

HARASSMENT, INTIMIDATION, AND BULLYING

COASTAL LEARNING CENTER – MONMOUTH POLICY REVISED 10/21/2021

Coastal Learning Center strives to create an environment in which the uniqueness of each person is valued. Whereby, everyone is treated with dignity and respect without regard to race, religion, creed, ethnic background, national origin, ancestry, gender, age, marital status, physical or mental disability, sexual orientation, veteran status or any other basis prohibited by law.

On January 5, 2011 our Governor signed into law P.L.2010, Chapter 122; an act concerning Harassment, Intimidation and Bullying (HIB) on school property, at school-sponsored functions and on school buses. In particular for school policies and procedures, the act amended N.J.S.A. 18A:37-14 et seq., which include the requirements for the prevention and intervention of HIB on and off school grounds, at school sponsored functions and on school buses.

“Harassment, intimidation or bullying” means 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 any other distinguishing characteristic, that takes place on school property, any school sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of students 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 person or damage to his property;
- b. has the effect of insulting or demeaning any student or group of students; or
- c. creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

The district board of education establishes that “harassment, intimidation or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that is:

- a) reasonably perceived as 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
- b) by any other distinguishing characteristic, and that
- c) takes place on school property, at any school sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
- d) a reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- e) or has the effect of insulting or demeaning any student or group of students; or
- f) 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.

HARASSMENT, INTIMIDATION, AND BULLYING

Definition

- Bullying refers to actions repeated over time which harm, harass, intimidate, or humiliate another person. Typically, there is an imbalance of power (e.g., a difference in physical strength, or popularity) which makes it difficult for the bullied child to defend himself or herself.
- Bullying may be physical, verbal, relational (e.g., exclusion or isolation), in-person or electronic (“cyber bullying”), direct (e.g., hitting, texting a negative message to a child, insulting a child) or indirect (encouraging another person to hurt a child, spreading rumors). It can take place at school or off school grounds.
- Verbal: name calling, teasing, threatening, taunting and gossiping.
- Emotional: shunning, isolating, rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, manipulating friendships, initiating rumors, and exerting coercive peer pressure:
- Physical: any sort of aggressive physical contact, including punching; poking; shoving; kicking; choking; pulling hair; beating; biting; and tickling. Bullying of a sexual nature will be addressed through the school’s policy and procedures for sexual harassment.
- Bullying differs from rough and tumble play or friendly teasing because in these types of interactions the ‘targeted’ child varies (one child does not consistently dominate the other), and children display remorse when a playmate is inadvertently upset and hurt.
- The phrase “harassment, intimidation and bullying” (“HIB”) is often used in place of the term “bullying”; it is equivalent.
- “Bias-based bullying” is commonly used to describe bullying in which legally protected characteristics (such as sex, gender identity and expression, sexual orientation, disability, race, ethnicity and religion) are targeted.

Student Expectation: Each student’s disability and classification will be taken into consideration **

Students are expected to conduct themselves according to their levels of development, maturity and capabilities with proper regard for the rights and welfare of other students and school staff, and school property.

Students must act cooperatively while interacting amongst themselves, parents, school staff, administrators, interns and community representatives. Students are to grow in self-discipline and develop respect for self as well as for school and community property.

Students are expected to behave in a way that supports a conducive learning environment.

** Each student will be treated according to the level and extent of their disability and classification; conferring with and as stated in the student’s Individual Educational Plan.

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Consequences and Remedial Measures for Acts of HIB -Shall be determined by the Principal and Anti-Bullying Specialist per each individual student and case information. **

Consequences and remedial measures for a student who commits an act of HIB shall be varied and graded according to the nature of the behavior, age of the student and 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 *correct the problems behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act; and take corrective action for documented problems related to HIB.*

Consequences and remedial measures for a student who commit an act of HIB may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. Consequences and remedial measures may include, but are not limited to:

A. Consequences

- Admonishment;
- Temporary removal from the classroom;
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to disciplinarian;
- Out-of-school suspension (short or long term);
- Legal action; and
- Expulsion.

B. Remedial Measures (Personal)

- Restitution and restoration;
- Mediation;
- Recommendations of a student behavior or ethics council;
- Corrective instruction or other relevant learning or service experience;
- Supportive student interventions;
- Behavioral assessment or evaluation;
- Behavioral management plan;
- Involvement of school disciplinarian;
- Student counseling.
- Parent conferences;

C. Remedial Measures (Classroom, School Building, or School Grounds)

- School surveys or other strategies for determining the conditions contributing to HIB;
- Adoption of research-based, systemic bullying prevention programs;
- School policies and procedures revisions;
- Modifications of schedules;
- Adjustment in hallway traffic;
- Modifications in student routes or patterns traveling to and from school;
- Supervision of students before and after school (dismissal);
- General professional development programs for certified and non-certified staff;
- Professional development plans for involved staff;
- Supportive institutional interventions;
- Parent conferences.

** Each student will be treated according to the level and extent of their disability and classification; conferring with and as stated in the student's Individual Educational Plan.

HARASSMENT, INTIMIDATION, AND BULLYING

School Anti-Bullying Specialist

The principal shall appoint an anti-bullying specialist who shall: *chair the school safety team, lead the investigation of incidents of HIB in school; and act as the primary school official responsible for preventing, identifying and addressing incidents of HIB in school.*

School Safety Team

The school safety team shall develop, foster and maintain a positive school atmosphere by focusing on the process and practices in the school and to address issues such as HIB. The school safety team shall meet at least two times per year.

The school safety team shall be appointed by the principal and the team shall: *Receive any complaints of HIB of students that have been reported to the principal; Investigate and prepare reports of an incident of HIB; Identify and address patterns of HIB in school; 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 specialist may request.*

Report and Documenting Incidents of HIB

- Incident report (as set forth in Appendix A) is to be completed in its entirety stating characteristics, witness or informant, nature and location of HIB, intended or inflicted harm
- Incident report is to be submitted to the Principal for review;
- Allegations of HIB shall be promptly investigated. Consideration shall be given to the due process rights of the accused as well as the need for confidentiality and safety of the target and the reporting person.
- Allegations of HIB can lead to disciplinary consequences, including but not limited to reprimand, suspension, change of schedule or placement, expulsion, denial of participation or privileged, detention.
- Individualized interventions to equip students with pro-social and coping skills shall be provided to students who exhibit bullying behaviors and those who are targets of such behaviors.
- Persons reporting incidents of HIB shall not be subjected to retaliation. Appropriate measures shall be enforced to discourage and promptly address any retaliation or attempts to “get even” with the target and/or the person reporting the HIB
- The original of the incident shall be placed in the student's secondary file
- The Principal will forward a copy of the Incident Report to the school's HIB specialist who will review the incident with the designated student(s) and document the session (as set forth in Appendix B.)
- After review and investigation of said incident a report will be forwarded to parent/guardian or appropriate party (as set forth in Appendix C).

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Prevention

1. The school shall provide to school employees, students and parents written information about the identification, prevention, and correction of HIB
2. The school shall provide to all school employees training about the nature and seriousness of HIB, as well as prevention and intervention strategies. N.J.S.A. 18:37-22. d
3. The school shall provide to students learning activities regarding the nature and seriousness of bullying; knowledge, attitudes, and skills necessary to discourage bullying; standards of acceptable behavior; and ways in which students can be actively involved in creating a safe school environment.
4. The school shall encourage communication between teachers\administrators. Parents shall be encouraged to promote the strong partnerships necessary to most effectively prevent and intervene with HIB problems.
5. The school shall conduct periodic assessments regarding the types and prevalence of HIB to gauge programs effectiveness and needs.
6. Staff members are to conduct themselves as positive role models and not engage in any form of bullying conduct while involved in school related duties.
7. The school shall annually observe a “Week of Respect” beginning with the first Monday in October to recognize the importance of character education. The school will provide age appropriate instruction focusing on the prevention of HIB as defined in N.J.S.A. 18A:37-14

Consequences of False Accusations

Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of HIB range from positive behavioral intervention supports to and including suspension or expulsion as permitted under N.J.S.A 18A:37-1, Discipline or Pupils.

Consequences and appropriate remedial action for a school employee, found to have falsely accused another as a means of HIB 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 as a means of HIB shall be determined by the Principal and his\her designee, after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

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Publication

Information on how to obtain a copy of our Harassment, Intimidation, and Bullying Policy can be found on our school website - coastallearningcenter.org.

Website Link

coastallearningcenter.org

School Anti-Bullying Specialist Contact Information

Mark Little – Assistant Principal

Anti-Bullying Specialist

(732) 367-6663 Ext 227

School Safety Team Contact Information.

Shannon Smialkowski – School Social Worker\Intake Coordinator

Anti-Bullying Specialist

(732) 367-6663 Ext. 212

Resources on HIB

Bully: A Handbook for Educators and Parents. Rivers, I., Duncan, N., and Besag, V.E. (2009). Rowman & Littlefield Education, Lanham, MD.

Bullying at School: What We Know and What We Can Do. Olweus, D. 1993. Cambridge, MA: Blackwell.

Bullying Behavior: Current Issues, Research and Interventions. Geffner, R.A., Loring, M. and Young, C. (Eds.) 2001. Haworth Press, New York.

School Bullying: Insights and Perspectives. Smith, P.K., Sharp, S. (1994). London: Routledge.

The Truth about Bullying: What Educators and Parents Must Know and Do. Urbanski, J. and Permuth, S. (2009). Rowman & Littlefield Education, Lanham, MD.

<http://www.state.nj.us/education/parents/bully.htm>

<http://www.njbullying.org/>