

**POLICY GUIDE  
CLIFFSIDE PARK BOARD OF EDUCATION**

Pupils  
5512. HAZING

5512. HAZING

[See POLICY ALERT Nos. 151, 162, 163 and 168]

The Board of Education believes hazing activities of any type are inconsistent with the educational process and the Board prohibits all such and hazing behavior at any time on school premises, at any school-sponsored function or on any school bus.

"Hazing" means the performance of any act or the coercion of another to perform any act of initiation into any class, team, or organization that causes or creates a substantial risk of causing mental or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

All staff members, pupils and school volunteers shall be alert to possible behavior, circumstances, or events that might include hazing. A person who detects hazing and/or planned hazing shall immediately inform the pupil(s) involved of the prohibition against this behavior and/or conduct and direct them to immediately cease all such behavior and/or conduct. All such incidents must be reported to the Building Principal.

The Building Principal will report to the Affirmative Action Officer and the Superintendent any incident reported from a staff member, pupil, parent, legal guardian or any other source. The Building Principal will also report information received from anonymous sources, however, any formal disciplinary action will not be taken solely on the basis of an anonymous report.

There will be no reprisals or retaliation against any person(s) making such report of hazing behavior. Any allegations of reprisals or retaliation shall be reported directly to the Building Principal who will investigate such allegations and take appropriate action if the allegations are confirmed and/or if the person is found to have falsely accused another as means of retaliation or as a means of hazing.

The Building Principal or designee will immediately investigate any report of actual or planned hazing.

If the investigation determines hazing behavior was planned or was present, the administration will take reasonable, age-appropriate and effective corrective action to end the behavior which may include, but is not limited to, counseling, warning, and/or disciplinary action. The administration may need to provide support services to the pupil(s) that was to remedy the past hazing behavior.

Nothing in this Policy prohibits the Affirmative Action Officer from complying with the requirements of the district's Affirmative Action Program as outlined in Policy 1550 and N.J.A.C.

6A:7-1.1 et seq.

The Building Principal, in conjunction with the Affirmative Action Officer, will develop and conduct training and information programs for all school staff, pupils, parents and interested community members on the district's Hazing Policy.

Any pupil organization that seeks to organize and perpetuate itself by taking in members based on the decision of the membership of the organization, rather than from the free choice of any pupils who are otherwise qualified to fill the special aims of such organization, is prohibited.

This Policy shall be published in pupil and staff handbooks upon its adoption by the Board. The Board will seek school community input prior to the initial adoption and any revisions to this Policy.

N.J.S.A. 18A:37-1 et seq.; 18A:42-5; 18A:42-6

Cross Reference: Policy Guide No. 5841

Revised: March 27, 2007



**State of New Jersey**

DEPARTMENT OF EDUCATION  
PO BOX 500  
TRENTON, NJ 08625-0500

JON S. CORZINE  
Governor

LUCILLE E. DAVY  
Commissioner

November 3, 2008

TO: Chief School Administrators and Charter School Lead Persons

FROM: Barbara Gantwerk, Assistant Commissioner  
Division of Student Services

SUBJECT: Update: Harassment, Intimidation and Bullying Policies

This is to inform you of modifications that have been made to the *Model Policy and Guidance for Prohibiting Harassment, Intimidation and Bullying on School Property, at School-Sponsored Functions and on School Buses* to reflect changes made to the authorizing statute in 2007 and 2008 and clarify key points for policy development. The revised Model Policy and Guidance can be found at <http://www.state.nj.us/education/parents/bully.htm>. The Model Policy and Guidance has been developed, as required, in support of *N.J.S.A. 18A:37-13 et seq.* and *N.J.A.C. 6A:16-7.9*, which can be found at <http://www.state.nj.us/education/code/current/title6a/chap16.pdf>. The statute and regulations mandate the adoption and implementation of school district harassment, intimidation and bullying (HIB) policies and procedures.

In addition to reorganizing the document for ease of use and providing general clarifications and points of emphasis, the revised Model Policy and Guidance includes the following citations and references to amendments to the authorizing statute that:

- Define the term "electronic communication" (*N.J.S.A. 18A:37-14*) as it pertains to HIB;
- Require the district board of education's policy definition of HIB to include "electronic communication," (*N.J.S.A. 18A:37-14* and *15.1*), as defined in *N.J.S.A. 18A:37-14*; and
- Require the district board of education's policy to include a requirement that the HIB policy be posted on the school district's website and distributed annually to parents and guardians who have children in a school in the school district [*N.J.S.A. 18A:37-15(3)(b)(11)*].

In addition, you are advised of the following regarding the HIB policy:

- The district board of education was required to amend its HIB policy by November 6, 2007 to include "electronic communication," as defined in *N.J.S.A. 18A:37-14*.
- The district board of education was required to amend its policy, if necessary, by January 13, 2008, to comply with *N.J.S.A. 18A:37-15.2*, which includes requirements for HIB policy amendments regarding website postings and notification to students and parents of the website posting.
- The district board of education's HIB policy must comply with *N.J.A.C. 6A:16-7.9* and, pursuant to *N.J.A.C. 6A:16-7.1(a)7*, must be consistent with and integrated into the district board of education's code of student conduct, pursuant to *N.J.A.C. 6A:16-7.1*.
- The district board of education's revised and/or current HIB policy must be on file at the county office of education, pursuant to *N.J.S.A. 18A:37-15.1(2)(a)*.

- For each person who *commits* an act of HIB, the district board of education's policy must address:
  - *Consequences* that are varied according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, which are consistent with the district's code of student conduct; and
  - *Remedial actions* which reflect the range of responses included in the policy and that are consistent with the district's code of student conduct.
- For each *victim* of HIB, the district board of education's policy must include the *supportive actions* school district staff will take to provide victims with the opportunity to learn in safe, non-threatening and disciplined environments.
- For *victims of violent criminal offenses*, the district *must offer school transfers* in accordance with the federally mandated Unsafe School Choice Option (USCO) policy, which can be found at <http://www.state.nj.us/education/grants/nclb/policy/unsafe.htm>. The USCO policy explains the *criteria that must be used to determine* when an enrolled student *has become a victim of a violent criminal offense* and summarizes the applicable offenses.
- The district board of education's responses to HIB must include corrective actions for documented systemic HIB problems.

Please review your district board of education's existing HIB policies and procedures to ensure consistency with the amended authorizing statute at *N.J.S.A. 18A:37-13 et seq.*, the regulations at *N.J.A.C. 6A:16-7.9* and to address the considerations in the Model Policy and Guidance. If you have not already done so, immediately submit a current copy of your district's HIB policy, as well as any future revisions to the HIB policy, to the county office of education.

Questions regarding the model HIB policy, the authorizing statute or the supporting regulations may be directed to your county office of education. Your consideration of this new information in the annual review of the extent and characteristics of HIB behavior in your schools and in the development of the district's policy and programs prohibiting HIB will help to provide a safe and civil learning environment for students and staff.

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c: Commissioner Lucille E. Davy  
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# CLIFFSIDE PARK PUBLIC SCHOOLS POLICY GUIDE

Pupils

5512.01. HARASSMENT, INTIMIDATION, AND BULLYING (M)  
5512.01. HARASSMENT, INTIMIDATION, AND BULLYING (M)

## Policy Statement

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

Harassment, intimidation, or bullying means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

This policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this policy complies with the provisions of N.J.A.C. 6A:16-7.6.

Conduct Away from School Grounds, and the district's code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

#### Expected Behavior

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

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

General guidelines for pupil conduct will be developed by the Superintendent, in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This policy requires all pupils in the district to adhere to these rules and guidelines and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or designee.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the

person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each Building Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

#### Consequences and Appropriate Remedial Actions

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

#### Factors for Determining Consequences

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

#### Factors for Determining Remedial Measures

##### Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;

5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation; and
10. Academic performance.

#### Environmental

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

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

### Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Legal action; and
10. Expulsion.

### Examples of Remedial Measures - Personal

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

11. Pupil counseling;
12. Parent conferences;
13. Pupil treatment; or
14. Pupil therapy.

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

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

17. Involvement of parent-teacher organizations;
18. Involvement of community-based organizations;
19. Development of a general bullying response plan;
20. Recommendations of a pupil behavior or ethics council;
21. Peer support groups;
22. School transfers; and
23. Law enforcement (e.g., school resource officer, juvenile officer) involvement.

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

#### Reporting Procedure

Complaints alleging violations of this policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this policy to the Principal or designee. While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district's administrative offices or the reporting party may use a district's web-based reporting system. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this policy, 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, as set forth in N.J.S.A. 18A:37-16.c.

#### Investigation

The Principal or designee is responsible for determining whether an alleged act constitutes a violation of this policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or designee will maintain a record of each investigation regarding allegations of harassment, intimidation, or bullying.

#### Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school 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 require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. The school district's responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district's responses may also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school district's response to the actions, in the context of acceptable pupil and staff member behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.

#### Reprisal or Retaliation Prohibited

The Board prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or designee after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures. The consequences and appropriate remedial action for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences and appropriate remedial action for employees will range from an admonishment to termination of employment. The consequences and appropriate remedial action for a volunteer will range from an admonishment to dismissal from the volunteer position. The consequences for visitors will range from an admonishment to loss of visitation privileges. Examples of consequences and remedial measures are listed in the Consequences and Appropriate Remedial Actions section of this policy.

#### Consequences for False Accusation

The Board prohibits any person from falsely accusing another as a means of harassment,

intimidation, or bullying. Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be in accordance with district policies, procedures, and agreements.

Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying shall be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, which may include a report to appropriate law enforcement officials.

#### Policy Publication

This policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining the policy applies to all applicable acts of harassment, intimidation, or bullying that occur on school property, at school-sponsored functions, or on a school bus. The Superintendent shall ensure notice of this policy appears in any publication of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the district, and in any pupil handbook that includes the pupil code of conduct. This notice shall also indicate the district's Harassment, Intimidation, and Bullying Policy is available on the district's website.

#### Harassment, Intimidation, and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17.(5)(c) and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy shall be incorporated into a school's employee training program.

Pursuant to N.J.A.C. 6A:16-7.9(d)3, the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined programmatic or other responses, if determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)1, the school district is required to annually review the training needs of district staff for the effective implementation of the Harassment, Intimidation, and Bullying Policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)3, as determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)2, the school district is required to develop a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

Pursuant to N.J.S.A. 18A:37-15.1, this policy shall be transmitted to the Executive County Superintendent of Schools.

Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through N.J.S.A. 18A:37-18.

N.J.S.A. 18A:37-13 through 18A:37-19  
N.J.A.C. 6A:16-7.9 et seq.

Adopted: February 24, 2010

# **POLICY GUIDE**

## **Cliffside Park School District**

Pupils

5512.02. CYBER-BULLYING

### Policy Statement

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

The Board of Education prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

### Definitions

"Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

"School district owned, operated, or supervised technologies" is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

### Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

The Building Principal or designee shall investigate all reports of such conduct. If the

investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results. In the event the investigation results indicate cyber-bullying was committed by a school district pupil on school grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

### Discipline and Consequences

Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school building, or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

### Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Building Principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and

regulations, and district policies and procedures.

#### Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another of an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

#### Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

Revised: March 26, 2008

## **POLICY GUIDE CLIFFSIDE PARK BOARD OF ED**

Pupils  
5513. CARE OF SCHOOL PROPERTY (M)

### 5513. CARE OF SCHOOL PROPERTY (M)

[See **POLICY MEMO No. 31**]

[See **POLICY ALERT Nos. 140 and 172**]

The Board of Education believes that the schools should help pupils learn to respect property and to develop feelings of pride in community institutions. The Board charges each pupil enrolled in this district with responsibility for the proper care of school property and the school supplies and equipment entrusted to his/her use.

Pupils who cause damage to school property will be subject to disciplinary measures. The Board authorizes the imposition of a fine for the loss, damage, or defacement of a textbook and reserves the right to withhold a report card or diploma from any pupil whose payment of a fine is in arrears.

A pupil 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 textbooks and prepare a schedule of fines for lost and damaged textbooks.

N.J.S.A. 18A:34-2; 18A:37-3  
N.J.A.C. 6A:23-6.6

Cross reference: Policy Guide Nos. 2520, 7610, 8461, 9260

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