

GLEN ROCK MIDDLE SCHOOL

ATHLETICS

General Information for Student-Athletes and Parents

2018-2019

Interim Superintendent

Mr. Bruce Watson

Middle School Principal

Dr. Jennifer Wirt

Middle School Assistant Principal

Mr. Brian Pepe

Athletic Director

Mr. Frank Violante

Dear Glen Rock Middle School Family Members:

Welcome to the Glen Rock Interscholastic Athletic program as we prepare for another exciting year of Panther Athletics. This pamphlet has been prepared to help our middle school parents/guardians become familiar with the general components of our middle school athletic program.

The Glen Rock Middle School Athletic Program is consistent with the philosophy of the middle school. It provides a positive learning environment for the physical, social, emotional, and educational development of our student-athletes. The middle school sports program will offer sixth, seventh, and eighth grade student-athletes the opportunity to develop skills, learn responsibility through teamwork and to understand the importance of good sportsmanship.

At the middle school level, it is important that ALL students involved have a meaningful and productive experience. In addition, it is important that ALL students have a reasonable opportunity to test learned skills in a competitive situation and that such competition be as equitable as possible. Coaches will attempt to play everyone while maintaining the integrity and competitiveness of the contest.

Once again, welcome and please strive to make SPORTSMANSHIP an integral part of your experience. Please feel free to contact me (201) 445-7700 ext.8963 if you have any questions or concerns regarding the middle school program. I look forward to working with you to ensure that you take advantage of the tremendous opportunities athletics can provide.

Sincerely,

Frank Violante
Athletic Director

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Practice Begins September 6	Practice Begins December 12	Practice begins On/about March 18
Girls Soccer	Girls Basketball	Boys Baseball
Boys Soccer	Boys Basketball	Girls Softball
Girls Volleyball		Boys Track & Field
Girls Cross-Country		Girls Track & Field
Boys Cross-Country		

Schedules and directions are available at njicathletics.org

MIDDLE SCHOOL PHILOSOPHY

This program of competitive sports focuses on the fundamentals of the game, team play rules, training and basic skill development. This program is designed to offer students the opportunity to engage in a more highly organized, competitive experience than what is found in recreation programs. At the middle school level, exclusion of students from our athletic teams is not our preferred policy. However, if the number of students trying out for a team creates a situation that is difficult to manage, or poses a safety problem, reducing team size may be necessary. When cuts are required, the size of the squad in any sport will be determined by each coach with input from the Varsity Head Coach and Athletic Director. The exact number of participants for each sport will depend on what is suitable and manageable for that particular sport. Also, once the team is selected, an attempt will be made to give all team members meaningful game participation over the course of the season.

FREQUENTLY ANSWERED QUESTIONS

- When necessary, if there are large numbers of students who show an interest to participate in a particular sport, selections are made on ability and commitment to the team.
- Parents must realize that children grow and develop at different rates. Safety and quality of instruction are paramount, as well as giving students an opportunity to play.
- Playing time is decided by the coach.

- Coaches will expect participation in the Glen Rock athletic program to take priority over outside teams. Attendance at practices and games is a priority for all team members. If athletes/parents are not willing to make that commitment, students should not join the team.
- Practices are Monday – Friday with no practices or games on weekends or during vacations.
- Our middle school teams have fewer games and shorter seasons than our high school teams.
- In the absence of a note from a doctor or a parent, the school nurse and/or athletic trainer will make the final decision as to whether a student may participate in athletics on the day of an illness.
- If a student arrives at school after the beginning of period five (11:06 am), he/she may not practice or participate in any after-school activities that day unless the lateness was for a legal reason.
- To participate in athletic competition, an athlete must be in school a minimum of four hours on the day of competition.
- Members of a team must participate in Physical Education in order to be able to practice or play in a game.
- All of the coaches must maintain the same certification criteria as the high school coaches.
- Intramurals are not part of the scholastic program, however, sports physicals are still required to participate.

GOALS OF THE ATHLETIC PROGRAM

- A. To develop good sportsmanship in winning and losing;
- B. To abide by the rules of the game;
- C. To play to win and to accept defeat;
- D. To develop confidence;
- E. To provide a rewarding athletic experience for students;
- F. To develop the total student-athlete with emphasis on building character, leadership, self-discipline, self-motivation, a strong work ethic, and high academic achievement;
- G. To develop acceptable social skills;
- H. To develop each student's self-esteem;
- I. To develop respect for others coupled with an understanding of spirit and cooperation;
and
- J. To develop athletic skills to one's maximum potential in both an individual and a team setting.

THE ROLE OF THE PARENT IN SCHOOL SPORTS

A very important goal of middle school athletics should be to make the athletic experience a positive one for the athletes and parents. To achieve that goal, we all must work together to support the following ideals:

- As a parent, I recognize that it is vital that I support the efforts and decisions of the coaching staff.
- As a parent, I recognize the importance of being a supportive role model.
- Therefore, I agree to conduct myself in a manner consistent with the dictates of good sportsmanship at all home and away contests. I will cheer in a positive manner for our Glen Rock athletes and refrain from criticizing the efforts of officials, the players, and the decisions made by coaches.
- I will insist that my son/daughter respect team and school rules, game officials, and demonstrate sportsmanship at all times. Self-respect begins with self-control.
- Attendance at practices is a priority for all team members. As a parent/guardian of a team member, I will make every attempt to assure that my child will be able to attend all practices and contests.
- I will support all of the rules, policies, and procedures discussed in this pamphlet.

In the event that there is a question concerning your child's role, first encourage your child to communicate honestly, politely, and openly with the coach in a private setting. Parents who want to voice their concerns should communicate with the coach in a respectful, timely, and private setting, but never immediately after a game when emotions are high. If the meeting with the coach does not provide a satisfactory resolution, then the parent should call and set up an appointment with the Athletic Director.

TRANSPORTATION

Standard procedure is for team members to travel to and from away contests on the school provided transportation in order to participate in the game. Parents may request permission to transport their child to an away athletic contest provided they submit a request in writing to the Athletic Director or Principal in a timely manner. Decisions will be made on a case-by-case basis. Also, if a situation arises where parents must take their child home after an away contest, they may do so by completing the *Request for Release from School-sponsored Transportation Form* and handing it to the coach

RISK FACTOR IN SPORTS

Participation in athletics involves a certain degree of risk for injury. Before going out for a team, we would like the athlete to be aware of these risks allowing the athlete to reduce his/her chance of injury.

Pre-season conditioning, learning the rules, safety factors, and the skills and techniques of a specific sport will improve his/her chance of having a healthy season.

SPORT PARTICIPATION AND ATHLETIC FORMS

Students wishing to participate in athletics must submit to an annual pre-participation physical evaluation and complete the online athletic packet. The forms included in the online athletic packet are the concussion acknowledgement form, the student's emergency information and athletic release, the sudden cardiac death in young athletes brochure, the sports related eye injuries flyer, the supplemental health history questionnaire, the transportation permission slip, the athletic fee, and the parent-student handbook.

- A. Students will not be allowed to practice until proof of a physical within 365 days prior to the first official starting day of that particular sport season, the online athletic packet has been completed, the confirmation slip has been submitted to the athletic trainer, and the school physician has reviewed and cleared the student to participate.
- B. The pre-participation physical evaluation form must be filled out completely.
Incomplete forms will not be accepted.
- C. If a student has a physical on file in the nurse's office and it is within 365 days of that particular sport season then **ONLY** the health history questionnaire from the online athletic packet will need to be submitted to the athletic trainer for medical clearance.
- D. If a student has an allergy or asthma, the proper documentation must be submitted with the pre-participation physical evaluation form in order to be eligible for medical clearance. These forms can be found on the athletics' website or the student health services website.
- E. **All athletic forms must be handed in to the athletic trainer no later than the specified collection dates or the student may not be cleared to start on time.**
- F. Students who have sustained a concussion, injury, or serious illness will be required to provide medical documentation from their physician to the athletic trainer or school nurse for medical clearance.
- G. Students must practice six days before being eligible to compete interscholastically.

INJURIES

Athletes injured at practice or a game will immediately notify the coach, the athletic trainer, and the school nurse. The athletic trainer will evaluate the injury and provide the appropriate treatment. If further medical treatment is required, the athletic trainer will contact the athlete's parents/guardian and

notify them of the injury. If an athlete visits with a physician for an injury, the athlete must provide medical documentation to the athletic trainer or school nurse; this documentation shall include the diagnosis, limitations and or recommendations, and when the athlete can return to play. If an athlete is injured outside of Glen Rock High School, he/she will need to provide documentation to the athletic trainer or school nurse. **An athlete will not be cleared to return to athletics until medical documentation has been received.** A referral form can be found on the athletics' website or the athletic trainer's fusion page. Athletes returning from an illness or injury are required to participate in one practice before competing interscholastically.

If an athlete sustains a concussion, he or she will need to visit with a physician who has been trained in the evaluation and management of concussions. A concussion clearance form is required to be completed and returned to the athletic trainer. This form can be found on the athletics' website or the athletic trainer's fusion page. Athletes who have been diagnosed as having a concussion must check-in with the athletic trainer on a daily basis to fill out the post-concussion signs and symptoms check-list. Athletes must be asymptomatic for seven days before completing the five day return to play protocol. The concussion regulation, policy, exhibit forms and protocol can be found on the athletics' website and the athletic trainer's fusion page.

INSURANCE COVERAGE

- A. The coach and the athletic trainer will complete an accident report within 48 hours of the injury. This report will be filed in the nurse's office.
- B. Interscholastic sports insurance covers all athletes, this is a rider policy. All bills are first sent to the athlete's insurance carrier and any remaining costs are then submitted to the interscholastic sports insurance.
- C. The athletic trainer issues the athletic insurance claim form only upon the parent's request.
- D. If an athlete is not covered by any insurance company, the interscholastic sports insurance will be considered the primary carrier.

ACTIVITY FEE

There is a fee of \$100 for each of the first two sports a student participates in. There is no charge if a student wishes to participate in a third sport. The fee is submitted when the on-line athletic packet is completed. If the fee is not paid students may be withheld from participating.

CODE OF CONDUCT

"Hazing" activities are prohibited. "Hazing" includes any action or situation, which recklessly or intentionally causes embarrassment to an athlete, endangers the athlete's mental or physical health, or involves forcing an athlete to do something as an initiation. Hazing is a serious problem and will not be tolerated. Athletes participating in hazing activities will be subject to discipline appropriate to the offense. Penalties may range from suspension to expulsion from the team.

Student-athletes who participate in the interscholastic program have a responsibility to their parents, team, and coaches and to themselves. Members of Glen Rock athletic teams are required to

conduct themselves as good citizens, gentlemen, and ladies both in school and out. Unbecoming conduct will result in disciplinary action. If a student accepts the privilege of being a member of a Glen Rock athletic team, he/she must adhere to certain rules and regulations as outlined below.

Participation in team athletics and other extracurricular activities is a privilege and not a right, and such privilege may be temporarily suspended or permanently revoked based upon inappropriate student conduct both on and off school grounds. For suspension or revocation of participation based on student conduct occurring away from school grounds/events, no consequences shall be imposed upon a student unless the administrator, coaching personnel, or other staff member having authority over the student determines that:

- The imposition of such consequence(s) 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; and
- The conduct, which is the subject of the proposed consequences, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

TITLE IX COMPLIANCE

No pupil enrolled in the Glen Rock Public Schools shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, religion, sexual orientation, national origin, place of residence in the district, social or economic condition, non-applicable disability or because of genetic information or refusal to submit to, or make available, the results of a genetic test.

SPORT FORM COLLECTION

Please check the athletics' website and the trainer's Schoology Page for information and the latest updates. Any questions should be directed to our Athletic Trainer, Ms. Susan Giesemann.

CONTACT INFORMATION

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Violante

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Athletic Trainer – Susan
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Athletic Administrative Assistant – Jan
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GLEN ROCK BOARD OF EDUCATION
FILE CODE: 5131.2
Policy

HARASSMENT, INTIMIDATION, AND BULLYING

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

Definitions

- A. "Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or technological threat, whether it be a single incident or a series of incidents that takes place on school property, at any school sponsored function, going to and/or from school, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and
- B. Is reasonably perceived to be motivated by an actual or perceived characteristic, including but not limited to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, a mental, physical or sensory disability; social standing, or by any other distinguishing characteristic; and
- C. A reasonable person should know, under the circumstances, that the act(s) will have the effect physically or emotionally harming a pupil or damaging a pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- D. Has the effect of insulting or demeaning any pupil or group of pupils; or
- E. Creates a hostile "educational environment for the pupil by interfering with the pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.
- F. "Technology threat" means threats or acts of harassment, intimidation, or bullying, made using any modern or electronic forms of communication including but not limited to: cell phones, pagers, text messages, e-mails, chat rooms or blogs, websites, instant messengers, fax machines, voicemail or any other channel of communication.
- G. "Threat" means any communication in which the content or message is intended or may be perceived as jeopardizing the safety or physical and/or emotional integrity of a member of the school community.

- H. “Member of the school community” includes all pupils, teachers, school administrators, staff members, school board members, school employees, and volunteers.
- I. Acts of harassment, intimidation, or bullying may also involve a pupil exercising power and control over another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

Policy Adoption and Distribution

A policy on harassment, intimidation, and bullying shall be adopted through a process that includes representation of parents/guardians, school employees, volunteers, pupils, administrators and community representatives. It shall be posted on the district’s website as well as the website of each school with direct links on the school and district home pages to the policy. The policy shall be reviewed annually, and shall be distributed annually to all school employees, contracted service providers who have contact with pupils, school volunteers, pupils and parents who have children enrolled in a school in the school district, along with a statement explaining that the policy applies to all acts of harassment, intimidation and bullying, that occur on school property, at school-sponsored functions or on a school bus and, as appropriate, acts that occur off school grounds.

Notice of the district’s policy shall appear in the pupil handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The name, school phone number, school address and school email address of the district anti-bullying coordinator be listed on the home page of the district’s website. Each school’s website home page shall list the name, school phone number, school address, and school email address of the school anti-bullying specialist and the district’s anti-bullying coordinator. 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.

A copy of the policy on harassment, intimidation, and bullying shall be transmitted to the Executive County Superintendent no later than September 1, 2011.

Training

The chief school administrator and the principals shall provide training on the school district's harassment, intimidation, or bullying policies to school employees, contracted service providers and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying based on the protected categories enumerated in the statutes and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district’s employee training program shall include information regarding the school district policy against harassment, intimidation or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with pupils.

The chief school administrator shall develop and implement a process for annually discussing the school district policy on harassment, intimidation and bullying with pupils. The chief school administrator and the principals shall annually conduct a re-evaluation, reassessment, and review of the harassment, intimidation, and bullying policy, with input from the school anti-bullying specialists, and recommend revisions and additions to the policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review. All policy revisions shall be transmitted to the executive county superintendent.

Expected Behavior

Consistent with their levels of development, maturity, and demonstrated capabilities, pupils are expected to conduct themselves with a proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment, consistent with the student code of conduct.

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

Pupils are expected to behave in a manner that creates a supportive learning environment for themselves and others. The board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use disciplinary situations as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply the best practices designed to prevent discipline problems and to encourage pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the chief school administrator, in conjunction with school staff, volunteers, and appropriate community organizations and approved by the board. These guidelines will be developed based on accepted core ethical values from broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the age level of the pupils and the mission and physical facilities of the individual schools in the district. This policy requires all pupils in the district to adhere to these rules and guidelines and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules and guidelines. The district prohibits active and passive support of harassment, intimidation, or bullying. Pupils are encouraged to:

- A. Walk away from acts of harassment, intimidation and bullying when they see them; and/or
- B. Constructively attempt to stop acts of harassment, intimidation and bullying; and/or

- C. Provide support to pupils who have been subjected to harassment, intimidation and bullying; and/or
- D. Report acts of harassment, intimidation, and bullying to the designated school staff.

Pupils are required to conform to reasonable standards of socially acceptable behavior, respect the person, property and rights of others, obey constituted authority, and respond to school district teaching, support, and administrative staff. All relevant personal factors and environmental factors shall be considered in determining the appropriate remedial measures. Each principal will develop and provide a school-based program for appropriate recognition of positive reinforcement for good conduct, self-discipline, good citizenship, and academic success.

The chief school administrator will provide annually to pupils and their parent(s) or legal guardian(s) the rules of the district regarding pupil conduct, pupils' due process, and other rights. This policy will appear in all publications of the school district's comprehensive rules, procedures, and standards of conduct for schools within the district, including pupil handbooks. Provisions will be made for informing parent(s) or legal guardian(s) whose primary language is other than English.

Consequence and Appropriate Remedial Actions

The following factors will be considered in determining the appropriate response to pupils who commit one or more acts of harassment, intimidation, or bullying:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm;
3. The surrounding circumstances;
4. The nature of the behavior(s);
5. Past incidences or continuing patterns of behavior;
6. The relationships between the parties involved; and
7. The context in which the alleged incidents occurred.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. An appropriate consequence will be determined after meaningful consideration of these factors. Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The appropriate consequence will be consistent with the case law, federal and state statutes, and district/school policies and regulations. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Since bystander reaction toward harassment, intimidation, or bullying can support or discourage these behaviors, the Glen Rock Board of Education prohibits active or inactive support for harassment, intimidation, or bullying. The board encourages pupils to walk away from these when they see them

occur, and/or to support fellow pupils who constructively attempt to stop these acts and/or report them to the designated school authority.

Anti-Bullying Personnel

Existing personnel and resources shall be used to fill these positions whenever possible. The chief school administrator shall appoint an anti-bullying coordinator who shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify; and address harassment, intimidation, and bullying of pupils;
- B. Collaborate with district school anti-bullying specialists, the board of education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of pupils in the district;
- C. Provide data, in collaboration with the chief school administrator, to the department of education regarding harassment, intimidation, and bullying of pupils;
- D. Meet at least twice annually with the individual school's anti-bullying specialists; and
- E. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

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 such individual exists, the principal shall appoint a school anti-bullying specialist from currently employed school personnel.

The school anti-bullying specialist shall:

- Chair the school safety team;
- Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Teams

The district shall form a school safety team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. A school safety team shall meet at least twice a year and shall consist of the principal/designee who, if possible, shall be a senior administrator in the school and the following principal appointees:

- A. A teacher in the school;
- B. A school anti-bullying specialist;
- C. A parent of a pupil in the school; and
- D. Other members to be determined by the principal.

The school anti-bullying specialist shall serve as the chair of the school safety team. The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of pupils 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 pupils in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and/or address harassment, intimidation, or bullying of pupils;
- E. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and/or address harassment, intimidation, or bullying of pupils;
- F. Participate in the required training and other training which the principal or the 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 pupils; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or the anti-bullying coordinator.

The members of a school safety team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches.

A parent who is a member of the school safety team shall not participate in any activities of the team, which may compromise the confidentiality of a pupil.

Reporting Procedure

All acts of harassment, intimidation, or bullying shall be reported verbally to the principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident. The principal shall inform the parents or guardians of all pupils

involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services. All acts of harassment, intimidation, or bullying shall be reported in writing to the principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a pupil had been subject to harassment, intimidation, or bullying. Reports by pupils, parents, and/or visitors may be made anonymously, but formal disciplinary action shall not be based solely on an anonymous report.

A board member, school employee, contracted service provider with contact with pupils, pupil or volunteer who has who has witnessed or has reliable information about an act of harassment intimidation or bullying shall immediately report the incident to the individual designated by this policy or to any school administrator or safe schools resource officer who shall immediately institute the district's procedures concerning bullying. A school administrator who receives such a report, or should have known of such an incident, and fails to take sufficient action to minimize or eliminate the harassment, intimidation or bullying may be subject to disciplinary action.

A member of a board of education 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 the district's policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

Investigation

The Glen Rock Board of Education requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel to assist in the investigation.

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. The school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information received after the report has been submitted to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation. The chief school administrator shall assure *The Code of Pupil Conduct* has been implemented and shall:

- Provide 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.

The results of the investigation shall be reported to the board of education no later than the board meeting following the completion of the investigation, along with information on any consequences imposed under the code of pupil conduct, intervention services provided, counseling ordered, training established, or other action taken or recommended by the chief school administrator.

Parents/ guardians of the pupils who are parties to the investigation shall be entitled to receive information about the investigation in accordance with federal and state law and regulation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board, in accordance with federal and state law and regulation. The information shall include:

- The nature of the investigation;
- Whether the district found evidence of harassment, intimidation, or bullying; or
- Whether discipline was imposed or services provided to address the incident.

A parent or guardian may request a hearing before the board after receiving the information. 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 pupils. 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 prior to rendering a decision.

At the next regularly scheduled 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 no later than the 90 days after the issuance of the board's decision; and a parent, pupil, 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.

The chief school administrator shall establish record-keeping practices that document the incidents reported and the resolution of those incidents and that create a defensible record that demonstrates the district's efforts of reduce harassment, intimidation, and bullying.

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.

Response to Incident of Harassment: Intimidation or Bullying

Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that require a response either at the classroom, school building, school district level, or by law enforcement officials. The range of ways to respond to an incident shall be defined by the principal in conjunction with the school anti-bullying specialist, but shall include an appropriate combination of counseling, support services, intervention services, and other programs, as defined by the commissioner. Consequences and appropriate remedial actions for pupils

who commit an act of harassment, intimidation, or bullying range from positive behavior interventions up to and including suspension or expulsion, as permitted under New Jersey statute and code.

Consequences and remedial measures for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance. Consequences shall be consistent with the board-approved code of pupil conduct and statute. Consequences and remedial measures shall be designed to:

- Correct the behavior problem;
- Prevent another reoccurrence of the problem;
- Protect and provide support for the pupil; and
- Take corrective action for documented systemic problems related to harassment, intimidation or bullying

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based HIB prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

This policy and the code of pupil conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation or bullying occurring off school grounds when:

- The alleged harassment, intimidation or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
- A reasonable person should know, under the circumstances, that
- The alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his person or damage to his property; or
- The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
- The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

The responses to harassment, intimidation, or bullying that occurs off school grounds shall be consistent with the board of Education's code of pupil conduct and other provisions of the board's policy on harassment, intimidation, or bullying.

Discipline of Pupils

For every incident of HIB, the school officials must respond appropriately to the individual or individuals who committed the act. The range of responses to confirmed harassment, intimidation, and bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident.

- Individual responses may 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, law enforcement report or other legal action).
- Classroom responses may include class discussions about an incident of HIB, role-plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
- School responses may include theme days, learning station programs, parent programs, and information disseminated to pupils and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
- District-wide responses may include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations) and disseminating information on the core ethical values adopted by the district board of education's code of pupil conduct.

In considering whether a response beyond the individual level is appropriate, the administrator will consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences, past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

In all instances, the district shall respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. In providing support for the victims of harassment, intimidation and bullying the district may provide:

- Counseling;
- Teacher aides;
- Hallway and playground monitors;
- Schedule changes;
- Before- and after-school supervision;
- School transportation supervision;
- School transfers;
- Therapy

Reprisal or Retaliation Prohibited

The district board of education prohibits a board of education member, school employee, contracted service provider who has contact with pupils, school volunteer or pupil from engaging in reprisal, retaliation or false accusation against a victim, witness, one with reliable information or any other person who has reliable information about an act of harassment, intimidation or bullying or who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

Acts of reprisal or retaliation can have a chilling effect on a school environment and can create an atmosphere where alleged violations of this policy are not reported. It is important to establish and maintain the norm that all suspected acts of reprisal or retaliation are taken seriously and appropriate responses are made, in accordance with the totality of the circumstances. Inconsistent applications of appropriate responses to acts of reprisal or retaliation can contribute to the culture of violence that this policy is intended to prevent.

Consequences of False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another person as a means of harassment, intimidation, or bullying range from positive behavioral intervention up to and including suspension or expulsion, as permitted under New Jersey statute and code.

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

Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another person as a means of harassment, intimidation, or bullying shall be determined by the principal or his/her designee, after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Harassment, Intimidation, and Bullying Prevention Programs

The chief school administrator shall develop an annual process for the principal(s) to discuss the school district's policy on harassment, intimidation, and bullying with pupils.

Pursuant to statute:

- A. Information regarding the district's harassment, intimidation, and bullying policy shall be incorporated into a school's employee training program.
- B. The district shall provide training on the school district's harassment, intimidation, and bullying policies to school employees and volunteers who have significant contact with pupils and develop a process for discussing the school district's harassment, intimidation and bullying policies with pupils.
- C. The school district may apply to the commissioner of education for additional costs due to the implementation of the relevant statutes.

Staff Development

Staff members are encouraged to become trained in skills and strategies for developing pupil self-discipline and to apply best practices for positive behavioral interventions. Therefore, this policy will serve as an opportunity to prepare staff to prevent and effectively intervene with instances of harassment, intimidation, and bullying, as well as to use the policy as a prevention tool by explaining to pupils the district's expectations for their behavior, consistent with the provisions of the district's policy. For pupils to demonstrate preferred behaviors, it is important that they have a clear understanding of the district's expectations under the policy, the reasons for and benefits of the policy, as well as the consequences for violations of the policy.

It is mainly through explanation and dialogue with pupils, parents and staff that the district can clearly distinguish, for example, "friendly teasing" and "rough and tumble play" from harassment, intimidation and bullying. It is also through dialogue and discussion that the district can help pupils and staff discern between "telling" or responsible "reporting" (which is intended to keep someone from getting hurt) of acts of harassment, intimidation and bullying from "ratting" or "tattling." The employees of the Glen Rock School District are encouraged to use experiential learning techniques, such as role playing situations and other demonstration and modeling strategies in its information activities for pupils and staff.

School Reports on Harassment, Intimidation and Bullying

At a public board of education meeting once each semester, the chief school administrator shall report on acts of violence, vandalism, harassment, intimidation, and bullying that occurred during the reporting period. The report shall include:

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

The information shall also be reported once during each reporting period to the department of education. The report must include data broken down by the enumerated categories and data broken down by each school in the district, in addition to district-wide data.

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

The report shall be used to grade each school for assessing its effort to implement policies and programs consistent with the Anti-Bullying Bill of Rights. The district shall receive a grade determined by averaging the grades of all the schools in the district. The grade received by a school and the district shall be posted on the homepage of the school's website. The grade for the district and each school of the district shall be posted 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.

Verification of the reports on violence vandalism, and harassment, intimidation, or bullying shall be part of the State's monitoring of the district, and the State board of education shall adopt regulations that impose a penalty on a school employee who knowingly falsifies the report. The board of education 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.

The state issue report card shall include data identifying the number and nature of all reports of harassment, intimidation and bullying.

Classified Pupils

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

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

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all pupils with disabilities.

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect," and requires districts to observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation or bullying.

Implementation

The chief school administrator shall ensure that the rules for this policy are applied consistently, and that all disciplinary sanctions are carried out with necessary due process.

Legal References:

N.J.S.A. 2A:4A-60 et al.	Disclosure of juvenile information; penalties for disclosure
N.J.S.A. 2C:12-1	Definition of assault
N.J.S.A. 2C:33 19	Paging devices, possession by pupils
N.J.S.A. 2C:39-5	Unlawful possession of weapons
N.J.S.A. 18A:6 1	Corporal punishment of pupils
N.J.S.A. 18A:11 1	General mandatory powers and duties
N.J.S.A. 18A:36-19a	Newly enrolled pupils; records and identification
N.J.S.A. 18A:25 2	Authority over pupils
N.J.S.A. 18A:36-19a	Newly enrolled pupils; records and identification
N.J.S.A. 18A:37-1 et seq.	Discipline of Pupils

See particularly:

N.J.S.A. 18A:37-15	
N.J.A.C. 6A:14-2.8	Discipline/suspension/expulsion
N.J.A.C. 6A:16-1.1 et seq.	Programs to support pupil development

See particularly:

<u>N.J.A.C. 6A:16-1.4, -1.5, -4.1, -5.1, -6.1, -6.2</u>	
<u>N.J.A.C. 6A:32-12.1</u>	Reporting Requirements
<u>N.J.A.C. 6A:32-12.2</u>	School-level planning

20 U.S.C.A. 1415(k) Individual with Disabilities Education Act Amendments of 1997

Bethel School District No. 403, v. Fraser, 478 U.S. 675 (1986)

Hazelwood v. Kuhlmeier 484 U.S. 260 (1988)

Honig v. Doe, 484 U.S. 305 (1988)

See also Commissioners' Decisions indexed under "Pupils – Punishment of" in *Index to N.J. School Law Decisions*

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

Legal References

A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials (1999 Revisions)

Cross References:	*1220	Ad hoc advisory committees
	*1410	Local units
	3517	Security
	*3541.33	Transportation safety
	*4131/4131.1	Staff development; in-service education/visitation conferences
	4148	Employee protection
	4231/4231.1	Staff development
	4248	Employee protection
	5000	Concepts and roles in pupil personnel
	5010	Personal goals and objectives for pupils
	*5020	Role of parents/guardians
	*5113	Absences and excuses
	*5114	Suspension and expulsion
	*5124	Reporting to parents/guardians
	*5127	Commencement activities
	5131	Conduct/discipline
	5131.1	Sexual harassment
	*5131.5	Vandalism/violence
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5131.7	Weapons and dangerous instruments
	5132	Dress and grooming
	5145	Rights
	5145.2	Freedom of speech/expression
	*5145.4	Equal educational opportunity
	*5145.6	Pupil grievance procedure
	*5145.11	Questioning and apprehension
	*5145.12	Search and seizure
	*6145	Extracurricular activities
	*6164.4	Child study team
	*6171.4	Special education
	*6172	Alternative educational programs

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

Key Words

Conduct, Discipline, Pupil Conduct, Pupil Conduct, Weapons, Vandalism, Harassment, Intimidation, Bullying

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