to the announcement or the invocation of the Doctrine of Necessity.
- 7. The Board members who have a conflict may only ask questions regarding the matter to be voted on in public and after the Board has invoked the Doctrine of Necessity.
- 8. The Board members who have a conflict may explain their reasons for not voting just before the vote.

N.J.S.A. 18A:10-6; 18A:12-24

New Jersey School Ethics Commission – Advisory Opinions A10-93(b), A07-94, and C07-96

New Jersey School Ethics Commission – Resolution on Invoking the Doctrine of Necessity – June 25, 2018

Adopted: 19 May 2008

Revised: 17 October 2022



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BOARD OF EDUCATION WEBSITE ACCESSIBILITY

1511 BOARD OF EDUCATION WEBSITE ACCESSIBILITY

M

It is the goal of the Board of Education that the information on the school district's internet websites are accessible to individuals with disabilities in compliance with the requirements of Federal law (Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35) and New Jersey law (N.J.S.A. 18A:36-35.1).

A. Federal Law – American with Disabilities Act (ADA)

1. For the purpose of the Federal law - Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35 and this Policy, "school district website" includes, but is not limited to, the internet home page, all subordinate pages, school or school district department pages, intranet pages and sites, and includes online content and functionality, developed by, maintained by, or offered through a third-party vendor or by using open sources.
2. The accessibility of online content and functionality will be measured according to the most up-to-date version of the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) and the Web Accessibility Initiative Accessible Rich Internet Application Suite (WAI-ARIA) 1.0 for web content (benchmarks for measuring accessibility).
3. By conforming to the benchmarks for measuring accessibility set forth above, the Board of Education will ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to access the information on the district's website.
4. To ensure the district's website conforms with the above benchmarks for measuring accessibility, the Superintendent of Schools will designate a school staff member to act as the Website Accessibility Coordinator. The Coordinator will:
 - a. Ensure that in-house staff and contractors responsible for webpages and webpage content development are properly trained on the Board of Education's website accessibility policy and procedures;



BOARD OF EDUCATION WEBSITE ACCESSIBILITY

- b. Ensure that all new, newly added, and modified online content and functionality is accessible to people with disabilities as measured by conformance to the above benchmarks by, among other things:
 - (1) Checking the hypertext markup language (HTML) of all new webpages on the website to make sure that accessible elements are used, including "alt" tags, long descriptions, and captions, as needed;
 - (2) Ensuring that webpages are designed in a manner that allows them to be displayed using a visitor's own settings for color and fonts, and can be navigated with a keyboard;
 - (3) If images are used, including photos, graphics, scanned images, or image maps, making sure to include text equivalents for them, using "alt" tags and/or long descriptions for each and ensuring the text equivalents convey the meaningful information presented visually by the image;
 - (4) If online forms and tables are used, making those elements accessible;
 - (5) Ensuring that videos appearing on the website include appropriately synchronized audio description and captions;
 - (6) Ensuring when posting new documents on the website, the documents shall be provided in HTML or another text-based format (even if they are provided in another format, such as portable document format (PDF)). If documents are provided in both formats, provide both formats at the same time so people with disabilities have the same degree of access as others;
 - (7) Periodically enlisting people with a variety of disabilities to test the Board of Education's webpages for accessibility and ease of use and use this information to increase the Board's website accessibility;



BOARD OF EDUCATION WEBSITE ACCESSIBILITY

- (8) Periodically coordinating the audit of existing content and functionality of the website to identify online content or functionality that is inaccessible to persons with disabilities; and
 - (9) Developing and carrying out a corrective action plan, when necessary, for making the district's existing web content accessible.
 - c. Ensure that alternative means are available for people with disabilities to access information, programs, and services that are normally provided on the Board's website.
- B. New Jersey Law – N.J.S.A. 18A:36-35.1
 - 1. For the purpose of New Jersey law – N.J.S.A. 18A:36-35.1 and this Policy, “internet website or web service” includes any webpage, website, web service, online curriculum, or online third party or open educational resource product that is made available to enrolled students or the public by the school district.
 - 2. Pursuant to N.J.S.A. 18A:36-35.1, no school district shall make available to the enrolled students of the district or school or to the public an Internet website or web service unless the Internet website or web service complies with the most up-to-date version of the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) if the Guidelines are approved by the Commissioner of Education, or any other applicable guidelines or requirements as may be designed or approved by the Commissioner of Education.
 - 3. In accordance with N.J.S.A. 18A:36-35.1.a. and b., the school district is required to submit a statement of assurance attesting to compliance with N.J.S.A. 18A:36-35.1 as required by the Commissioner of Education.

This Policy establishes minimum standards for the accessibility of web-based information and services considered necessary to meet the district's goals and ensure compliance with applicable Federal and State laws.

Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990



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BOARD OF EDUCATION WEBSITE ACCESSIBILITY

34 C.F.R. Part 104; 28 C.F.R. Part 35
N.J.S.A. 18A:36-35.1

Adopted: 25 September 2017
Revised: 17 October 2022



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Program
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COMPREHESIVE HEALTH AND PHYSICAL EDUCATION (M)

COMPREHENSIVE~~2422~~COMPREHESIVE HEALTH AND PHYSICAL EDUCATION (M)

2422

M

- The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Student Learning Standards (NJSLS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education.- The primary focus of the NJSLS is the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

- The curriculum requirements listed below address the need for students to gain knowledge and skill in caring for themselves, interacting effectively with others, and analyzing the impact of choices and consequences.- The primary focus of the curriculum listed below is to help students develop concepts and skills that promote and influence healthy behaviors.

- The NJSLS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools.- The following statutes incorporated into the NJSLS include, but are not limited to, the following requirements:

- 1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires regular courses of instruction in accident and fire prevention.
 -
 2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires offering instruction on breast self-examination for students in grades seven through twelve.
 -
 3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.
 -
 4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness by the Commissioner of Education.
 -
 5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve.
 -



COMPREHESIVE HEALTH AND PHYSICAL EDUCATION (M)

6. Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.
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7. Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students.
-
8. Health, Safety, and Physical Education (N.J.S.A. 18A:35-5) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week.
-
9. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines for each grade Kindergarten through twelve.
-
10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1 through 5.3) requires the development of Lyme Disease curriculum guidelines and training to all teaching staff members who instruct students with Lyme Disease.
-
11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve.
-
12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program by the Commissioner of Education for utilization by school districts.
-
13. Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.
-
14. Suicide Prevention (N.J.S.A. 18A:6-111 through 113) requires instruction in suicide prevention in public schools.
-
15. Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED)- (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires public high schools and charter schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.
-



COMPREHESIVE HEALTH AND PHYSICAL EDUCATION (M)

16. Sexually Explicit Images through Electronic Means (N.J.S.A. 18A:35-4.32 and 4.33) requires instruction, once during middle school, on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means.
-
17. History of Disabled and LGBT Persons (N.J.S.A. 18A:35-4.35 and 4.36) requires instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people for middle and high school students.
-
18. Financial Literacy (N.J.S.A. 18A:35-4.34) requires instruction with basic financial literacy necessary for sound financial decision-making in each of the grades six through eight.-
-
19. Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a) requires age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through twelve.
-
20. Curriculum to Include Instruction on Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) requires instruction on diversity and inclusion in an appropriate place in the curriculum for students in grades Kindergarten through twelve.
21. Incorporation of Age-Appropriate Instruction Relative to Consent for Physical Contact and Sexual Activity (N.J.S.A. 18A:35-4.38) requires age-appropriate instruction in grades six through twelve on the law and meaning of consent for physical contact and sexual activity.-
-
22. Health Curriculum to Include Instruction on Mental Health (N.J.S.A. 18A:35-4.39) requires health education programs to include instruction on mental health and the relation of physical and mental health for students in grades Kindergarten through twelve.
-
23. Information About “New Jersey Safe Haven Infant Protection Act” Included in Public School Curriculum (N.J.S.A. 18A:35-4.40) information on the provisions of the “New Jersey Safe Haven Infant Protection Act” shall be included in curriculum for public school students in grades nine through twelve.



COMPREHESIVE HEALTH AND PHYSICAL EDUCATION (M)

24. Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.

25. Infuse instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through twelve as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

A. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of 25 above. When adopting instructional materials for use in the school district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders.

26. Other Statutory or Administrative Codes.- The Board will incorporate into its health and physical education curriculum any other requirements of the NJSLS in Comprehensive Health and Physical Education.

-
In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

-
The Board of Education must provide two and one-half hours of health, safety, and physical education courses in each school week, or proportionately less when holidays fall within the week.- Recess period(s) shall not be used to meet the requirements of N.J.S.A. 18A:35-5, 7, and 8.

-
In accordance with N.J.S.A. 18A:35-4.31, the Board of Education shall provide a daily recess period of at least twenty minutes for students in grades Kindergarten through five.-

-
A recess period is not required on a school day in which the day is substantially shortened due to a delayed opening or early dismissal.- The recess period shall be outdoors, if



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COMPREHESIVE HEALTH AND PHYSICAL EDUCATION (M)

feasible.- A student shall not be denied recess for any reason, except as a consequence of a violation of the school district's Code of Student Conduct, including a harassment, intimidation, or bullying (HIB) investigation pursuant to N.J.S.A. 18A:37-13 et seq.- Students may not be denied recess more than twice per week for a violation of the Code of Student Conduct or HIB investigation and these students shall be provided restorative justice activities during the recess period.-

-
Restorative justice activities are defined as activities designed to improve the socioemotional and behavioral responses of students through the use of more appropriate and less punitive interventions thereby establishing a more supportive and inclusive school culture.- The student's recess period should be scheduled in a manner that does not interfere with the implementation of a student's Individualized Education Program (IEP).- School staff may deny recess for a student on the advice of a medical professional, school nurse, or the provisions of a student's IEP and/or 504 Plan.

-
A copy of the NJSLS for Comprehensive Health and Physical Education and all related curriculum/course guides and instructional material shall be available for public inspection in each school.
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Adopted: 19 May 2008

Revised: 20 June 2016

Revised: 29 April 2019

Revised: 15 June 2020

Revised: 15 November 2021

Revised: 17 October 2022



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

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Teaching Staff Members
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DRESS AND GROOMING

3216 DRESS AND GROOMING

The Board of Education believes the appearance and dress of teaching staff members is an important component of the educational program of this school district. The attitude of teaching staff members about their professional responsibilities and the importance of education in the lives of their students are reflected in their dress and appearance. Accordingly, in order to create an atmosphere of respect for teaching staff members and an environment conducive to discipline and learning, the Board establishes the following rules for the dress of teaching staff members in the performance of their professional duties:

1. Acceptable attire for teaching staff members shall include, but not be limited to, dresses, skirts, blouses, suits, sweaters, pants, and dress shirts with or without a tie;
2. Inappropriate attire within the regular school day includes, but is not limited to, the following:
 - a. Jeans (unless approved by the Principal or designee for a special activity or event);
 - b. T-shirts;
 - c. Strapless shirts and dresses;
 - d. Sweatshirts, shorts, sweatpants, sneakers and workout attire unless approved by the Principal or designee;
 - e. Beachwear; and
 - f. Hats and/or head coverings unless approved by the Principal or designee for medical or religious reasons.
3. The clothing and appearance of all teaching staff members shall be clean and neat;



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DRESS AND GROOMING

4. No clothing may be worn that constitutes a danger to health or safety to the wearer or to others, and no clothing may be worn that interferes with the instructional program;
5. A teaching staff member may request a waiver of this dress code for the performance of particular duties. Such waivers may be granted by the Principal or designee;
6. The Building Principal or the teaching staff member's supervisor, as appropriate, shall determine whether a violation of this dress code has occurred and shall discuss the violation with the teaching staff member concerned. Where a single violation so warrants or violations recur, the Principal or supervisor may enter a reprimand in the teaching staff member's file and may recommend other appropriate disciplinary measures.

N.J.S.A. 18A:27-4

Adopted: 19 May 2008

Revised: 17 October 2022



DRAFT

Teaching Staff Members
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OUTSIDE ACTIVITIES

3230 OUTSIDE ACTIVITIES

The Board of Education recognizes that teaching staff members enjoy a private life outside their job responsibilities in the school district. The Board believes the role of the teaching profession is such that teachers exert a continuing influence away from the school district. Accordingly, the Board reserves the right to determine if activities outside the teaching staff member's job responsibilities interfere with their professional performance and the discharge of the member's responsibilities to the students of this district.

All teaching staff members are advised to be governed in the conduct of personal activities by the following guidelines:

1. Teaching staff members shall not devote time during their work day or while on district property to an outside private enterprise, business, or business organization. They shall not solicit or accept customers for a private enterprise, business, or business organization during their work day or on district property without the express permission of the Superintendent;
2. The Board does not endorse, support, or assume any responsibility, obligation, or liability in any way for any staff member of this district who takes a student on a trip not approved by the Board or Superintendent, and does not assume any responsibility, obligation, or liability in any way for any student who travels on such a trip. Any staff member who takes a student of this district on a trip not approved by the Board or Superintendent shall clearly and concisely inform the parent(s)/guardian(s) of any student solicited to attend and/or attending such trip that the trip is not endorsed, supported, approved, or authorized by the Board or Superintendent. A staff member shall not solicit any student for any trip not approved by the Board or Superintendent during work hours or on district property;
3. The Board does not endorse, support, or assume any responsibility, obligation, or liability in any way for any teaching staff member of this district who conducts a private activity in which students or employees of this district participate;
4. Teaching staff members shall not send campaign literature home with students, or request, direct, or have students distribute campaign literature on behalf of any candidate for local, State, or national office or for any bond issue, proposal, or any public question submitted at any general, municipal, or school election. No student shall be requested or directed by any teaching staff member to



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OUTSIDE ACTIVITIES

engage in any activity that tends to promote, favor, or oppose any such candidacy, bond issue, proposal, or public question;

5. Teaching staff members shall not privately tutor students for compensation who are currently enrolled in their classes or programs, including academic subjects, the arts, sports, counseling, and related services, or who they may be called upon to make any school-related decisions directly impacting the student;
6. Copyrights and patents to materials or equipment developed, written, prepared, processed, or tested by teaching staff members in the performance of their professional duties reside with and may be claimed by the Board.

N.J.S.A. 18A:42-4
N.J.S.A. 19:1-1 et seq.

Adopted: 19 May 2008
Revised: 25 February 2013
Revised: 16 June 2014
Revised: 27 June 2022
Revised: 17 October 2022



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Teaching Staff Members
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PROFESSIONAL RESPONSIBILITIES

3270 PROFESSIONAL RESPONSIBILITIES

PROFESSIONAL RESPONSIBILITIES

3270

The Board of Education will establish and enforce rules for the assignment of specific duties to teaching staff members and for the conduct of teaching staff members during the work day.

Teaching staff members assigned specific instructional responsibilities and as designated by the Superintendent shall prepare regular lesson plans. Teachers shall also be responsible for providing adequate direction and guidance to substitutes. Lesson plans shall be subject to review by the teaching staff member's Principal or designee and/or immediate supervisor as assigned by the Superintendent.

During the work day, teaching staff members may be assigned extra or alternative duties by the Principal or designee in accordance with Policy 3134. Teaching staff members are to attend every faculty meeting unless expressly excused by the Principal or designee.

N.J.S.A. 18A:27-4
N.J.A.C. 6A:9-3.3

Adopted: 19 May 2008
Revised: 17 October 2022



DRAFT

Support Staff Members
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DRESS AND GROOMING

4216 DRESS AND GROOMING

The Board of Education believes the appearance and dress of support staff members is an important component of the educational program of this school district. The attitude of support staff members about their professional responsibilities and the importance of education in the lives of students are reflected in their dress and appearance. Accordingly, in order to create an atmosphere of respect for support staff members and an environment conducive to discipline and learning, the Board establishes the following rules for the dress of support staff members in the performance of their professional duties:

1. Acceptable attire for support staff members shall include, but not be limited to, dresses, skirts, blouses, suits, sweaters, pants, and dress shirts with or without a tie;
2. Inappropriate attire within the regular school day includes, but is not limited to, the following:
 - a. Jeans (unless approved by the Principal or designee for a special activity or event);
 - b. T-shirts;
 - c. Strapless shirts and dresses;
 - d. Sweatshirts, shorts, sweatpants, sneakers and workout attire unless approved by the Principal or designee;
 - e. Beachwear; and
 - f. Hats and/or head coverings unless approved by the Principal or designee for medical or religious reasons.
3. The clothing and appearance of all support staff members shall be clean and neat;
4. No clothing may be worn that constitutes a danger to health or safety to the wearer or to others, and no clothing may be worn that interferes with the instructional program;



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UPPER SADDLE RIVER BOARD OF EDUCATION

Support Staff Members
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DRESS AND GROOMING

5. A support staff member may request a waiver of this dress code for the performance of particular duties. Such waivers may be granted by the Principal or designee or the support staff member's immediate supervisor;
6. The Building Principal or the support staff member's supervisor, as appropriate, shall determine whether a violation of this dress code has occurred and shall discuss the violation with the support staff member concerned. Where a single violation so warrants or violations recur, the Principal or supervisor may enter a reprimand in the support staff member's file and may recommend other appropriate disciplinary measures.

N.J.S.A. 18A:27-4

Adopted: 17 October 2022



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

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HARASSMENT, INTIMIDATION, AND BULLYING (M)

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HARASSMENT, INTIMIDATION, AND BULLYING (M)

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A. Policy Statement

-

A. Prohibiting Harassment, Intimidation, or Bullying

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. ~~A The Board has determined that a~~ safe and civil environment in school is necessary for students to learn and achieve high



HARASSMENT, INTIMIDATION, AND BULLYING (M)

academic standards. ~~Harassment; harassment~~, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. ~~Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance.~~ Since students 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); adoptive parent(s); legal guardian(s); ~~foster~~resource family parent(s); or parent surrogate(s) of a student. When 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 student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

B. Definition of Harassment, Intimidation, ~~and/or~~ 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. 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;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that



HARASSMENT, INTIMIDATION, AND BULLYING (M)

- a. A reasonable person should know, under the circumstances, that 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 their person or damage to their property; or
-
- b. Has the effect of insulting or demeaning any student or group of students; or
-
- c. Creates a hostile educational environment for the student by interfering with a 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).~~

~~The Board recognizes that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Recognizing "a real or perceived power imbalance" may assist school officials in identifying harassment, intimidation, or bullying within the context and relative positions of the alleged aggressor and target.~~

~~"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.~~ remotely activating paging device (N.J.A.C. 6A:16-1.3).

~~In accordance with the Board of Education's Code of~~
~~C. Student Expectations~~

~~Student Conduct and this Policy, all acts of harassment, intimidation, or bullying that occur off school grounds, such as "cyber-bullying" (e.g., the use of electronic means to harass, intimidate, or bully) is addressed in this Policy.~~



HARASSMENT, INTIMIDATION, AND BULLYING (M)

C. Student Behavior

The Board of Education expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities, with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school 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, parents, school employees and other community representatives~~, school administrators, school employees, school volunteers, and ~~community representatives, students of the school district~~, 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 Board believes the best discipline is self-imposed, and that it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities ~~to help for~~ helping 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.

The Board expects ~~that~~ students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and/or bullying, including:

1. Student responsibilities (e.g., requirements for students 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 rights; and



HARASSMENT, INTIMIDATION, AND BULLYING (M)

4. Sanctions and due process for violations of the Code of Student 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, instructional staff, student support services staff, school administrators, and school employees,~~ volunteers, ~~as well as students, and community organizations, such as faith-based, health and human service, business and law enforcement representatives,~~ in the development of this Policy. ~~Based on locally determined and accepted core ethical values adopted by the Board, pursuant~~

Pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board ~~must develop~~ developed guidelines for student conduct ~~pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take, taking~~ into consideration the nature of the behavior; the nature of the student's disability, if any and to the extent relevant; the developmental ages of students, ~~the;~~ severity of the offenses and students' histories of inappropriate behaviors; and the mission and physical facilities of the individual school(s) in the district. ~~-~~ 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 appropriately assigned for infractions of these rules. ~~-~~

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

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. ~~Students are encouraged to~~ The school district will support ~~other~~ students who:

1. Walk away from acts of harassment, intimidation, ~~and~~ or bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and



HARASSMENT, INTIMIDATION, AND BULLYING (M)

4. Report acts of harassment, intimidation, ~~and/or~~ bullying to the designated school staff member.

D. Consequences and ~~Appropriate~~ Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct—, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying.

In every incident found to be harassment, intimidation, or bullying, the school Principal, in consultation with appropriate school staff, may apply disciplinary consequences and/or remedial actions, such as the provision of counseling, behavioral interventions, or other measures.

Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses; consider the developmental ages of the student offenders; the nature of the student's disability, if any and to the extent relevant; and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

The following factors, at a minimum, shall be given full consideration by the 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—~~Students~~

- Age, disability (if any and to the extent relevant), 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 behaviors;
- Incidences of past or continuing patterns of behavior;
- Relationships between the parties involved; and
- Context in which the alleged incidences occurred.



HARASSMENT, INTIMIDATION, AND BULLYING (M)

Factors for Determining Remedial Measures

Personal:

- Life skill deficiencies;
- Social relationships;
- Strengths;
- Talents;
- Traits;
- Interests;
- Hobbies;
- Extra-curricular activities;
- Classroom participation;
- Academic performance;
- Relationship to peers; and
- Relationship between student/family and the school district.

Environmental:

- School culture;
- School climate;
- Student-staff relationships and staff behavior toward the student;
- General staff management of classrooms or other educational environments;
- Staff ability to prevent and manage difficult or inflammatory situations;
- Availability of programs to address student behavior;
- Social-emotional and behavioral supports;
- Social relationships;
- Community activities;
- Neighborhood situation; and
- Family situation.

Examples of - Consequences and Remedial Measures

The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences:



- Admonishment;
- Temporary removal from the classroom (any removal of .5 days or more must be reported in the Student Safety Data System);
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to disciplinarian;
- In-school suspension during the school week or the weekend;
- Out-of-school suspension (short-term or long-term);
- Reports to law enforcement or other legal action;
- Expulsion; and
- Bans from receiving certain services, participating in school-district-sponsored programs or being in school buildings or on school grounds.

Examples of Remedial Measures

Personal~~for~~:

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



- Student therapy.

Environmental (Classroom, School Building, or School District):

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



Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance 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. Board's approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.

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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/



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~~_____procedures.~~

~~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;~~
- ~~7. _____Out of school suspension (short term or long term);~~
- ~~8. _____Reports to law enforcement or other legal action; or~~
- ~~9. _____Expulsion.~~

~~In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, when a student is found to be an offender in three harassment, intimidation, or bullying incidents and each subsequent incident occurring within one school year. The student intervention plan may include disciplinary consequences and/or remedial actions and may require the student, accompanied by a parent, to satisfactorily complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior. Each student intervention plan must be approved by the Superintendent.~~

Appropriate Remedial Actions—Students

~~Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.~~



While the majority of incidents may be addressed solely by school officials, the Superintendent or designee and the Principal shall report a harassment, intimidation, or bullying incident to law enforcement officials if the conduct rises to the level of a mandatory report as outlined in the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials.

~~Factors for Determining Remedial Measures~~

-

~~Personal~~

-

1. — Life skill deficiencies;
2. — Social relationships;
3. — Strengths;
4. — Talents;
5. — Interests;
6. — Hobbies;
7. — Extra-curricular activities;
8. — Classroom participation;
9. — Academic performance; and
10. — Relationship to students and the school district.

-

~~Environmental~~

-

1. — School culture;
2. — School climate;
3. — Student-staff relationships and staff behavior
— toward the student;
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.

-

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of



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~~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 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 they 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 their 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 they do 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. 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~~



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- _____ 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;
- 31. _____ Behavioral expectations communicated to
_____ students and parents;
- 29. _____ Participation of the entire student body in
_____ problem-solving harassment, intimidation,
_____ and bullying issues;



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- ~~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 who commits an act of harassment, intimidation, or bullying of a student. 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 victim's 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;~~



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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. Reporting Harassment, Intimidation, ~~and~~ Bullying ~~Reporting Procedure~~

The Board of Education requires the Principal at each school to be responsible for receiving all complaints alleging ~~violations of this Policy. harassment, intimidation, or bullying committed by an adult or youth against a student.~~ All Board members, school employees, and volunteers and contracted service providers who have contact with students, are required to verbally report alleged ~~violations~~ acts of ~~this Policy harassment, intimidation, or bullying~~ 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, also shall submit a ~~report in writing~~ New Jersey Department of Education-approved HIB 338 Form to the Principal within two school days of the verbal report. ~~The written report~~ Failure to make the required report(s) may result in disciplinary action. The HIB 338 Form shall be kept on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form file at the school, but shall be submitted promptly by not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal Law.

The district may not fail to initiate an investigation of harassment, intimidation, or bullying solely because written documentation was not provided. Failing to conduct a harassment, intimidation, or bullying investigation solely because a parent or student did not submit written documentation violates the Anti-Bullying Bill of Rights Act and this Policy. If a parent makes a verbal allegation of harassment, intimidation, or bullying to a district staff member, but does not complete and submit the HIB 338 Form, the staff member or a designee must complete and submit the Principal to the Superintendent. HIB 338 Form.



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The Principal or designee ~~willis required to~~ inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services.- Pursuant to N.J.A.C. 6A:16-7.7(a)2.viii.(2), when providing notification to the parents of all students involved, the Principal or designee shall take into account the circumstances of the incident when conveying the nature of the incident, including the actual or perceived category motivating the alleged offense. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents. ~~The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense.-~~

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, and visitors are encouraged to report alleged ~~violations of this Policy~~ acts of harassment, intimidation, or bullying to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. -

- A- The school district shall provide a person may an online means to complete the HIB 338 Form to anonymously report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will. Formal action for violations of the Code of Student Conduct may not take formal disciplinary action based be taken solely on the basis of an anonymous report.-The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

- 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.

The Principal shall -



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~~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.~~

promptly submit a copy of each completed HIB 338 Form to the Superintendent.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. ~~For anonymous reporting,~~ in addition to making the HIB 338 Form available online, 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/or bullying from or who determines~~ a district employee, reported incident or complaint, assuming all facts presented are true, is a report within the scope of N.J.S.A. 18A:37-14 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. ~~The district also should consider procedures and disciplinary action when it is found that someone had information regarding a harassment, intimidation, or bullying incident, but did not make the required report(s).~~

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate 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;
- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to



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prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;

-
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
-
- 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~~or bullying in the district.
-
- 2. The Principal in each school shall appoint a school Anti-Bullying Specialist. - 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/School Climate 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/School Climate 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, intimidation, or bullying that affect school climate and culture. - Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. - The



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School Safety/School Climate 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 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/School Climate Team. -

-
The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, 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, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f.- Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. -_The School Safety/School Climate 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, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.



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Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate 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.

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- G. Investigating Allegations of Harassment, Intimidation, and/or Bullying Investigation
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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.

Principal's Preliminary Determination

~~However, prior~~

~~Prior~~ to initiating ~~thean~~ investigation, regarding a reported incident or complaint, the Principal or designee, in consultation with the Anti-Bullying Specialist, ~~may anti-bullying specialist, shall~~ make a preliminary determination as to whether ~~thea~~ reported incident or complaint, assuming all facts are presented areas true, is a report within the scope of ~~the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act~~, N.J.S.A. 18A:37-14. ~~The Superintendent~~

Should the Principal or designee ~~may sign off on, in consultation with~~ the ~~preliminary determination.~~

~~anti-bullying specialist, determine that a reported incident or complaint, assuming all facts presented are true, is not a~~

~~The Principal shall report to within~~ the Superintendentscope of N.J.S.A. 18A:37-14, the incident will be addressed through the Board's Code of Student Conduct policy. The HIB 338 Form shall be completed, even if a preliminary determination is made ~~that not to conduct an investigation of harassment, intimidation, or bullying because~~ the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying.



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intimidation, or bullying, and must be submitted to the Superintendent. The Principal will provide the parents of the alleged offender(s) and victim(s) with formal notice of the decision not to initiate a harassment, intimidation, or bullying investigation.

The HIB 338 Form shall be kept on file at the school and will only be added to a student record if the alleged incident is founded, disciplinary action is imposed or is otherwise required to be contained in a student's record under State or Federal law.

The Superintendent may require the Principal to conduct ~~ana harassment, intimidation, or bullying~~ investigation of the incident if the Superintendent determines that ~~an investigation is necessary because~~ the incident is within the scope of ~~the definition of~~ harassment, intimidation, or bullying and ~~bullying.~~ ~~The Superintendent~~ shall notify the Principal of this determination in writing. ~~An investigation required by the Superintendent must be completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.~~ Should the Superintendent require the Principal to conduct a harassment, intimidation, or bullying investigation, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school anti-bullying specialist.

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Additionally, any

~~The Principal shall complete the written report form developed by the New Jersey Department of Education, in accordance with N.J.S.A. 18A:37-15.b.(5), even if a preliminary determination is made that finds the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:37-14. This written report form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.~~

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~~The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination be appealed to the Board of Education, pursuant to the Board policies and procedures governing student grievances, and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.~~

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~~A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, 16-7.7(a)ix(1) and bullying (a)ix(1)(A)). Should the preliminary determination not to conduct an investigation, the of harassment, intimidation, or bullying be overturned, the Principal will immediately initiate an investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) of harassment, intimidation, or bullying by referring the matter to the school anti-bullying specialist.~~

~~The Board requires a thorough and this Policy.~~

~~The Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made complete investigation to be conducted for each reported incident or complaint, assuming all facts presented are true, that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant is determined to be a report within the scope of N.J.S.A. 18A:17-46.]~~

~~37-14. 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 anti-bullying specialist appointed by the Principal. - The Principal may appoint additional personnel who are not school Anti-Bullying Specialists anti-bullying specialists to assist with the school anti-bullying specialist in the investigation. - Investigations or of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. - The Superintendent anti-bullying specialist may not participate in an investigation regarding their supervisor or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or at a higher administrative position level.~~

~~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 or ten school days from the date of the written notification from the Superintendent to the Principal to initiate an investigation. Should information regarding the reported incident and the~~



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investigation be received after the end of the ten-day period, the school ~~Anti-Bullying Specialist~~ 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 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 ~~as a result of the finding of the investigation,~~ establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, ~~impose discipline,~~ or take or recommend other appropriate action, including seeking further information, 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 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 students 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 ~~shall include~~ includes 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 may request a hearing before the Board ~~of Education~~ after receiving the information. Any request by the parents for a hearing before the Board concerning the written information about ~~the~~ harassment, intimidation, or bullying investigation. ~~Any request for such a hearing~~



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~~shall, pursuant to N.J.S.A. 18A:37-15(b)(6)(d), must~~ be filed with the Board Secretary no later than sixty calendar days after the written information is ~~provided to~~received by the parents. ~~The hearing shall be held within ten business days of the request.~~ ~~The Board of Education~~ Prior to the hearing, the Superintendent shall confidentially share a redacted copy of the HIB 338 Form that removes all student identification information with the Board. The Board 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~~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. ~~A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).~~

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~~report or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. ~~The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes,~~ no later than ninety days after the issuance of the ~~Board of Education's~~Board's decision.

~~A parent, student, or organization may file~~school administrator who receives a complaint with the Division on Civil Rights within one hundred eighty days of the occurrencereport of harassment, intimidation, or bullying and fails to initiate or conduct an investigation, or who should have known of anyan incident of harassment, intimidation, or bullying ~~based on membership in and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.~~

The Board also requires the thorough investigation of complaints or reports of harassment, intimidation, or bullying, occurring on district school buses,



at district school-sponsored functions, and off school grounds involving a protected group as enumerated instudent who attends an approved private school for students with disabilities. The investigation will be conducted by the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).Board's anti-bullying specialist in consultation with the approved private school for students with disabilities.

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

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and Education authorizes the Principal and the Anti-Bullying Specialist shall appropriately apply these responses of each school to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed. The, and the Superintendent shall respond to confirmed harassment, intimidation, and/or bullying, according to the parameters described below and 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 that 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. levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37, 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:16-7.4, Expulsions.

In considering whether a response beyond the individual 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



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certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

This Policy -

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

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. - 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) ~~intended to remediate the problem behaviors and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action).~~
2. Classroom responses can include class discussions about 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, ~~"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 and~~ information disseminated to students and parents, such as fact sheets or newsletters explaining



HARASSMENT, INTIMIDATION, AND BULLYING (M)

acceptable uses of electronic and wireless communication devices;
~~and harassment, intimidation, and bullying prevention curricula or~~
~~campaigns or strategies for fostering expected student behavior.~~

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
~~coordinating programs; adoption of curricular and school-wide~~
~~programs, coordination~~ with community-based organizations (e.g.,
mental health, health services, health facilities, law enforcement
officials, faith-based organizations), ~~launching harassment,~~
~~intimidation,); and bullying prevention campaigns, disseminating~~
information on the core ethical values adopted by the Board's Code
of Student Conduct, per N.J.A.C. 6A:16-7.1(a)2.

In providing support for victims of harassment, intimidation, or bullying,
the district should identify a range of strategies and resources, which may
include, but is not 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.

I.- Reprisal or Retaliation ~~Prohibited~~

The Board of Education prohibits a Board member, school employee,
contracted service provider who has contact with students, school volunteer,
or student 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



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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 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 who engage 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.~~

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

J. False Accusations of Harassment, Intimidation, or Bullying

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

1. Students - 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.~~, Discipline of Students ~~Pupils~~ and as set forth in N.J.A.C. 6A:16-7.2, Short-term ~~Suspensions~~ suspensions, N.J.A.C. 6A:16-7.3, Long-term ~~Suspensions~~ suspensions, and N.J.A.C.



HARASSMENT, INTIMIDATION, AND BULLYING (M)

6A:16-7.4, 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 ~~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 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~~ Additional Policy Publication and Dissemination Requirements

The Board of Education requires

~~This Policy will be disseminated annually by~~ the Superintendent to annually disseminate this Policy to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the school district, along with a statement explaining ~~that this~~ 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. -



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The Superintendent shall post a link to this Policy that is prominently displayed on the home page of the school district's website. The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.-

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~~The Superintendent or designee 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 and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.~~

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The Superintendent shall post the name, school phone number, school address, and school email address of the district ~~Anti-Bullying Coordinator~~anti-bullying coordinator on the home page of the school district's website. - Additionally, the Superintendent shall post the contact information for the School Climate State Coordinator on the school district home page alongside this Policy.

Each Principal or designee shall post the name, school phone number, school address, and school email address of both the ~~Anti-Bullying Specialist~~school anti-bullying specialist and the district ~~Anti-Bullying Coordinator~~anti-bullying coordinator on the home page of each school's website.-

The Superintendent ~~or designee~~ shall post the ~~contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.~~

~~New Jersey Department of Education's~~

The Superintendent ~~or designee~~ shall ~~post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.~~ on the district homepage and on the homepage for each school in the district with a website.

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~~I. Harassment, Intimidation, and Bullying Training and Prevention Programs~~

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HARASSMENT, INTIMIDATION, AND BULLYING (M)

The Superintendent and ~~Principal(s)~~the Principals shall provide training on the school district's ~~Harassment, Intimidation, and Bullying Policy to current and new harassment, intimidation, or bullying policies to~~ 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. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with students.

The Superintendent shall develop and implement a process for annually discussing the school district policy on harassment, intimidation, or bullying with students. The Superintendent and the Principal(s) shall annually conduct a re-evaluation, reassessment, and review of this Policy and any report(s) and/or finding(s) of the school safety/school climate team, with input from the school anti-bullying specialists, and recommend revisions and additions to this Policy as well as to harassment, intimidation, or bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

L. Harassment, Intimidation, - or Bullying Training and Prevention Programs

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, ~~and/or~~ 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 shall include information on 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.

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HARASSMENT, INTIMIDATION, AND BULLYING (M)

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and/or 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/or 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/or 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~~ New Jersey Student Learning 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/or bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, 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/or bullying in accordance with the provisions of N.J.S.A. 18A:37-17.~~ -

~~M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment, and Review~~

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



HARASSMENT, INTIMIDATION, AND BULLYING (M)

~~The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, 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

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/or 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 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

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.



HARASSMENT, INTIMIDATION, AND BULLYING (M)

Some acts of harassment, intimidation, ~~and~~or bullying may be bias-related acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

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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. -

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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.

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~~S. Approved Private Schools for Students with Disabilities (APSSD)~~

~~In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.~~

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

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POLICY

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HARASSMENT, INTIMIDATION, AND BULLYING (M)

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

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

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying
on School Property, at School-Sponsored Functions and on School Buses – ~~April~~
~~2011~~ August 2022 – 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~~

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Adopted: 20 June 2011

Revised: 19 September 2011

Revised: 18 November 2013

Revised: 17 September 2018

Revised: 13 June 2022

Revised: 17 October 2022



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

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Students
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CARE OF SCHOOL PROPERTY (M)

5513 CARE OF SCHOOL PROPERTY (M)

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The Board of Education believes the school district should help students learn to respect property and instill feelings of pride in their school. The Board requires each student in the district to responsibly care for school property and the school supplies and equipment entrusted to the student by the school district.

Students who cause damage to or lose school property may be subject to disciplinary measures. The Board authorizes the imposition of a fine for the loss, damage, or destruction of school property and reserves the right to withhold a report card or diploma from any student whose payment of a fine is in arrears.

A student who demonstrates chronic and/or serious disregard for property may be referred to the Child Study Team.

The Superintendent shall develop rules for the safekeeping and accounting of school property and prepare a schedule of fines for lost, damaged, and destroyed school property.

N.J.S.A. 18A:34-2; 18A:37-3
N.J.A.C. 6A:23A-20.6

Adopted: 22 September 2008
Revised: 17 October 2022



DRAFT

Students
5722/Page 1 of 3
STUDENT JOURNALISM (M)

5722 STUDENT JOURNALISM (M)

M

The Board of Education believes it is important to afford students the opportunity to exercise their creativity, passion, and constitutionally-protected freedom of speech. However, the Board also believes this opportunity must be balanced between ensuring students have the right to speak freely while also preserving the ability of district staff to maintain the safe and orderly operation of the school district. The Board adopts this Policy granting students the right to exercise freedom of speech and of the press in accordance with N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45.

For the purpose of this Policy, the following terms shall mean:

“Prior restraint” means a school official informing a student journalist(s) the news, opinion, feature, and advertising content of school-sponsored media, subject to the restrictions listed in N.J.S.A. 18A:36-45.b., N.J.S.A. 18A:36-45.c., and the provisions of this Policy, cannot be published in school-sponsored media or a school official takes any action to prevent a student from doing so.

“Prior review” means a school official reviewing school sponsored media before it is published, broadcast by a student journalist at school or distributed, or generally made available to members of the student body.

“School official” means the Principal or designee or an administrative staff member designated by the Superintendent.

“School-sponsored media” means any material that is prepared, substantially written, published, or broadcast by a student journalist at school, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. School-sponsored media does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

“Student journalist” means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

“Student media advisor” means an individual employed, appointed, or designated by the district to supervise or provide instruction relating to school-sponsored media.

Student journalists have the right to exercise freedom of speech and of the press in school-sponsored media, regardless of whether the media is supported financially by the district



or by use of school district facilities, or produced in conjunction with a class in which the student is enrolled. Subject to 1. through 5. below, student journalists are responsible for determining the news, opinion, feature, and advertising content of school-sponsored media. N.J.S.A. 18A:36-45.b. and this Policy shall not be construed to prevent student media advisors from teaching professional standards of English and journalism to student journalists.

This Policy does not authorize or protect expression by a student that:

1. Is libelous or slanderous;
2. Constitutes an unwarranted invasion of privacy;
3. Is profane or obscene;
4. Violates Federal or State law; or
5. So incites students as to create a clear and present danger of the commission of an unlawful act, the violation of school district policies, or the material and substantial disruption of the orderly operation of the school.

The district shall not authorize any prior restraint of any school-sponsored media except for the types of expression prohibited under N.J.S.A. 18A:36-45.c. and as listed in 1. through 5. above.

A school official may implement a procedure for prior review of school-sponsored media. Any prior review of school-sponsored media required by the school official shall be communicated to the student journalist by the school official and be conducted within three school days after submission to the school official by the student journalist. If the school official cannot show the school-sponsored media is prohibited under N.J.S.A. 18A:36-45.c. and 1. through 5. above, within the three school days, the student journalist may release the school-sponsored media.

When a school official determines the restraint of student expression is necessary, the school official shall simultaneously identify at least one of the five prohibitions listed in 1. through 5. above under N.J.S.A. 18A:36-45.c. and in this Policy under which the limitation of student expression is appropriate. This determination shall be provided to the student journalist in writing by the school official that made the determination.

A student journalist may appeal, to the Superintendent or designee, a determination by a school official that the restraint of student expression is necessary. An appeal must be



submitted in writing to the Superintendent or designee within five school days of the written determination being communicated to the student journalist. The appeal must include a copy of the written determination and the reasons why the student journalist believes the limitation is not appropriate. The Superintendent or designee may, but is not required to, provide the student journalist an opportunity to present their written appeal in person. The Superintendent or designee will make a determination on the appeal within five school days of receiving the written appeal from the student journalist. The student journalist may appeal a decision of the Superintendent or designee to the Board of Education in writing. The Board of Education will make a decision on the appeal at the first Regular Board Meeting after receiving the written appeal or within ten school days after receiving the written appeal.

A student journalist that violates a provision of this Policy may be subject to appropriate discipline.

The school district shall not sanction a student operating as an independent journalist.

A staff member shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45 and this Policy, or refusing to infringe upon conduct that is protected by this Policy, the First Amendment to the United States Constitution, or paragraph 6 of Article I of the New Jersey Constitution.

The Superintendent or designee shall determine reasonable provisions for the time, place, and manner of student expression for the purposes of school-sponsored media.

N.J.S.A. 18A:36-44; 18A:36-45

Adopted: 17 October 2022



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Operations
8420.30/Page 1 of 5
SCHOOL CLEARANCE FOLLOWING CRISIS SITUATION

8420.30 SCHOOL CLEARANCE FOLLOWING CRISIS SITUATION

The Board is committed to protecting the health, safety and welfare of students during the school day and the District Aftercare Program, and will take any action necessary to provide for the safety and security of its students, staff and/or property. In "crisis situations," the Board reserves the right to exclude from school any student who has been determined to pose an imminent or potential threat to student or staff safety, pending appropriate mental health clearance.

1. Examples of "Crisis Situations" (not exclusive)
 - A. Actions creating an imminent danger to the student or others, e.g., suicidal or homicidal ideation(s) or attempt(s) (See also Policy No. 5350 Suicide);
 - B. Verbalization(s) or other action(s) threatening the health, safety or well-being of the student, staff or other students;
 - C. Verbalization(s) or other actions(s) reflecting an intent or plan to harm the student or others;
 - D. Verbalization(s) or other actions(s) indicating that the student may be at risk of causing harm to the student or others; or
 - E. Possession of objects(s) or material(s) posing a threat to the health, safety or well-being of the student, staff or other students.
2. Discipline
 - A. A student's exclusion based upon an identified crisis situation shall not be considered a disciplinary consequence.
 - B. This Policy is intended to address mental health related issues only (i.e., to ensure that the student does not represent a danger to him/herself or others.) and does not supersede the implementation of appropriate disciplinary action for infractions of school regulations or action required by N.J.S.A. 18A:40A-12 or N.J.A.C. 6A:16-43 as described in policies and explained in student handbooks and/or Code of Student Conduct.



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- C. Depending on the nature of the incident, however, the student may also be subject to disciplinary consequences as a result of his or her conduct.

3. Procedures

- A. In situations where a student presents as an imminent danger to himself or others, school emergency procedures will be followed, and supersede the provisions of Section 3c of this Policy.

- B. Staff members shall immediately notify the School Principal Administrator, or designee, of any potential crisis situations.

- C. In response to every report, the School Principal Administrator, or designee, shall immediately:

- 1) Notify the Crisis intervention team or other designated team/individual responsible for the initial assessment of the student or trained in suicide prevention.

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- ~~2) — Notify the Superintendent of Schools; and~~

- 2) Notify the student's parent or legal guardian.

- D. In response to every report, a member of the Crisis Intervention Team, consisting of the School Principal Administrator, or designee, guidance counselor, school psychologist, student assistance coordinator, social worker and/or designee trained in suicide prevention, shall conduct a student interview to assess whether the student presents as a potential danger to him/herself or others, and to determine whether or not the student requires a mental health assessment prior to reinstatement.

- E. Provisions shall be made for the appropriate care and supervision of the student pending either: (1) a determination by the Crisis Intervention Team that the student's exclusion is not required; or (2) the student's release to his or her parent/guardian.

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- F. Law enforcement officials will be notified in accordance with the Upper Saddle River's Uniform State Memorandum of Agreement between



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~~Education and Law Enforcement Officials~~ the New Jersey Duty to Warn Law (P.L. 2018, Chapter 34).

4. Assessment and Reinstatement

- A. If the Crisis Intervention Team determines that the student presents as a potential danger to him/herself or others and requires a mental health assessment prior to reinstatement, the Principal Administrator, or designee, shall notify the student's parent/guardian of this determination. **In addition, the Superintendent of Schools will be notified.**
- B. The assessment must be completed by a licensed or certified mental health professional outside of the school system (e.g., psychologist, psychiatrist, social worker or advanced practice nurse). The Principal Administrator, or designee, shall provide the student's parents/guardians with appropriate referral information for qualified mental health providers.
 - 1) Assessments completed by evaluators selected by the school district shall be at the expense of the school district.
 - 2) Assessments completed by evaluators selected by the student's parent/guardian shall be at the expense of the parent/guardian.
- C. For purposes of the assessment, it is necessary for the evaluator to have access to all relevant information regarding the student and the incident giving rise to the exclusion. The student's parent/guardian shall be asked to provide consent for a member of the Crisis Intervention Team to contact the professional completing the evaluation to provide necessary background information.
 - 1) If a parent/guardian cannot be reached and the student is screened and/or assessed by the appropriate school personnel as being in imminent danger of harming him/herself or other, the school may initiate an immediate assessment.
 - 2) In such circumstances, the Bergen County Juvenile Family Crisis Intervention Unit can authorize the policy to transport the student to the hospital for an assessment.



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D. The assessment must include:

- 1) Identifying information;
- 2) Medical and family history;
- 3) Review of presenting problem or incident;
- 4) Mental status examination;
- 5) Diagnosis, as appropriate;
- 6) Triggers for reoccurrence, as appropriate;
- 7) Recommendations for follow-up services, as appropriate; and
- 8) Other information deemed relevant by the evaluator.

E. Clearance letter must include:

- 1) Evaluator's name and license number;
- 2) Student's name and date of birth;
- 3) Confirmation that the evaluator assessed the student in accordance with the standards set forth in Section 4d of this Policy following and in connection with the precipitating school-based incident;
- 4) The date of the assessment; and
- 5) A specific statement that the student does not present as a danger to him/herself or others and is able to return to school.

F. If the parents or guardians assume the cost of the assessment (through a provider of their own choosing), the resulting report is their property and will require their consent before being released to the school district. Parents/Guardians are encouraged to share such information with the school district. However, parents/guardians are not required to produce the report



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in its entirety, so long as the essential elements (See Section E above) are included in the clearance letter. .

5. Re-Entry to School

Following receipt of the school clearance letter, the District shall schedule a re-entry meeting with the student and his/her parents/guardians and an appropriate school district designee. Discussion may include, but is not limited to:

- A. Consideration of CST referral, as appropriate
- B. Discussion with parents/guardians regarding follow-up treatment, as necessary
- C. Discussion with parents/guardians regarding access to additional evaluative information (beyond clearance letter).

6. Instruction During Exclusion:

Students will be provided with appropriate home or other out-of-school instruction in accordance with N.J.A.C. 6A:16-10.1 et seq. ~~during any period of exclusion.~~

NJ.S.A.18A:40A-12
NJ.A.C.6A:16-10.1

Adopted: 15 October 2012
Revised: 15 March 2021
Revised: 17 October 2022

