



HOBOKEN CHARTER SCHOOL POLICY
PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING

The Hoboken Charter School prohibits acts of harassment, intimidation or bullying. A safe and civil environment 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 students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation and bullying.

Definitions:

The Anti-Bullying Bill of Rights defines harassment, intimidation and bullying (HIB) 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 an 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;
and that
- Takes place on school property, at any school-sponsored function, 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; **and that**
- 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 person or damage to his property; or
 - Has the effect of insulting or demeaning any student or group of students; or
 - Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student. (N.J.S.A. 18A:37-14)

This unwanted aggressive behavior may involve a real or perceived power imbalance.

Policy Adoption and Distribution

A policy on harassment, intimidation and bullying shall be adopted through a process that includes representation based on broad community involvement (e.g. the use of a process that includes representation of parents/guardians and other community representatives, school employees, volunteers, students and administrators for the purpose of providing input regarding the development and content of policy that is based on accepted core ethical values.

The policy shall be posted on the HCS website. 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 and parents who have children enrolled in HCS 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 HCS policy shall appear in the Policies and Guidelines handbook and all other publications of the school district's comprehensive rules, procedures and standards of conduct. Provisions shall be made for informing parents/guardians whose primary language is other than English.

Expected Behavior

Consistent with their levels of development, maturity and demonstrated capabilities, pupils are expected to conduct themselves with a proper to the rights and welfare of the 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 and in a manner that creates a supportive learning environment for themselves and others. HCS 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 administration in conjunction with school staff, volunteers, and appropriate community organizations and approved by the Board of Trustees. These guidelines will be developed based on accepted core ethical values from broad community involvement with input from parent(s) or legal guardians(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 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.

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. Administration will develop and provide a school based program for an appropriate recognition of positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

Administration 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.

Incident Reporting Procedure

The principal or the ABS/ABC is responsible for receiving complaints alleging violations of this policy. All school employees, Board of Trustees members, contract service provider with contact with pupils, pupil or volunteer who has who witnessed or has reliable information about an act of harassment intimidation or bullying shall immediately report the incident to the principal, ABS/ABC or to any school administrator who shall

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immediately institute the district's procedures concerning bullying. All acts of harassment, intimidation, or bullying shall be reported verbally and in writing to the principal/ABS/ABC on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident. 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.

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. While submission of the report form is not required, the reporting party is encouraged to use the report form available from the principal of each building or available at the school district office. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

A member of a Board of Trustees or a school employee who promptly reports an incident of harassment, intimidation, or bullying to the appropriate school official designated by the school's district 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.

The principal, in consultation with the ABS, is allowed to make an initial determination as to whether the reported incident is an act of HIB and meets the definition of harassment, intimidation and bullying listed above. In making this determination, the principal must assume the allegations are true. Should the incident meet the definition, the principal and/or the principal's designee are responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Investigation

The Hoboken Board of Trustees procedure 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 ABS/ABC 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 principal/ABS/ABC 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. The principal/ABS/ABC will take into account the circumstances of the incident when communicating with parents in order to protect students' privacy as it relates to distinguishing characteristics (i.e. sexual orientation, gender identity/expression, etc.).

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.

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The results of the investigation shall be reported to the principal/executive director as applicable within two school days of the complete investigation. The principal shall assure the code of pupil conduct has been implemented and shall:

- A. Provide intervention services;
- B. Establish training programs to reduce harassment, intimidation, or bullying and enhance school climate
- C. Impose decline or
- D. Take or recommend other appropriate action.

The results of the investigation shall be reported to the Board of Trustees 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 administration.

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 five school days after the results of the investigation after the results of the investigation are reported to the Board, in accordance with federal and state law and regulation. The information shall include:

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

A parent or guardian may request a hearing before the Board of Trustees within 60 calendar days after receiving written notice of the outcome of the investigation. 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 of Trustees 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 Trustees meeting following its receipt of the report, the Board shall issue a decision, in writing, to affirm, reject, or modify the Director'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 of Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group.

The ABS/ABC shall establish record-keeping practices that document the incidents reported and the resolution of those incidents and that create a defensible record which demonstrates the district's efforts of reduce harassment, intimidation, or bullying.

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

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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, graded and consistent with the Board of Trustees 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.

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.

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.

- A. Individual responses may include positive behavioral interventions (e.g. peer mentoring short-term counseling, life skills group) and punitive actions (e.g. detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action). With regard to conduct that may constitute good cause for suspension or expulsion, school officials will refer to Harassment, Intimidation and Bullying added to the statute (N.J.S.A. 18A:37-2)
- B. 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.
- C. 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.
- D. 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 organization (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 Trustees code of pupil conduct.

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

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

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 and is deemed to meet the statutory definition. The responses to harassment, intimidation, or bullying that occurs off school grounds shall be consistent with the Board of Trustees code of pupil conduct and other provisions of the Board's policy on harassment, intimidation, or bullying.

Anti-Bullying Personnel

Existing personnel and resources shall be used to fill these positions whenever possible.

The principal 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 specialist, the Board of Trustees, and the harassment, intimidation and bullying to prevent, identify, and respond to Principals/Directors to prevent the harassment, intimidation, and bullying of pupils in the district;
- C. Provide data, collaboration with the principal 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 principal.

The principal shall appoint a school anti-bullying specialist from currently employed school personnel as charter school staff is not as expansive as larger public schools. The school anti-bullying specialist shall:

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

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- C. Act as the primary school official responsible for preventing, identifying and addressing incidents of harassment, intimidation and bullying in the school.
- D. Assist the principal in appropriately applying the range of ways for responding to harassment, intimidation and bullying established by the Board of Trustees.
- E. Provide input to Board of Trustees on annual re-evaluation, reassessment, and review of policy.

The name, school phone number, school address and school email address of the anti-bullying coordinator shall be listed on the HCS website. The same will be provided for the anti-bullying specialist. The information regarding HCS anti-bullying coordinator and anti-bullying specialist shall be maintained on the department of education's website.

School Safety/Climate Team

The district shall form a school safety/climate team in each school to develop, foster, and maintain a positive climate by focusing on the ongoing, systematic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. A school safety/climate 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. Teachers in the school;
- B. School anti-bullying specialist/school anti-bullying coordinator;
- C. Parents of a pupil in the school; and
- D. Other members to be determined by the Principals/Directors.

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

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

The members of the school safety/climate 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 the student. Note: The term parent is pursuant to N.J.A.C. 6A:16-1.3.

Reprisal or Retaliation Prohibited

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The district Board of Education prohibits a Board of Trustees 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 target, 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. Reference: New laws related to Harassment, Intimidation and Bullying N.J.A.C. 6A:16-7-1 regarding code of student conduct.

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 for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another person as a means of harassment, intimidation and 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.

Training for Staff, Students and other Stakeholders

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 are encouraged to use experiential learning techniques,

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such as role playing situations and other demonstration and modeling strategies in its formation activities for pupils and staff.

The HCS principals/executive director/ABS/ABC shall provide annual training on the school'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 on the basis of the protected categories enumerated in the statutes and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation or bullying.

Training will include:

- A. Programs that reflect the most current in harassment, intimidation and bullying in schools.
- B. 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

The administration shall develop an annual process 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.

School Reports on Harassment, Intimidation and Bullying

At a public Board of Trustees meeting once each month, the ABS shall report on acts of 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 investigation
- 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 federal or state law for public release.

The report shall be used to grade each school for the purpose of 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

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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 the grade by the school and district.

Verification of the reports on violence and 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.

Bullying Prevention Programs

Hoboken Charter School is committed to implement the new law; schools and school districts must annually establish, implement, document and assess these approaches.

- The approaches must be designed to create school-wide conditions to prevent and address harassment, intimidation and bullying.
- Throughout the school year HCS will provide on going age-appropriate instruction on preventing harassment, intimidation and bullying in accordance with the core curriculum content standards.
- The HCS staff in conjunction with the anti-bullying coordinator, anti-bullying specialist and school safety/climate team will develop and consistently implement a process for discussing the Hoboken Charter School's Harassment, Intimidation and Bullying Policy with students.

HCS will also observe the "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.

Students with Disabilities

Students with disabilities are subject to the same disciplinary procedures as their non-disabled peers and may be disciplined in accordance with their IEP. However, before disciplining a student with disabilities, it must be determined that:

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

Staff shall comply with state and federal law and the regulations of the N.J.A.C. in dealing with discipline and/or suspension of all pupils with disabilities. Staff shall consider, when considering remedial actions, the nature of the student's disability.

Implementation

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The Director 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 info/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 possessions of weapons

N.J.S.A. 18A:6-1 Corporal punishment of pupils

N.J.S.A. 18A:11-1 General mandatory powers & duties

N.J.S.A. 18A:36-19 Newly enrolled pupils; records & identification

N.J.S.A. 18A:25-2 Authority over pupils

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/expulsión

N.J.A.C. 6A:16-1 et.seq. Programs to support pupil development See particularly: N.J.A.C. 6A:16-1.4,-1.5,-4.1,-5.1,-6.1,-6.2

N.J.A.C. 6A:32-12.1 Reporting Requirements

N.J.A.C. 6A:32-12.2 School-level planning

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

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials (1999 Rev)

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