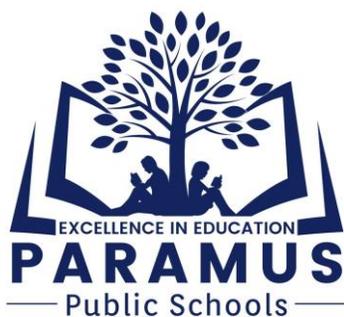


STUDENT TEACHER GUIDE



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STUDENT TEACHER GUIDE

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PARAMUS PUBLIC SCHOOLS

MISSION STATEMENT

Paramus Public Schools, built on a tradition of excellence and innovation,
in partnership with its community,
empowers students to succeed as global citizens who add value to the world.

CORE VALUES

1. All individuals have intrinsic value and are defined by their character.
2. Respect for differences and diversity enriches community.
3. All individuals can contribute to strengthening the community.
4. A community thrives when it protects, nurtures, and educates all its members.
5. A family, in all of its forms, is a critical element in shaping an individual.

GUIDELINES FOR ASSIGNMENT OF STUDENT TEACHERS

The preparation of teachers is a joint effort of the teacher-training institutions and the public schools. The colleges and universities should provide the curricula and laboratory experience familiarizing the prospective teacher with the duties and responsibilities of the job, while the public schools should provide the actual training in teaching and leadership responsibilities with children.

Our primary responsibility must always concern itself with the students in the Paramus Public Schools. Providing an adequate program to accomplish this task makes great demands on both the colleges and the schools for leadership and cooperation. Implementation of this training can best be accomplished when an understanding of the roles of the participants is achieved. The following guidelines have been developed for this purpose:

I. Role of the Colleges and Universities

- * Assume responsibilities for carefully selecting for the student teaching experiences those candidates who show a distinct interest and potential for future success as a teacher.
- * Sufficiently train prospective teachers in methods courses, subject matter preparation, lesson planning, instructional organizational patterns, and teaching techniques to give student teachers the necessary background to meet the challenges of teaching.
- * Adequately prepare student teachers to seek out, and profit from, experiences that will contribute to their growth as competent members of the teaching profession.
- * Adequately train student teachers in the various methods of assessing student progress.
- * Counsel student teachers to serve as models of good adult behavior in attitude, language, and attire.
- * Develop carefully planned procedures for student teacher placement that follow accepted administrative and student personnel procedures.
- * Provide the school with background data regarding each student teacher prior to the interview, as well as a copy of his/her New Jersey County Substitute Certificate and a copy of the results of a recent Mantoux screening.
- * Minimize the on-campus requirements of student teachers during practicum, allowing them to devote the necessary time and energy to the teacher-training program.
- * Provide adequate supervision by a qualified college faculty member who will aid the student teacher by visiting frequently, assessing progress, and providing leadership during conferences with the student teacher and the cooperating teacher.

II. Role of the School

- * Arrange for prospective student teachers to visit the school and to be interviewed by the principal and/or supervisor and the cooperating teacher. The college and prospective student teacher should be notified as soon as possible as to the acceptance or rejection of the candidate.
- * Maintain close communication with the cooperating teacher by providing him/her with the student teacher's data sheet, assignment dates, and other information provided by the college.
- * Provide for a period of orientation for each student teacher to become acquainted with the school's organization, policies, and routine procedures.
- * Select cooperating teachers on a voluntary basis who have attained tenure and best exemplify sound teaching practices.
- * Constantly re-evaluate staff members in terms of those who can provide the best experience for training of student teachers.
- * Provide adequate and frequent supervision of the student in terms of visitation, consultation, and evaluation of the student's activities and teaching competencies.
- * Provide opportunities for student teachers to visit other classes, participate in special programs, attend in-service training sessions, etc.
- * Provide opportunities for student teachers to attend meetings and seminars capitalizing upon the talents of key teachers, specialists, consultants, etc.
- * Complete all formal evaluations and reports required by the student teacher's college.

III. Role of the Cooperating Teacher

- * Meet with the student teacher prior to the practicum experience in order to acquaint him/her with the course of study, textbooks and other teaching materials, and the overall responsibilities.
- * Arrange for the student teacher to attend orientation, observe opening of school procedures and closing procedures in addition to the required time span giving the student teacher an overview of the school year.
- * Prior to the student teacher's assumption of teaching duties, provide an adequate period for observation of lessons, evaluation of procedures, and teacher-student conferences to assess and to guide the student's progress.
- * Following an adequate period of observation of the student teacher, allow for the student to assimilate a portion of the teaching responsibility, gradually leading into the assumption of full control of the class situation.
- * Work with the student teacher in a team relationship after the student teacher has assumed major responsibilities for instruction.
- * Provide a variety of experiences touching upon all phases of teaching.
- * Provide experiences that will allow the student teachers to develop their best talents and teaching capabilities to achieve maximum effectiveness.
- * When feasible, institute a gradual resumption of the teaching duties so as to provide a smooth transition from student back to regular teacher.
- * See that the student teacher is fulfilling all of the legal responsibilities required by the college and school system.

IV. Role of the Student Teacher

- * Arrange to meet with the cooperating teacher in advance of the student teaching experience to become aware of his/her rights and obligations in the Paramus School System.
- * Become aware of the roles of the college, school, cooperating teacher, and student teacher as these responsibilities affect him/her.
- * Develop under the cooperating teacher's guidance, daily lesson plans, long-range general plans, and a schedule for the gradual assumption of teaching responsibilities.
- * Come prepared to give the time necessary not only to fulfill the classroom teaching role but to participate in faculty meetings, in-service workshops, PTA, co-curricular activities, etc.
- * Fulfill all of the student teacher's responsibilities required of him/her by the college.
- * Wear attire that promotes a professional appearance and is appropriate for working in a school environment (see Addendum / No. 4119.22/4219.22).

Student Teacher Guidelines for edTPA Videotaping Requirement

- Permission for Inclusion in Videotaping
 - See Paramus approved form on next page to be sent home on university letterhead and kept on file by the Student Teacher, Cooperating Teacher, and Building Principal.
- Recording process
 - A digital camera and tripod purchased by the district will be used for all recordings; HR will keep a record of who signs out the camera and will coordinate the sign-out process.
 - Cooperating teacher/candidate contact HR to sign out the camera for a two-day window.
 - Cooperating teacher (or Mentor for alternate route teachers, or Advisor for Special Services/School Counseling intern) records the video or audio.
 - Video is loaded onto the cooperating teacher's computer to be uploaded to Pearson. Cooperating teacher deletes the video from his or her computer upon upload completion, but leaves the original video on the camera.
 - Cooperating teacher returns the camera to HR with the video saved ; HR staff will delete the video(s) when the camera is returned and checked in.
 - Student teacher candidates sign off on an agreement about video usage, to be kept in the candidate's HR file. (See form below)

**MEMORANDUM OF AGREEMENT
STUDENT TEACHER/INTERN CANDIDATE AND PARAMUS SCHOOL DISTRICT
RE: edTPA VIDEOTAPING**

I, _____, a student teacher from _____ University agree to the following guidelines for completing the edTPA Videotaping requirement:

Permission Process

- The Paramus approved permission form on next page will be sent home on university letterhead and kept on file by the Student Teacher, Cooperating Teacher, and Building Principal.

Recording Process

- A digital camera and tripod purchased by the district will be used for all recordings; HR will keep a record of who signs out the camera and will coordinate the sign-out process.
- Cooperating teacher/candidate contact HR to sign out the camera for a two-day window.
- Cooperating teacher (or Mentor for alternate route teachers, or Advisor for Special Services/School Counseling intern) records the video or audio.
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- Cooperating teacher returns the camera to HR with video saved; HR staff will delete the video(s) when the camera is returned and checked in.
- Student teacher candidates sign off on an agreement about video usage, to be kept in the candidate's HR file. (See form below)

Student Teacher Name/Signature

Date

**Paramus-Approved Request to Parent/Guardian/Student
for Videotaping Release Form**

**(Please copy onto University letterhead. Copies should be maintained by the Student Teacher,
District Cooperating Teacher, and the Building Principal)**

Dear Parent/Guardian:

I am a student teacher in your child's classroom. The NJ Department of Education (DOE) has mandated a performance assessment as a requirement for Teacher Licensure. edTPA, developed at Stanford University, is the NJDOE-approved assessment that rates in-class student teacher effectiveness. My edTPA materials will be submitted to and scored by educators in a secure system operated by Pearson.

The performance assessment I must complete documents a series of lessons I will teach in your child's classroom and includes short video recordings. Although the primary focus of these video recordings is on my instruction, your child may appear on a portion of the video. I am also required to collect samples of student work as evidence of my teaching practice, and that work may include some of your child's work. No student's name will appear on any materials that are submitted and materials will be kept confidential at all times.

The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at XXXX University. My assessment materials may also be used by Stanford University and Pearson under secure conditions for edTPA program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies. The form attached will be used to document your permission for these activities.

Sincerely,

Student Teacher Signature

Student Teacher Printed Name

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project, or by students who are 18 or more years of age that are involved in this project)

PERMISSION SLIP

I am the parent/legal guardian of the child named above. I have read and understand the project description given in the letter provided with this form, and agree to the following:

(Please check the appropriate box below.)

- IDO** give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

- IDO NOT** give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

Signature of Parent or Guardian: _____ **Date:** _____

I am the student named above and am more than 18 years of age. I have read and understand the project description given in the letter provided with this form, and agree to the following:

(Please check the appropriate box below.)

- IDO** give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

- IDO NOT** give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

Signature of Student: _____ **Date:** _____

Date of Birth: ____/____/____
MM/ DD / YY

SUGGESTED HINTS
FOR COOPERATING TEACHERS AND STUDENT TEACHERS

A student teacher is a guest in the school to which he/she is assigned and is expected to adapt to the philosophy of the school, to accept the customs of the school and the community, and to abide by all regulations of the school to which he/she is assigned. Students are to conform graciously to the standards of dress, language, and behavior that characterize the professional teacher.

TOWARD A SUCCESSFUL EXPERIENCE

**THE COOPERATING TEACHER
SHOULD:**

- Give the student teachers the Paramus “Teachers’ Handbook” so they may gain the necessary insights into our marking system, testing philosophy, auxiliary services, and routine procedures.
- Arrange for the student teacher to meet with the media specialist to review the availability and use of materials and equipment.
- Utilize the time gained when the student teacher is teaching to work with individual or groups of students and allow the same for the student teacher.
- Treat the student teacher as a fellow professional.
- Be firm but fair with the expectations you have for the student teacher in fulfilling his or her role.

**THE STUDENT TEACHER
SHOULD:**

- Be sure to take cues and advice from the cooperating teacher.
- Call the school office when he or she is going to be late or absent.
- Recognize and perform all the responsibilities of student teaching including routine procedures such as attendance taking, marking of papers, supervision of students, etc.
- Consider the cooperating teacher as an off-campus instructor, giving suggestions and guidance toward making a professional.
- Develop a rapport with the children that will help them accept the student teacher as another teacher in the class.
- By words and actions, show the proper attitudes and maturity necessary to join the profession of teachers.

ADDENDA

Policies

Student Teachers/Interns – No. 4122

Guidelines and Procedures – No. 411

Conduct and Dress – No. 4119.22/4219.22

Harassment, Intimidation, and Bullying – No. 5131.1

Child Abuse and Neglect – No. 5141.4

Employee Substance Abuse – No. 4119.23/4219.23

Internet Safety and Technology – No. 6142.10

Policy

STUDENT TEACHERS/INTERNS

The Paramus Board of Education encourages the superintendent to cooperate with colleges and universities in the placement of student teachers/administrative interns in the district's schools. Student teachers/administrative interns shall be placed with experienced staff members who agree to perform the necessary training and supervision. The schools of this district shall only accept students holding a New Jersey County Substitute Certificate and who are attending an accredited institution of higher learning.

The superintendent shall recommend and the board shall approve the selection and placement of student teachers and administrative interns. Student teachers/interns shall comply with the requirements of law regarding health examinations and criminal history checks.

In the case of any candidates with unusual qualifications; i.e., from unaccredited institutions or programs, from foreign institutions, from special programs of an exceptional or sectarian nature, etc.; special approval from the board of education shall be required prior to selection.

Student teachers shall be selected and assigned by the administrative staff with the consent of the regular teacher. Student teachers shall be under the direct supervision of the cooperating teacher and under the general supervision of the building principal and a representative of the training institution. The cooperating teacher is ultimately responsible for the health and safety of the district's students. Therefore, the cooperating teacher shall remain in the classroom to provide direct supervision to the student teacher.

The supervising teacher and principal shall be responsible for the conduct of student teachers while serving in the schools of this district. The supervising teacher shall exercise his/her judgment in determining the degree of classroom responsibility that the student teacher will be permitted to assume. The superintendent shall be responsible for administrative interns.

Student teachers shall be allowed to participate in school activities where their contributions would be appropriate to the educational program of the school. No remuneration will be provided for such participation.

Students of educational institutions shall be offered the opportunity to visit and observe in our schools in pursuit of teacher training and educational research projects. Such visits shall be approved by the superintendent or his/her designee. Under unusual circumstances prior approval of the board of education will be required. Visiting student teachers and interns shall be under the direct supervision of the building principal.

College/university faculty may request the opportunity to confer with the supervising teacher to discuss the progress of the student teacher. Any such meeting shall not interfere with classroom lessons, lectures or other activities.

The superintendent shall endeavor to ensure the equitable distribution of student teachers/interns throughout the district.

No remuneration will be provided to student teachers or administrative interns.

Details concerning the implementation of this policy may be found in the district's Student Teacher Handbook. The Superintendent shall develop guidelines and procedures necessary to implement this policy.

Adopted: November 11, 1974
Revised: March 16, 1998
Revised: November 13, 2006
NJSBA Review/Update: July 2008
Adopted: March 16, 2009

STUDENT TEACHERS/INTERNS (continued)Key Words

Student Teachers, Administrative Interns

Legal References:	<u>N.J.S.A.</u> 18A:6-7.1 Through -7.5	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:16-2 through -5	Physical examinations; requirement ...
	<u>N.J.S.A.</u> 18A:16-6	Indemnity of officers and employees against civil actions
	<u>N.J.S.A.</u> 18A:16-6.1	Indemnity of officers and employees in certain criminal actions
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:9-10.2	Curriculum for teacher preparation programs
	<u>N.J.A.C.</u> 6A:9-10.3	Supervision of practicum students
	<u>N.J.A.C.</u> 6A:32-4.1(d)(e)	Employment of teaching staff
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:32-4.1(d), -4.1(e)	
	<u>N.J.A.C.</u> 6A:32-6.1 <u>et seq.</u>	School Employee Physical Examinations

Possible

Cross References:	*4111	Recruitment, selection and hiring
	*4112.4	Employee health
	*4121	Substitute teachers
	*4123	Classroom aides
	*6162.4	Community resources

*Indicates policy is included in the Critical Policy Reference Manual.

Board of Education Paramus

GUIDELINES AND PROCEDURES

STUDENT TEACHERS/INTERNS

1. All requests from colleges or universities for classroom observation, student teaching placement, and internships shall be received and reviewed by the Office of Human Resources.
2. The Office of Human Resources shall forward to the building principal or supervisor all requests for observation, student teacher placement, and internship along with the student information about the student provided by the college or university.
3. The building principal or supervisor shall review the request for placement and determine if the school or department can provide a suitable placement for the student. The principal or supervisor shall discuss the placement with the appropriate tenured grade-level teacher. Only teachers who have been granted tenure shall serve as cooperating teachers.
4. The building principal or supervisor shall notify the Office of Human Resources of the preliminary acceptance of a student teacher in writing within seven calendar days of the receipt of the request.
5. The Office of Human Resources shall notify the college or university of the status of the request. In the event the district cannot provide an appropriate experience, the request and the student's information sheet shall be returned to the college or university. In the event the district is able to provide an appropriate placement, the Office of Human Resources shall notify the college or university of a preliminary acceptance and request that the student arrange for an interview with the principal or supervisor and the cooperating teacher.
6. Following the student's building level interview, the principal or supervisor shall notify the Office of Human Resources of their final decision regarding the acceptance or denial of the placement. The Office of Human Resources shall notify the college or university of the status of the request. In the event the student is accepted for placement, the college or university shall provide a copy of his/her New Jersey County Substitute Certificate and a copy of the results of a recent Mantoux screening, both of which will be kept on file in the Office of Human Resources.
7. A list of students accepted for classroom observation, student teacher placement, and internship, along with the cooperating teacher's name, shall be compiled by the Office of Human Resources and distributed to Administrative Council members in August and February. Teachers shall not be permitted to serve as a cooperating teacher for more than one student teacher per class or course per year. Any exception to this practice requires the approval of the building principal and/or supervisor. The Office of Human Resources shall be advised of any exceptions to this guideline along with the supporting rationale.
8. A copy of this policy, its Guidelines and Procedures and a copy of the Student Teacher Guide shall be provided by the principal/supervisor to each cooperating teacher for distribution to the student teacher.

March 16, 1998

Revised: November 13, 2006

Policy

CONDUCT AND DRESS

Staff Dress and Grooming

The staff sets an example in dress and grooming for the pupils to follow. A person who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, encourages respect for authority, and prepares pupils for the adult working world. These factors act in a positive manner towards the maintenance of classroom discipline. The board of education expects all staff members to be neatly groomed and dressed in clothing suitable for the subject of instruction, the work being performed, or the occasion.

The board retains authority to specify dress and grooming guidelines for staff, within law, that will prevent such matters from having an adverse impact on the educational process. All staff members shall, when assigned to district duty:

- A. Be physically clean, neat and well groomed;
- B. Dress in a manner reflecting his/her professional assignment;
- C. Be groomed in a way that his/her hairstyle does not disrupt the educational process nor cause health or safety hazard.

If a staff member feels that an exception to this policy would enable him/her to carry out assigned duties more effectively or as a medical necessity, a request shall be made to the chief school administrator, via the principal.

With the recognition of changing styles and in an attempt to establish some degree of freedom and yet maintain a sense of dignity, good grooming, and professionalism, it is easier to list below those items that are considered inappropriate and therefore not permitted:

- A. Sweat suits or sweat shirts;
- B. Collarless knit undershirts, tank tops, chemise low-cut tops, thin-strap tops, tops revealing the midriff, or see through fabric tops;
- C. Warm-up suits;
- D. Sleeveless shirts;
- E. Shorts of any kind;
- F. Mini-skirts;
- G. Dungarees/blue jeans - Low-cut hip huggers;
- H. Sneakers, work boots or flip-flops;
- I. Any clothing that is seriously faded, worn, patched or wrinkled.

The board recognizes that exceptions need to be made based on the subject/area of employment. These exceptions are considered reasonable when conducting class in the following categories:

A. Athletic Coaches/Physical Education/Dance –

- 1. Due to the nature of the discipline, Teachers of Physical Education may wear warm-up, jogging, or wind suits. Sneakers, shorts, as described below, and three-button shirts similar to polo shirts are also permitted

Shorts and Capri pants may be worn. Shorts with pockets, zippers, and belt loops are preferred. T-shirts may be worn. However, a warm-up, jogging, or wind jacket with a collar must be worn over the T-shirt.

When teaching only health, family living, or driver's education, the instructor must adhere to the dress policy that applies to all staff members.

The physical education instructor shall follow the faculty dress policy on parent conference days, PTA meetings, and other occasions when not instructing class.

The physical education instructor's attire must be neat, clean, and free from rips and tears.

CONDUCT AND DRESS (continued)

- B. Creative Arts/Other Classes - Protective clothing such as smocks, lab coats and aprons may be worn as needed by teachers in laboratory science, art, technology employment orientation or nursing. Eye protection shall be worn as otherwise required.
- C. Special Events - Teachers and staff may wear clothing appropriate to special events such as spirit or field days. However, those items (A through I) previously noted in this policy as inappropriate dress shall not be permitted without the permission of the Superintendent or his designee.
- D. Non-Certificated Employees - Employees involved in the transportation department shall wear appropriate clothing to accommodate their working conditions. Those employed as custodial/maintenance workers shall wear the regulation uniforms provided by the board at all times.

Impact on Students

The conduct of district staff has an vital impact upon the students in the schools. Therefore, the school staff shall strive to model responsible behavior that students may emulate.

Unbecoming Conduct

The personal life of an employee is not an appropriate concern of the board except as it may directly prevent the employee from performing his/her properly assigned functions during the work day or affect his/her professional relationship with pupils.

When an employee, either within the schools or outside normal duties, creates conditions under which the proper operation of the schools is affected, the board upon recommendation of the chief school administrator and in accordance with statute shall determine whether such acts or lack of actions constitute conduct unbecoming a school employee, and if so, will proceed against the employee in accordance with law. Severe cases of unbecoming conduct may necessitate report to the State Board of Examiners and may result in the suspension or revocation of certification.

Unbecoming conduct sufficient to warrant board review may result from a single flagrant incident or from a series of incidents.

NJSBA Review/Update: July 2008

Adopted: March 16, 2009

Readopted: June 8, 2009

Revised: April 16, 2012

Key Words

Employee Conduct, Employee Dress

- Legal References:**
- N.J.S.A. 18A:6-10 Dismissal and reduction in compensation of persons under tenure in public school system
 - N.J.S.A. 18A:11-1 General mandatory powers and duties
 - N.J.S.A. 18A:27-4 Power of boards of education to make rules governing employment of teacher, etc., employment thereunder
 - N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

Hicks v. Pemberton Bd. of Ed., 1975 S.L.D. 332

Quiroli v. Linwood Bd. of Ed., 1974 S.L.D. 1035

Carlstadt Teachers Ass'n v. Carlstadt Bd. of Ed., App. Div., unreported decision

CONDUCT AND DRESS (continued)

(docket no. A-1469-80-T4, decided March 26, 1982), 1982 S.L.D. 1448

Possible

Cross References:

- 4117.50 Standards for staff discipline
- 4119.2 Responsibilities
- *4119.21 Conflict of interest
- *4119.23 Employee substance abuse
- 4119.24 Staff/pupil relations
- *4138 Nonschool employment
- *4138.2 Private tutoring
- *6144 Controversial issues

*Indicates policy is included in the Critical Policy Reference Manual.



Book	District Policies
Section	Series 5000 - Students
Title	Harassment, Intimidation and Bullying
Code	5131.1
Status	Active
Adopted	August 29, 2011
Last Revised	August 20, 2018

PARAMUS BOARD OF EDUCATION

FILE CODE: 5131.1

- Monitored**
- Mandated**
- Other Reasons**

HARASSMENT, INTIMIDATION AND BULLYING

The board of education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. 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 environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The board of education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. The standards of character education are an essential component of the Paramus Public School District's Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The chief school administrator shall be responsible for ensuring the prompt investigation and response to all

reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the chief school administrator shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, 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 the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board directs the chief school administrator or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

Bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. "Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her 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 the student's education or by severely or pervasively causing physical or emotional harm to the student.

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

Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying

Students

Consequences and remedial measures for a student who commits an act of harassment, intimidation or bullying shall be 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. Consequences shall be consistent with the board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

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 short and long- term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

A. 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.

B. Remedial Measures

1. Personal

- a. Restitution and restoration;
- b. Mediation;
- c. Peer support group;
- d. Recommendations of a student behavior or ethics council;
- e. Corrective instruction or other relevant learning or service experience;
- f. Supportive student interventions, including participation of the intervention and referral services team;
- g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- h. Behavioral management plan, with benchmarks that are closely monitored;
- i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- j. Involvement of school disciplinarian;
- k. Student counseling;
- l. Parent conferences;
- m. Student treatment; or
- n. Student therapy.

2. Environmental (Classroom, School Building or School District)

- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- b. School culture change;
- c. School climate improvement;
- d. Adoption of research-based, systemic bullying prevention programs;
- e. School policy and procedures revisions;
- f. Modifications of schedules;
- g. Adjustments in hallway traffic;
- h. Modifications in student routes or patterns traveling to and from school;
- i. Supervision of students before and after school, including school transportation;

- j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- k. Teacher aides;
- l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- m. General professional development programs for certificated and non-certificated staff;
- n. Professional development plans for involved staff;
- o. Disciplinary action for school staff who contributed to the problem;
- p. Supportive institutional interventions, including participation of the intervention and referral services team;
- q. Parent conferences;
- r. Family counseling;
- s. Involvement of parent-teacher organizations;

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

Staff

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

A. Consequences

- 1. Admonishment;
- 2. Temporary removal from the classroom;
- 3. Deprivation of privileges;
- 4. Referral to disciplinarian;
- 5. Withholding of Increment
- 6. Suspension;
- 7. Legal action; and
- 8. Termination

B. Remedial Measures

1. Personal

- a. Restitution and restoration;
- b. Mediation;
- c. Support group;
- d. Recommendations of behavior or ethics council;
- e. Corrective action plan;
- f. Behavioral assessment or evaluation;
- g. Behavioral management plan, with benchmarks that are closely monitored;
- h. Involvement of school disciplinarian;
- i. Counseling;
- j. Conferences;

- k. Treatment; or
- l. Therapy.

2. Environmental (Classroom, School Building or School District)

- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- b. School culture change;
- c. School climate improvement;
- d. Adoption of research-based, systemic bullying prevention programs;
- e. School policy and procedures revisions;
- f. Modifications of schedules;
- g. Supervision;
- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- i. General professional development programs for certificated and non-certificated staff;
- j. Professional development plans for involved staff;
- k. Disciplinary action;
- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

Reporting Harassment, Intimidation and Bullying Behavior

The chief school administrator, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying committed by an adult or youth against a student:

- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident
- B. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying.

A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

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

The school administrator shall take into account the circumstances of the incident when providing notification to parents and guardians of all students involved in the reported harassment, intimidation, or bullying incident. The circumstances of the incident shall be considered conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense.

District Anti-Bullying Coordinator

The chief school administrator shall appoint a district anti-bullying coordinator. The chief school administrator 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, and bullying of students;
- B. Collaborate with school anti-bullying specialists in the district, the board of education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
- C. Provide data, in collaboration with the chief school administrator, to the Department of Education regarding harassment, intimidation, and bullying of students; and
- D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

School Anti-Bullying Specialist

The principal in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

- A. Chair the school safety/school climate team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and

- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety/School Climate Team

The board shall form a school safety/school climate team in each school to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety team shall meet at least two times per school year.

The school safety/school climate team shall consist of the principal or his or her designee; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members determined by the principal. The school antibullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of 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;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district antibullying coordinator.

A parent shall be on the school safety/school climate team only in regard to general school climate issues and shall not participate in activities that may compromise a student's confidentiality. Other members of the school safety/school climate team who are not authorized to access student records (see board policy 5125 Student Records) shall be on the team only in regard to general school climate issues and shall not participate in activities that may compromise a student's confidentiality.

Investigating Reported Harassment, Intimidation and Bullying

To protect the victim, the chief school administrator shall take into account the circumstances of the incident when communicating with parents/guardians and when following the investigation procedures.

The principal, or his or her designee, in consultation with the anti-bullying specialist, shall make a preliminary determination prior to initiating an investigation, as to whether a reported incident or

complaint, assuming all facts presented are true, is a report that qualifies as harassment, intimidation and bullying according to the law (within the scope of N.J.S.A. 18A:37-14).

If the principal, or his or her designee, in consultation with the anti-bullying specialist, determines that the incident or complaint is a report outside the scope of the law (N.J.S.A. 18A:37-14) and does not qualify as harassment, intimidation and bullying, this determination may be appealed to the board of education according to the appeal process detailed below, The determination of the board may be appealed to the commissioner of education in accordance with law (N.J.A.C. 6A:3).

When the principal, or his or her designee, in consultation with the anti-bullying specialist, determines that the reported incident qualifies as harassment, intimidation and bullying, the report shall be investigated promptly and in accordance with law and the following procedures:

- A. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10- day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- B. The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation, and in accordance with law and board policy. The chief school administrator may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
- C. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:
 1. Any services provided;
 2. Training established;
 3. Discipline imposed; or
 4. Other action taken or recommended by the chief school administrator.
- D. The chief school administrator or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:
 1. The nature of the investigation;
 2. Whether the district found evidence of harassment, intimidation, or bullying; or
 3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.
- E. Investigations 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.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The board of education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. 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 levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the principal, in conjunction with the school antibullying specialist 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 include:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member,

contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the chief school administrator and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

A. Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

B. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service;

C. Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

D. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the chief school administrator after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and remediation for students, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom or school;
3. Deprivation of privileges
4. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
5. Classroom or administrative detention;
6. Referral to disciplinarian;
7. In-school suspension during the school week or the weekend;
8. After-school programs;
9. Out-of-school suspension (short-term or long-term);
10. Legal action;
11. Withholding of Increment;
12. Suspension;
13. Expulsion;
14. Termination;
15. Termination of service agreements or contracts (vendors, volunteers);
16. Public sanction (board members);
17. Ethics charges (some administrators, board members).

1. Remedial Measures

1. Personal

- a. Restitution and restoration;
- b. Mediation;
- c. Peer support group;
- d. Recommendations of a student behavior or ethics council;
- e. Corrective instruction or other relevant learning or service experience;
- f. Supportive student interventions, including participation of the intervention and referral services team;
- g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- h. Behavioral management plan, with benchmarks that are closely monitored;
- i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- j. Involvement of school disciplinarian;
- k. Counseling;
- l. Conferences;
- m. Treatment; or
- n. Therapy.

2. Environmental (Classroom, School Building or School District)

- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- b. School culture change;
- c. School climate improvement;
- d. Adoption of research-based, systemic bullying prevention programs;
- e. School policy and procedures revisions;
- f. Modifications of schedules;
- g. Supervision;
- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;

- i. General professional development programs for certificated and non-certificated staff;
- j. Professional development plans for involved staff;
- k. Disciplinary action;
- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

Appeal Process

The parent or guardian may request a hearing before the board concerning the written information about a harassment, intimidation, or bullying investigation. The request for a board hearing shall be filed with the board secretary no later than 60 calendar days after the written information is received by the parents or guardians. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Approved Private Schools For Students With Disabilities (PSSDs)

The board is committed to ensuring that all district students that require placement in approved private schools for students with disabilities (PSSD) have the safe and civil environment in their school placement necessary for students to learn and achieve high academic standards. All approved PSSDs receiving students with disabilities from this district shall be committed to treating their students with civility and respect, and shall refuse to tolerate harassment, intimidation or bullying.

When an approved PSSD receives a complaint or report of an act of harassment, intimidation, or bullying involving a district student placed in the approved PSSD that occurred on a district school bus, at a district school-sponsored function and off school grounds, the approved PSSD shall notify the anti-bullying coordinator of the report or complaint.

The chief school administrator shall assign a school anti-bullying specialist to investigate a complaint or report of harassment, intimidation, or bullying, occurring on district school buses, at district school-sponsored functions, and off school grounds involving a student who attends an approved PSSD. The investigation conducted by the district anti-bullying specialist shall be in consultation with the approved PSSD.

The full-time non-teaching principal of the approved PSSD shall report to the anti-bullying coordinator and the child study team director, any complaint or report of an act of harassment, intimidation, or bullying involving a district student placed in the approved PSSD that occurred at the PSSD or an activity sponsored by the PSSD. The report shall include the names of the district students who are parties to the harassment, intimidation, or bullying investigation and the results of each investigation. The principal of the approved PSSD shall make this report to the district anti-bullying coordinator and to the student's parents/guardians no later than five school days following the investigation's completion. The report to the district shall include

information on any service(s) provided; training established; and, discipline imposed or other action taken or recommended by the full-time non-teaching principal of the PSSD.

Once an incident of harassment, intimidation, or bullying is identified, the full-time non-teaching principal of the approved PSSD shall determine the appropriate response to address the individual circumstances in consultation and conjunction with appropriate district staff, as necessary. The approved PSSD shall not, pursuant to N.J.A.C. 6A:14-7.6(f), unilaterally implement disciplinary action involving removal to an interim alternative educational setting, suspension of more than 10 consecutive or cumulative school days in a school year or termination of placement. Disciplinary action involving suspension and expulsion from the approved PSSD shall be implemented in conjunction with the district and according to law (N.J.A.C. 6A:14-2.8) and board policies 5114 Suspension and Expulsion and 6171.4 Special Education.

Parents or guardians of students who are parties to a harassment, intimidation, or bullying investigations conducted by this district or an approved PSSD in which their child is placed may request a hearing before the board of education concerning the information received about an investigation. Any request for a hearing before the board of education shall be filed within 60 calendar days after the written information about the harassment, intimidation, or bullying investigation is received by the district and the parents or guardians. The hearing before the board shall be scheduled in collaboration with the approved PSSD and held by the board within 10 business days of the request. The approved PSSD and the board shall coordinate the policies and procedures for conducting such hearings.

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The district, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law (N.J.S.A. 18A:37-14). Throughout the school year the district shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the New Jersey Student Learning Standards.

Training

A. School Leaders

Any school leader who holds a position that requires the possession of a chief school administrator, principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying (N.J.S.A. 18A:26-8.2).

B. Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and 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 (N.J.S.A. 18A:6-112).

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program on harassment,

intimidation, and bullying in schools, including a school district's responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

D. Staff, Student and Volunteer Training The school district shall:

1. Provide training on the school district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A.18A:37-14) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying; and
4. Develop a process for discussing the district's harassment, intimidation or bullying policy with students.

The board shall annually examine the training needs of school employees and volunteers who have significant contact with students for the effective implementation of the harassment, intimidation, or bullying policies, procedures, programs, and initiatives of the district board of education and implement training programs for school employees and volunteers who have significant contact with students. The annual examination of training needs shall take into consideration the findings of the annual review and update of the code of student conduct.

Information regarding the school district policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the district to provide services to students.

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the New Jersey Student Learning Standards.

Reporting to the Board

Two times each year between September 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the chief school administrator will report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

- A. The number of reports of harassment, intimidation, or bullying;
- B. The status of all investigations;
- C. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 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;
- D. The names of the investigators;

- E. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and
- F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

Reporting to the Department of Education

The information, including but not limited to, oral reports, written reports or electronic reports shall also be reported once during each reporting period between September 1 and January 1 and between January 1 and June 30, to the Department of Education. The report shall include:

- A. Data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation and bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents); and
- B. Data broken down by each school in the district, in addition to district-wide data.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with law (N.J.S.A. 18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district.

Each school shall post the grade received by the school and the overall district grade on the homepage of the school's website. The district shall post all the grades for each school of the district and the overall district grade on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The chief school administrator will annually submit the report to the Department of Education utilizing the Student Safety Data System (SSDS). The chief school administrator shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incident of harassment intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the chief school administrator shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

Program Assessment and Review

Schools and school districts shall annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

Policy Development and Review

The district harassment, intimidation and bullying policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, any report(s) and/or finding(s) of the school safety/school climate team(s). The board shall also make any necessary revisions and additions to this policy as required by law. The board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision.

Publication, Dissemination and Implementation

In publicizing this policy, the community including students, staff, board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment intimidation and bullying that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students in accordance with law.

The chief school administrator shall take the following steps to publicize this policy:

- A. Provide a link to this policy on a prominent place on the district website;
- B. Provide a link to this policy on a prominent place on each school's website;
- C. Distribute this policy annually to all staff, students and parents/guardians; and
- D. Print this policy in any district publication that sets forth the comprehensive rules, procedures and standards of student conduct and in student handbooks;

The district shall notify students and parents/guardians that the policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the home page of the school's website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parent/guardians, students and district staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

The chief school administrator shall ensure that the rules for this policy are applied consistently with the district's code of student conduct ([N.J.A.C. 6A:16-7](#)) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

Date:

Legal References:

[N.J.S.A. 2A 4A-60: Disclosure of juvenile information; penalties for disclosure](#)

[N.J.S.A. 10 5-1 et seq Law Against Discrimination](#)

[N.J.S.A. 18A 11-1: General mandatory powers and duties](#)

[N.J.S.A. 18A 12-33: Training program; requirements](#)
[N.J.S.A. 18A 17-46: Reporting of certain acts by school employee; report; public hearing](#)
[N.J.S.A. 18A 25-2 Authority over pupils](#)
[N.J.S.A. 18A 26-8.2: "School leader" defined; training as part of professional development](#)
[N.J.S.A. 18A 36-19 Pupil records; creation, maintenance and retention, security and access; regulations; nonliability](#)
[N.J.S.A. 18A 36-19a Student records](#)
[N.J.S.A. 18A 37-1 Submission of pupils to authority](#)
[N.J.S.A. 18A 37-13 Findings, declarations relative to adoption of harassment and bullying prevention policies](#)
[N.J.S.A. 18A 37-14 Definitions relative to adoption of harassment and bullying prevention policies](#)
[N.J.S.A. 18A 37-15 Adoption of policy concerning harassment, intimidating or bullying by each school district](#)
[N.J.S.A. 18A 37-17 Establishment of bullying prevention programs or approaches](#)
[N.J.S.A. 18A 54-20: Powers of board](#)
[N.J.S.A. 18A 6-112: Instruction in suicide prevention for public school teaching staff.](#)
[N.J.A.C. 6A 14-2.8 Discipline/suspension/expulsions](#)
[N.J.A.C. 6A 16-1.1 et seq Purpose](#)
[N.J.A.C. 6A 16-7.1 et seq Code of student conduct](#)
[N.J.A.C. 6A 32-12.1 Student attendance](#)
[N.J.A.C. 6A 32-12.2 Guidance and counseling](#)
[Davis v. Monroe County Board of Education](#)
[Gebser v. Lago Vista Independent School District](#)
[L.W. v. Toms River Regional Schools Board of Education](#)
[Saxe v. State College Area School Dist](#)

Cross References:

Key Words

Harassment, Intimidation, Bullying, False Accusation, Retaliation, Reprisal, Conduct, Discipline, Student Conduct

Legal	N.J.S.A. 2A 4A-60: Disclosure of juvenile information; penalties for disclosure N.J.S.A. 10 5-1 et seq Law Against Discrimination N.J.S.A. 18A 11-1: General mandatory powers and duties N.J.S.A. 18A 12-33: Training program; requirements N.J.S.A. 18A 17-46: Reporting of certain acts by school employee; report; public hearing N.J.S.A. 18A 25-2 Authority over pupils N.J.S.A. 18A 26-8.2: "School leader" defined; training as part of professional development N.J.S.A. 18A 36-19 Pupil records; creation, maintenance and retention, security and access; regulations; nonliability N.J.S.A. 18A 36-19a Student records N.J.S.A. 18A 37-1 Submission of pupils to authority N.J.S.A. 18A 37-13 Findings, declarations relative to adoption of harassment and bullying prevention policies
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N.J.S.A. 18A 37-14 Definitions relative to adoption of harassment and bullying prevention policies

N.J.S.A. 18A 37-15 Adoption of policy concerning harassment, intimidating or bullying by each school district

N.J.S.A. 18A 37-17 Establishment of bullying prevention programs or approaches

N.J.S.A. 18A 54-20: Powers of board

N.J.S.A. 18A 6-112: Instruction in suicide prevention for public school teaching staff.

N.J.A.C. 6A 14-2.8 Discipline/suspension/expulsions

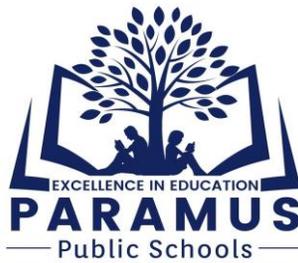
N.J.A.C. 6A 16-1.1 et seq Purpose

N.J.A.C. 6A 16-7.1 et seq Code of student conduct

N.J.A.C. 6A 32-12.1 Student attendance

N.J.A.C. 6A 32-12.2 Guidance and counseling

Office of Human Resources
145 Spring Valley Road
Paramus, NJ 07652-5390



Carla Alvarez, Director
(201) 261-7800, ext. 3005
calvarez@paramusschools.org
Fax (201)576-9180

MEMO TO: All Faculty & Staff

FROM: Carla Alvarez, Director of Human Resources

RE: Policy 5141.4 Child Abuse & Neglect

Board of Education Policy 5141.4-Child Abuse and Neglect, which is attached, states that, “Staff shall be diligent in reporting any suspected case of child neglect or abuse.” All staff and volunteers having contact with students have a responsibility to report “directly and immediately to DCP&P all cases of suspected abuse, abandonment, cruelty or neglect resulting in physical or mental injury.”

Please note the following key points, which is also attached:

1. If you suspect child abuse or neglect a call must be made immediately by YOU. You must all 1-877-NJ-ABUSE (1-877-652-2873).
2. You must report suspected instances of child abuse or neglect to the building principal after reporting to DCP&P.
3. The district’s liaison to child welfare authorities is the Supervisor of Student Personnel Services, extension 3020.
4. The district’s liaison to law enforcement is the Superintendent of Schools, extension 3000.

Please review the attached policy carefully. Please call or email me, if you have any questions about the provision of or implementation of this policy.



Book District Policies
Section Series 5000 - Students
Title Missing, Abused and Neglected Children
Code
Status 5141. 4
Last Revised Active
Last Reviewed January 14, 2019
February 14, 2019

X	Monitored
X	Mandated
	Other Reasons

MISSING, ABUSED AND NEGLECTED CHILDREN

The board of education believes that a child's physical and mental wellbeing must be maintained as a prerequisite to the achievement of the New Jersey Student Learning Standards. The board therefore believes that it is important to identify and investigate suspected incidents involving missing, abused and neglected children immediately. The school district will cooperate with the New Jersey Division of Child Protection and Permanency (DCP&P) and law enforcement authorities in identifying and reporting all such cases, whether institutional or noninstitutional.

In order to increase awareness of the symptoms of missing, abused and neglected children and cause them to be better informed on all aspects of abuse and neglect, the board directs the chief school administrator to provide information and inservice training on these subjects to all school employees. Specifically, this training shall include information on the district's policies and procedures for reporting allegations of missing, abused, or neglected child situations. All new employees, volunteers and interns shall receive the required information and training as part of their orientation.

Liaisons to DCP&P and Law Enforcement Authorities

The chief school administrator shall designate a staff member or staff members who shall act as liaison between DCP&P and the district. The liaison shall facilitate communication and cooperation between the district and/or the school and DCP&P and act as primary contact between the schools and DCP&P.

The chief school administrator shall also designate a staff member or staff members who shall act as liaison between law enforcement authorities and the district. The liaison shall facilitate communication and cooperation between the district and law enforcement authorities and act as primary contact between the school and law enforcement.

Reporting Procedures

The chief school administrator is directed to develop procedures for compliance with statutory requirements that suspected incidents of potentially missing, abused and neglected children be reported. The following procedures shall apply:

- A. All staff members, volunteers and interns having contact with pupils are required to report directly and immediately to DCP&P all incidents of alleged missing, abused and neglected children. The person having reason to believe that a child may be missing or may have been abused or neglected may inform the principal or other designated school officials prior to notifying DCP&P if the action will not delay immediate notification. Employees, volunteers and interns shall not be required to obtain confirmation by another person to report a suspected missing, abused or neglected child situation;
- B. The person notifying DCP&P shall inform the principal or other designated school officials of the notification, if this was not done prior to notifying DCP&P. The principal or other school designated school officials should not be given this notification if the person making the notification believes that it would likely endanger the reporter or student involved or result in retaliation against the student or in discrimination against the reporter with respect to his or her employment;
- C. The principal shall notify the law enforcement authorities of incidents of potentially missing, abused, or neglected child situations. Law enforcement authorities shall be notified about all reports by employees, volunteers, or interns working in the school district. Procedures for the notification of the law enforcement authority shall be consistent with the district Memorandum of Agreement (see board policy 1410 Local Units);
- D. The principal shall ensure that all involved staff cooperate with DCP&P and law enforcement authorities in all investigations of potential missing, abused, or neglected children including facilitating:
 1. Accommodations permitting investigators to interview the student in the presence of the school principal or other designated school official. If the student is intimidated by the presence of the school representative, the student shall be requested to name an employee, volunteer, or intern he or she feels will be supportive to be present during the interview;
 2. Interviews by scheduling time with any employee, volunteer, or intern who may have information relevant to the investigation;
 3. The release of all records of the student who is the subject of the investigation that are deemed relevant to the assessment or treatment of a potentially missing, abused, or neglected child;
 4. The maintenance, security, and release of all confidential information about potential missing, abused, or neglected child situations;
 5. The release of the student to child welfare authorities while school is in session when it is necessary to protect the student or take the student to a service provider. This removal shall take place only after the principal or his or her designee has been provided, either in advance or at the time removal is sought, with appropriate documentation that DCP&P has already removed, or has appropriate authority to remove, the student from his or her home;

6. The transfer to another school of a student who has been removed from his or her home by DCP&P for proper care and protection (see board policy 5118.2 Foster Care and Educational Stability).

Due Process

Due process rights will be provided to school personnel, volunteers or interns who have been reassigned or suspended as a result of an accusation of child abuse or neglect. Temporary reassignment or suspension of an employee, with pay, volunteer or intern named as a suspect in an act of child abuse or neglect shall occur if there is reasonable cause to believe that the life or health of the alleged victim or other student is in jeopardy due to continued contact between the employee, volunteer or intern and a student. Due process rights shall include notice of the proposed suspension and a pre-suspension opportunity to respond.

If abuse is found, resulting from a single incident occurring in the school district, the chief school administrator shall be available to meet with the Department of Children and Families, which may request that the chief school administrator create a corrective action plan. The plan may include, but shall not be limited to, action to be taken with respect to a teacher, intern, employee, volunteer or other staff member to assure the health and safety of the alleged victim and other children and to prevent future acts of abuse or neglect. Within 30 days of the date the Department requested the remedial plan, the chief school administrator shall notify the Department in writing of the progress in preparing the plan. The chief school administrator shall complete the plan within 90 days of the date the Department requested the plan.

If the child abuse or neglect is the result of several incidents occurring in the school district, within 30 days of receipt of the report of child abuse or neglect, the Department of Children and Families may request that the chief school administrator make administrative, personnel or structural changes within the district.

Records

All information regarding allegations of potentially missing, abused, or neglected children reported to authorities about an employee, volunteer, or intern working in the school district shall be considered confidential and may be disclosed only as required to cooperate in investigations. Records pertaining to such information shall be maintained in a secure location separate from other employee personnel records and accessible only to the school district chief school administrator or his or her designee

All references to a notification to the designated DCP&P caseworker of a potential missing, abused, or neglected child situation involving a school district employee shall be removed from employee personnel records immediately following the receipt of an official notice from DCP&P that such allegations were unfounded.

Suicide Reporting

The board is committed to supporting State efforts to improve the information available to both professionals, who are in contact with youth at risk of suicide, and families at risk; identify and provide suitable intervention services to reduce the incidence of suicide; and educate youths and families at risk about the resources available for suicide prevention and intervention about youths who attempt suicide.

Therefore, in compliance with law (N.J.S.A. 30-9A-24 and N.J.A.C. 6A:11-1) school district employees, volunteers, or interns with reasonable cause to suspect or believe that a student has attempted or completed suicide, shall report the information to the Department Children and Families. The information shall be reported in the form and manner prescribed by the Department Children and Families.

The information contained in the report to the Department Children and Families shall not be considered a public record, but the division may aggregate the data for the purpose of preparing an annual report.

The reporter shall not be required to identify the student or youth by name or other unique identifier, but may be required to supply non-identifying demographic information about the student or youth, other attempts made by the student or youth and the response or referral made to deal with the incident.

Any person who reports an attempted or completed suicide shall have immunity from any civil or criminal liability on account of that report, unless the person has acted in bad faith or with malicious purpose.

Protection from Reprisal or Retaliation

The board assures all school personnel and volunteers that no one will be discharged from employment or discriminated against in any way as a result of making in good faith any reports of child abuse and neglect. Reprisal or retaliation against any person who, in good faith, reports or causes a report to be made of a potential missing, abused or neglected child situation is prohibited.

Staff members, volunteers or interns shall not be required to disclose, or be penalized for the failure to disclose, any information which would be privileged according to law (N.J.S.A. 2A:84A-18 through -23).

Adopted:
NJSBA
Review/Update:
June 2008
Readopted:

Key Words

Pupil Safety, Child Abuse, Child Neglect, Student Safety

Legal References:

N.J.S.A. 2A:4A-60.2 Disclosure, use of juvenile's statement made in course of screening

N.J.S.A. 2A:84A-

18 Self-

incriminati

on through

-23

N.J.S.A. 2C:11-6. Aiding suicide

N.J.S.A. 2C:58-8. Certain wounds and injuries to be reported

N.J.S.A. 9:6-1 et seq. Abuse, abandonment, cruelty and neglect of child; See particularly: what constitutes

N.J.S.A. 9:63.1; 8.9 through 8.14; 8.21; -8.27through -8.30; 8.34 through -8.36; 8.40; 8.46; 8.56

N.J.S.A. 18A:67a, -10, 11, Removal from personnel files of reference to complaint of child abuse or neglect determined to be unfounded

-13, 14, 18.1, 30, -30.1

N.J.S.A. 18A:6-111 Findings, declarations relative to instruction in suicide prevention in public schools

N.J.S.A. 18A:6-112 Instruction in suicide prevention for public school teaching staff.

N.J.S.A. 18A:6-113 Provision for instruction in suicide prevention in school curriculum

N.J.S.A. 30:9A-22 Findings, declarations relative to youth suicide

N.J.S.A. 30:9A-23 Definitions relative to youth suicide

N.J.S.A. 30:9A-24 Report by teacher of attempted, completed suicide by student

N.J.S.A. 18A:36-19 Pupil records; creation; maintenance and retention, security and access; regulations; nonliability
N.J.S.A. 18A:36-19a Newly enrolled students; records and identification
N.J.S.A. 18A:36-24 et seq. Missing children; legislative findings and declarations
N.J.S.A. 52:17B-9.8a et seq. Marking of missing child's school record
N.J.A.C. 6A:16-5.1 School safety plans
N.J.A.C. 6A:16-11.1 et seq. Reporting Allegations of Child Abuse and Neglect N.J.A.C. 6A:32-7.1 Student records

Possible Cross References:

- *5113 Absences and excuses
- *5125 Pupil records
- *5141.1 Accidents
- *5142 Pupil safety

*Indicates policy is included in the Critical Policy Reference Manual.

CHILD NEGLECT AND ABUSE

OVERALL SUMMARY: KEY POINTS

- When considering suspected child abuse or neglect, remember to do what is in the best interest of the child.
- Every individual has a responsibility to report suspected child abuse and neglect.
- All reports of child abuse must be made immediately by YOU by calling 1-877-NJ ABUSE (1-877-652-2873).
- You do not need the confirmation of anyone else when making a report.
- Be observant for indicators of physical abuse, sexual abuse, emotional abuse and physical neglect.
- Schools are also required to notify law enforcement officials when reporting suspected abuse and neglect.
- IAIU investigates abuse that may have been committed by school employees, volunteers, or interns.
- A DYFS Local Office will investigate abuse and neglect that may have been committed in the child's home.
- Make sure you are familiar with your school's policies.

NOW THAT WE KNOW WHEN TO CALL...

- There are TWO telephone contacts to be made – 1-877-NJ ABUSE (1-877-652-2873) and Local law enforcement authorities.

THE SCHOOL DISTRICT LIASON TO CHILD WELFARE AUTHORITIES

- N.J.A.C 6A:16-11 requires that a person be identified “to act as the primary contact person between the schools and the school district and child welfare authorities with regard to general information sharing, the development of mutual training, and other cooperative efforts. In the Paramus School District, the contact person to DYFS is the Director of Student Personnel Services, extension 3020.

DUAL REPORTING – NOTIFICATION TO LAW ENFORCEMENT AUTHORITIES

- Requires that the school district identify a person to make a contact with law enforcement. This need not be the person who contacted the DYFS hotline. More specifically.
 - School districts shall require “the principal or other designated school official(s) to notify law enforcement authorities of potentially missing, abused or neglected child situations.”
 - For purposes of consistency and accountability, the district's liaison with law enforcement authorities is the Superintendent of Schools, extension 3000.

EMPLOYEE SUBSTANCE ABUSE

General - All Employees

The use of alcoholic beverages in school worksites is prohibited. Violations of this prohibition may subject an employee to disciplinary action which may include but is not limited to nonrenewal, suspension, or termination at the discretion of the Board.

The unlawful manufacture, distribution, dispensing, possession of, use of or sale of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance on or in school worksites is prohibited. Any violation may subject an employee to participation in a drug rehabilitation program and disciplinary action including but not limited to nonrenewal, suspension, or termination at the discretion of the Board of Education.

For the purposes of this policy "worksite" shall include any school building, or any school premises and any school-owned vehicles or any other school-approved vehicle used to transport students to and from school or school activities. Worksite also includes off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of the school district.

The Board of Education, as a result of criminal convictions of any criminal drug statute violation by an employee occurring outside of the worksite, may discipline said employee. Disciplinary action may include, but is not limited to nonrenewal, suspension, or termination at the discretion of the Board.

Illegal gambling is not permitted in or on the school worksite.

Smoking by employees in school buildings or on school grounds is prohibited.

The Superintendent shall establish a drug-free awareness program which includes notice of the dangers of drug abuse in the workplace and available drug counseling programs. The Superintendent shall distribute this policy to all employees annually. New employees shall be provided with a copy of this policy prior to beginning work assignments. The drug free enforcement policies for teachers and administrative staff are part of the district's overall substance abuse program.

Drug and Alcohol Testing

The Paramus School District is committed to the establishment of a drug and alcohol misuse prevention program among school bus drivers that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by employees performing safety-sensitive functions.

In addition to all prohibitions in the first sections of this policy, all employees with commercial drivers' licenses shall be prohibited from:

- A. The use of any controlled substance on or off duty, unless a written prescription from a licensed doctor or osteopath is provided along with a written statement from the doctor or osteopath that the substance does not adversely affect the employee's ability to safely operate a motor vehicle or perform other safety-sensitive functions;
- B. The misuse of alcohol that could affect performance on the job including use on the job, use during the four hours before performing a safety-sensitive function, having prohibited concentrations of alcohol in their systems while performing a safety-sensitive function and use during eight hours following an

EMPLOYEE SUBSTANCE ABUSE (continued)

accident.

"Controlled substance" in this policy refers to those covered by the Omnibus Act, including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP).

All covered applicants and employees shall be subjected to pre-employment or pre-duty, reasonable suspicion, random, post-accident, return-to-duty and follow-up alcohol and drug testing pursuant to procedures set out in the federal regulations. These procedures use an evidential breath testing device for alcohol testing. For controlled substances testing, urine specimen collection and testing by a laboratory certified by the U.S. Department of Health and Human Services shall be required.

Pre-employment testing shall be administered to an applicant offered a position in the district prior to the first time the employee performs any safety-sensitive function for the district. An applicant who tests positive will not be hired for any safety-sensitive position.

Random alcohol testing shall be limited to the time period surrounding the performance of safety-related functions which includes just before or just after the employee performs the safety-related function. Controlled substances testing may be performed at any time while the employee is at work.

An employee covered by the federal regulations may not refuse to take a required test. Consequences for an employee's refusal shall be the same as for a positive result of the test.

If the testing confirms prohibited alcohol concentration levels or the presence of a controlled substance, the employee shall be removed immediately from safety-related functions in accordance with the federal regulations. Before an employee is reinstated, if at all, the employee shall undergo an evaluation by a substance abuse professional, comply with any required rehabilitation and undergo a return-to-duty test with verified test results.

The Board retains the authority consistent with federal law to discipline or discharge any employee who is an alcoholic or chemically dependent and whose current use of alcohol or drugs affects the employee's qualifications for and performance of the job.

The district is not required under federal law requiring drug and alcohol testing to provide rehabilitation, pay for substance abuse treatment or to reinstate the employee. All employment decisions involving reinstatement, termination or dismissal shall be made in accordance with applicable state law, board policies and negotiated agreements.

The district shall maintain records in compliance with the federal regulations in a secure location with controlled access. With the employee's consent, the district may obtain any of the information concerning drug and alcohol testing from the employee's previous employer. An employee shall be entitled upon written request to obtain copies of any records pertaining to the employee's use of alcohol or controlled substances including information pertaining to alcohol or drug tests. Statistical records and reports shall be maintained and made available to the Federal Highway Administration for inspection or audit in accordance with federal regulations.

Records shall be made available to a subsequent employer upon receipt of a written request from an employee, and only on the expressly authorized terms of the employee.

The Superintendent shall ensure that supervisors receive proper training to administer the drug and alcohol testing program and those employees receive the notifications required by federal regulations.

Transportation contracts approved by the Board shall contain assurance that the contractor will establish a drug and alcohol testing program that meets the requirements of federal regulations and this policy and will

EMPLOYEE SUBSTANCE ABUSE (continued)

actively enforce the regulations of this policy as well as federal requirements.

Work Performance in Connection with a Federal Grant

In order for the school district to qualify for any direct federal grant, the district must certify that it will provide a drug-free workplace and maintain a good faith effort to continue to maintain a drug-free workplace. To this end, employees engaged in school worksites as a result of federal grant moneys shall in addition to complying with requirements of the programs shall also be in strict compliance with this policy. Noncompliance with this policy may result in the revocation of federal funds.

The Superintendent shall notify all employees whose work performance is done in connection with a federal grant that they are to notify their respective supervisors of convictions of any criminal drug statute violation occurring in the workplace. Employees must notify their supervisors no later than five days after such conviction. To be in compliance, the district must notify the federal grant program of such conviction within 10 days of receipt of said conviction.

NJSBA Review/Update: July 2008
 Adopted: March 16, 2009
 Revised: October 17, 2011

Key Words

Smoking; Drinking; Drugs; Smoking Prohibition; Employee Smoking, Drinking, Use of Drugs on School Premises

Legal References: N.J.S.A. 2C:33-16 Alcoholic beverages; bringing or possession on school property by person of legal age; penalty
N.J.S.A. 2C:35-1 et seq. Comprehensive Drug Reform Act of 1987
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:16-2 Physical examinations; requirement
N.J.S.A. 18A:27-4 Power of boards of education to make rules governing employment of teacher, etc.; employment there under Cigarette coin-operated vending machines; operation, installation or maintenance on property used for school purposes; fine
N.J.S.A. 18A:36-32 Powers of board (county vocational schools)
N.J.S.A. 18A:54-20 New Jersey Smoke-Free Air Act
N.J.S.A. 26:3D-55 et seq.
N.J.A.C. 6A:16-6.3 Reporting students or staff members to law enforcement authorities
N.J.A.C. 6A:16-6.5 Confidentiality of student or staff member involvement in substance abuse intervention and treatment programs
N.J.A.C. 6A:26-12.2(a)4 Policies and procedures for school facility operation

New Jersey Constitution, Art. IV, § VII, par. 2

Anti-Drug Abuse Act of 1988

Drug-Free Workplace Act of 1988

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials

EMPLOYEE SUBSTANCE ABUSE (continued)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	*1330	Use of school facilities
	*1410	Local units
	*3220/3230	State funds; federal funds
	*3515	Smoking prohibition
	*4112.4	Employee health
	4117.50	Standards for staff discipline
	*4219.23	Employee substance abuse
	*5131.6	Drugs, alcohol, tobacco (substance abuse)

*Indicates policy is included in the Critical Policy Reference Manual.

INTERNET SAFETY AND TECHNOLOGY

The board shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of the New Jersey Student Learning Standards.

It is the policy of the district to establish safe and effective methods for student and staff users of the district's technological resources and to:

- A. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- B. Prevent unauthorized access and other unlawful online activity;
- C. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- D. Comply with the Children's Internet Protection Act (CIPA).

COMPLIANCE WITH CIPA

Filters Blocking Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter the Internet on any district-owned device or device accessing the Internet through the district network, or other forms of electronic communications, from access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the school district online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- A. Unauthorized access, including so-called "hacking," and other unlawful activities; and
- B. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the school district staff to educate, supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's

INTERNET SAFETY TECHNOLOGY (continued)

Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the chief school administrator or his or her designee.

The Superintendent or his or her designee shall ensure that students and staff who use the school internet facilities receive appropriate training including the following:

- A. The district established standards for the acceptable use of the internet;
- B. Internet safety rules;
- C. Rules for limited supervised access to and appropriate behavioral expectations for use of online resources, social network websites, and chat rooms;
- D. Cyberbullying (board policy 5131.1 Harassment, Intimidation and Bullying) awareness and response.

Student use of the Internet shall be supervised by qualified staff.

Policy Development

The district Internet Safety and Technology policy shall be adopted and revised through a procedure that includes reasonable public notice and at least one public hearing.

ACCEPTABLE USE OF THE INTERNET

Purpose

To support its commitment to providing avenues of access to the universe of information available, the district's system of electronic communication shall include access to the Internet for students and staff.

Limitation of Liability

The Internet constitutes an unregulated collection of resources that changes constantly, so it is not possible to totally predict or control the resources that users may locate. The board cannot guarantee the accuracy of the information or the appropriateness of materials that a user may encounter. Furthermore, the board shall not be responsible for any damage users may suffer, including but not limited to, loss of data, interruptions of service, or damage to personal devices connected to the system, nor shall the board be responsible for financial obligations arising through the unauthorized use of the system.

District Rights and Responsibilities

The computer system is the property of the district, and all computer software and hardware belong to it. Therefore, the district retains the right to monitor all access to and use of the Internet, including any device connected to our network, wired or wireless.

The board designates the chief school administrator as the coordinator of the district system. He/she shall recommend to the board of education qualified staff persons to ensure provision of individual and class accounts necessary for access to the Internet, designation of quotas for disk usage on the system, establishment of a document retention schedule, establishment of a virus protection process and coordination of other activities as required to maintain the system.

Each principal shall coordinate the district system in his/her building by approving all activities for that building; ensuring that teachers receive proper training in the use of the system; ensuring that students are adequately supervised when using the system; maintaining executed user agreements; and interpreting this acceptable use policy at the building level.

INTERNET SAFETY TECHNOLOGY (continued)

Access to the System

This acceptable use policy shall govern all use of the system. Sanctions for student misuse of the system shall be included in the disciplinary code for students, as set out in regulations for policy 5131

Conduct/Discipline. Employee misuse may result in appropriate discipline in accord with the collective bargaining agreement and applicable laws and regulations.

The board shall ensure the acquisition and installation of blocking/filtering software to deny access to certain areas of the Internet both in school and on district-owned devices outside of school.

World Wide Web

All students and employees of the board shall have access to the Web through the district's networked or stand alone computers. An agreement shall be required. To deny a child access, parents/ guardians must notify the building principal in writing.

Individual E-mail Accounts for Students

Students in grades K-3 may have individual accounts at the request of teachers and with the consent of parents/guardians. An individual account for any such student shall require an agreement signed by the student and his/her parent/guardian.

Students in grades 4-12 may be granted individual e-mail accounts and access to the system. An agreement shall be required for an individual e-mail account and must be signed by the student and his/her parent/guardian.

Individual E-mail Accounts for District Employees

District employees shall be provided with an individual account and access to the system. An agreement shall be required.

District Web Site

The board authorizes the chief school administrator to establish and maintain a district web site. The purpose of the web site will be to inform the district educational community of district programs, policies and practices.

Individual schools and classes may also establish web sites that include information on the activities of that school or class. The building principal shall oversee these web sites.

The Superintendent shall publish and disseminate guidelines on acceptable material for these web sites. The chief school administrator shall also ensure that district and school web sites do not disclose personally identifiable information about students without prior written consent from parents/guardians. Consent shall be obtained on the form developed by the state department of education. "Personally identifiable information" refers to student names, photos, addresses, e-mail addresses, phone numbers and locations and times of class trips.

Parental Notification and Responsibility

The Superintendent shall ensure that parents/guardians are notified about the district network and the rules governing its use. Parents/guardians shall sign an agreement to allow their child(ren) to have an individual account. Parents/guardians who do not wish their child(ren) to have access to the Internet must notify the principal in writing.

Student Safety Practices

INTERNET SAFETY TECHNOLOGY (continued)

Students shall not post personal contact information about themselves or others, nor shall students engage in any kind of personal contact with individuals they meet online. Attempts at contact from such individuals shall be reported immediately to the staff person monitoring that child's access to the Internet. Personal contact information includes but is not limited to names, home/school/work addresses, telephone numbers, or personal photographs.

Prohibited Activities

Users shall not attempt to gain unauthorized access (hacking) to the district system or to any other computer system through the district system, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.

Users shall not deliberately attempt to disrupt the district's computer system performance or destroy data by spreading computer viruses, worms, "Trojan Horses," trap door program codes or any similar product that can damage computer systems, firewalls, servers or network systems.

Users shall not use the district system to engage in illegal activities.

Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.

Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.

Users shall not infringe on copyrighted material and shall follow all dictates of copyright law and the applicable policies of this district.

Prohibited Language

Prohibited language applies to public messages, private messages, and material posted on web pages.

Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language.

Users shall not use the system to spread messages that can reasonably be interpreted as harassing, discriminatory or defamatory.

System Security

Users are responsible for their accounts and should take all reasonable precautions to prevent unauthorized access to them. In no case should a user provide his/her password to another individual.

Users shall immediately notify the supervising staff person or data processing department if they detect a possible security problem. Users shall not access the system solely for the purpose of searching for security problems.

Users shall not install or download software or other applications without permission of the Assistant Superintendent and MIS department.

System Limits

INTERNET SAFETY TECHNOLOGY (continued)

Users shall access the system only for educational, professional or career development activities. This applies to discussion group mail lists, instant message services and participation in Internet "chat room" conversations.

Users shall check e-mail frequently and delete messages promptly.

Privacy Rights

Users shall respect the privacy of messages that they receive and refrain from reposting messages without the approval of the sender.

Users shall not publish private information about another individual.

Not all data on our network are encrypted.

School Furnished Electronic Devices

The district may furnish students electronic devices such as laptop computers, tablets, notebooks, cellular telephones, or other electronic devices. When a student is furnished with an electronic device the district shall provide the student with written or electronic notification that the electronic device may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. The notification shall also include a statement that the district shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student. The parent or guardian of the student furnished an electronic device shall acknowledge receipt of the notification. The district shall retain the acknowledgement as long as the student retains the use of the electronic device.

Failure to provide the required notification shall be subject to a fine of \$250 per student, per incident. If imposed, the fine shall be remitted to the Department of Education, and shall be deposited in a fund that shall be used to provide laptop or other portable computer equipment to at-risk pupils.

Implementation

The chief school administrator may prepare regulations to implement this policy.

Adopted: May 18, 2009

NJSBA Review/Update: June 2008

Readopted: May 21, 2012

Readopted: August 26, 2013, August 25, 2014

Key Words

Acceptable Use, Blocking/Filtering Software, E-mail, Internet, Internet Safety, Technology, Web Site, World Wide Web, CIPA

Legal References: N.J.S.A. 2A:38A-1 et seq.

N.J.S.A. 2C:20-25

N.J.S.A. 18A:7A-10

N.J.S.A. 18A:36-35

N.J.S.A. 18A:36-39

N.J.A.C. 6A:30-1.1 et seq.

Computer System

Computer Related Theft

NJSAC

School Internet websites; disclosure of certain student information prohibited

Notification by school to certain persons using certain electronic devices; fine

Evaluation of the Performance of School Districts

INTERNET SAFETY TECHNOLOGY (continued)

17 U.S.C. 101 - United States Copyright Law

47 CFR 54.503(d) - Competitive Bidding; Gift Restrictions

47 U.S.C. 254(h) - Children's Internet Protection Act

State in re T.L.O., 94 N.J. 331 (1983), reversed on other grounds, New Jersey v. T.L.O., 569 U.S. 325 (1985).

O'Connor v. Ortega 480 U.S. 709 (1987)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	*1111	District publications
	*3514	Equipment
	3543	Office services
	*3570	District records and reports
	4118.2/4218.2	Freedom of speech (staff)
	*5114	Suspension and expulsion
	*5124	Reporting to parents/guardians
	*5131	Conduct/discipline
	*5131.1	Harassment, intimidation and bullying
	*5131.5	Vandalism/violence
	*5142	Pupil safety
	5145.2	Freedom of speech/expression (students)
	*6144	Controversial issues
	*6145.3	Publications
	6161	Equipment, books and materials

*Indicates policy is included in the Critical Policy Reference Manual.