

Y.A.L.E. School
Harassment, Intimidation,
and Bullying Policy
2023-2024

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HARASSMENT, INTIMIDATION AND BULLYING

I. Policy Statement

Y.A.L.E. prohibits all acts of harassment, intimidation and/or bullying (HIB). Bullying is unwanted aggressive behavior that may involve a real or perceived power imbalance. An act of harassment, intimidation or bullying can be committed by an adult or a youth against a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation and/or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined 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 HIB.

The Y.A.L.E Harassment, Intimidation and Bullying Policy will address reported incidents of HIB that occur only on Y.A.L.E. School grounds, Y.A.L.E School events, or on transportation provided by Y.A.L.E. School. The principal will refer reported incidents that occur on a sending district board of education school bus, at a sending district board of education school sponsored function, and off school grounds to the sending district's case manager of the student that was the target of the harassment, intimidation and bullying. Y.A.L.E School will work collaboratively with sending districts as they conduct the HIB investigation.

II. Harassment, Intimidation and Bullying (HIB) Definition:

HIB means any gesture, any written, verbal or physical act, or any electronic communication; whether it be a single incident or series of incidents that: (Each of these three criteria identified in the definition of HIB (N.J.S.A. 18A:37-14) must be satisfied for an incident to be deemed HIB):

1. A reasonable perception of the incident 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;
2. Takes place on school property, at any school sponsored function, on a school bus or off school grounds that causes;
3. Substantial disruption or interference with the orderly operation of the school or the rights of other students; and
4. One or more of the following –
 - a. A reasonable person should know, under the circumstances, the act 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
 - b. The act has the effect of insulting or demeaning any student or group of students; or

- c. The act 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 above definition was adapted from the New Jersey Anti-Bullying Bill of Rights Act)

PA Campus only: Cyberbullying:

Adopting the amendment of Title 18 (Crimes and Offenses) of the Pennsylvania Consolidated Statutes: Cyber harassment of a child:

- (1) A person commits the crime of cyber harassment of a child if, with intent to harass, annoy or alarm, the person engages in a continuing course of conduct by repeatedly communicating or making any of the following by electronic means directly to a child or by publication through an electronic social media service:
- (i) seriously disparaging statement or opinion about the child's physical characteristics, sexuality, sexual activity or mental or physical health or condition; or
 - (ii) threat to inflict harm.

*Both New Jersey and PA campuses should consult local law enforcement when incidents of cyber bullying are reported.

Understanding Different Types of Bullying Behavior

Bullying can be direct ("face to face") or indirect ("behind someone's back"). Listed below are four types of bullying behaviors which can occur alone or in combinations:

- **Verbal** – Includes name calling, taunting, constant teasing or making threats;
- **Physical** – Includes hitting, punching, shoving, spitting, or taking or damaging personal belongings;
- **Psychological** – Includes spreading rumors, purposefully keeping people from activities and breaking up friendships or other relationships; and
- **Electronic** – Includes using the internet, mobile phone or other electronic equipment to intentionally harm others.

III. Student Expectations

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

Standards for student behavior are set cooperatively through interaction among the students, school administrators, school employees, school volunteers, parents/guardians, and community members, producing an atmosphere that encourages student growth.-

The best discipline is self-imposed, and it is the responsibility of the staff to use disciplinary situations as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to grow in self-discipline. The development of this atmosphere requires respect for self and others,

as well as for Y.A.L.E. School and community property on the part of students, staff and community members.

Y.A.L.E. requires all students to adhere to the rules and regulations established by the school and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules.

Y.A.L.E. prohibits active or passive support for acts of harassment, intimidation and/ or bullying. Students are encouraged to support students who:

1. Walk away from acts of harassment, intimidation and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation and/or bullying
3. Provide support to students who have been subjected to harassment, intimidation and/or bullying; and
4. Report all acts of harassment, intimidation and bullying to a staff member at school

IV. Consequences and Remedial Actions

Y.A.L.E. requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation or bullying, consistent with the code of student conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation or bullying. In determining the appropriate consequences for students who commit one or more acts of harassment, intimidation and/or bullying, school administrators (along with BCBA and counselor consultation) will consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, and the students' histories of inappropriate behaviors.

Factors to Consider When Determining Consequences and Remedial Measures:

Incident:

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

Personal:

- 1) Life skill deficiencies;
- 2) Social relationships;
- 3) Strengths;
- 4) Talents;
- 5) Traits;
- 6) Interests;

- 7) Hobbies;
- 8) Extra-curricular activities;
- 9) Classroom participation;
- 10) Academic performance; and
- 11) Relationship to students and the school.

Environmental:

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

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. It is only after meaningful consideration of these factors that an appropriate consequence should be determined.

School officials will impose appropriate consequences and remedial actions to any student or staff member who commits an act of harassment, intimidation and/or bullying of a student. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, and/or bullying. Remedial measures may include, but are not limited to, in or out of school counseling, professional development programs and work environment modifications.

Y.A.L.E. reserves the right to impose supportive and disciplinary measures based on the severity of the confirmed incident of harassment, intimidation and/or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences:

- 1) Discussion;
- 2) Temporary removal from the classroom;
- 3) Suspension of privileges;
- 4) Classroom or administrative detention;
- 5) Referral to Counselor and/or BCBA;
- 6) Behavior plan;
- 7) Referral to administrator;
- 8) Out-of-school suspension (short-term or long-term);

- 9) Reports to law enforcement or other legal action;
- 10) Increased supervision at school
- 11) Expulsion

Examples of Remedial Measures:

Personal:

- 1) Restitution and restoration;
- 2) Peer support group; Peer Mentor
- 3) Corrective instruction or other relevant learning or service experience;
- 4) Supportive student interventions, using positive behavioral support plans;
- 5) Behavioral assessment or evaluation, including, but not limited to, a referral to the clinical services team, as appropriate.
- 6) Behavioral management plan, with benchmarks that are closely monitored;
- 7) Assignment of leadership responsibilities
- 8) Student counseling and/or life skills groups;
- 9) Parent and parent/district conferences; and

Environmental (Classroom, School Building):

- 1) Classroom discussions about a HIB incident, role plays, research projects, discussing audio-visual materials on these subjects and skill-building lessons on courtesy, tolerance, assertiveness and conflict management;
- 2) Implementation of theme days, learning station programs, parent programs (factsheet or newsletter) School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, and/or bullying;
- 3) School culture change;
- 4) School climate improvement;
- 5) Adoption of research-based, systemic bullying prevention programs;
- 6) School policy and procedures revisions;
- 7) Modifications of schedules;
- 8) Adjustments in hallway traffic;
- 9) Modifications in student routes or patterns traveling to and from school;
- 10) Supervision of student before and after school;
- 11) Targeted use of monitors (hallway, playground, etc.)
- 12) Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- 13) General professional development programs for certificated and non-certificated staff;
- 14) Professional development plans for involved staff;
- 15) Disciplinary action for school staff who contributed to the problem;
- 16) Parent or parent/district conferences;
- 17) Involvement of community-based supports and/or organizations;
- 18) Development of a general bullying response plan;
- 19) Peer support groups;
- 20) Placement evaluation;-
- 21) Law enforcement (e.g., safe schools resource officer) involvement or other legal action.

Personal- Target/ Victim

1. Meet with a trusted staff member to explore student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school (schedule changes, arrival and dismissal supervision, school transportation supervision);
3. Provide supportive counseling if needed
4. Recommend community based support.

V. Reporting Procedures

At each school, the principal or the principal's designee, typically the anti-bullying specialist, is responsible for receiving complaints alleging violations of this policy. All school employees, volunteers and contracted service providers who have contact with students are required to verbally report and provide written report of alleged violations of this policy to the principal or the principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. A written report using the 338 HIB Reporting Form for personnel must be given to the principal within two days of the verbal report. All non-staff members (students, parents/caretakers, community members) should use the 338 HIB Reporting Form for Families and Caregivers. The principal or the principal's designee is required to inform the parents and sending district of all students involved in alleged incident, and, as appropriate may discuss the availability of counseling and other intervention services. The HIB 338 Form shall be kept on file at the school but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be kept in the student's record under State or Federal law.

Initial Threshold Assessment

The principal, in consultation with the anti-bullying specialist, may conduct an initial threshold assessment to determine if a given allegation, IF TRUE, rises to the level where referral to the anti-bullying specialist for investigation is appropriate.

Students, parents, and visitors are encouraged to report alleged violations of this policy to the principal on the same day when the individual witnessed or received reliable information regarding any such incident. While submission of a report form is not required, the reporting party is encouraged to use the report form available from the principal of each building or in each Homeroom. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Should a student be found the offender in a HIB incident, a copy of the investigation shall be included in the student's record.

VI. School Anti-Bullying Specialist

At each school, the principal will appoint a school anti-bullying specialist. The anti-bullying specialist will be a member of the clinical services team, or another similarly trained individual, who is currently employed within the school. The school anti-bullying specialist leads investigations of harassment, intimidation, or bullying issues, and acts as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation or bullying. The school anti-bullying specialist is also responsible for collaborating

with Y.A.L.E. anti-bullying coordinator monthly in order to strengthen policies to prevent, identify and respond to incidents of harassment, intimidation, or bullying across campuses.

East (Northfield) – Kareem Spence kspence@yaleschoolnj.com

West (Ellisburg) – Alyse Keilson akeilson@yaleschoolnj.com and Joset Ward jward@yaleschoolnj.com

Cherry Hill - Nia Hinton nhinton@yaleschoolnj.com

North I (Memorial) - Medford- Jessica Liger jliger@yaleschoolnj.com

North II (Kirby's Mill) – Medford - Katie Maldonado kmaldonado@yaleschoolnj.com

Atlantic I - Mullica - Barry Walker bwalker@yaleschoolnj.com

Southeast (Evans) - Ann Davidson adavidson@yaleschoolnj.com

West II-Erlton- Andrea Damiani adamiani@yaleschoolnj.com

Standard 9- CCC, Project Search- Tom Diaz tdiaz@yaleschoolnj.com

Linwood- Kareem Spence kspence@yaleschoolnj.com

PA Campus- Shannon Luzier sluzier@yaleschoolpa.com

VII. Y.A.L.E. Anti-Bullying Coordinator

The Y.A.L.E. anti-bullying coordinator is responsible for coordinating and strengthening Y.A.L.E.'s harassment, intimidation, or bullying policies. The Y.A.L.E. anti-bullying coordinator leads monthly meetings with all school anti-bullying specialists and presents campus-wide data on confirmed incidents to the school administrators. The anti-bullying coordinator will collaborate with the anti-bullying specialist to prevent, identify, and respond to incidents of harassment, intimidation and/ or bullying of students.

Anti-Bullying Coordinator- Andrea Damiani adamiani@yaleschoolnj.com

VIII. Range of Responses to an Incident of Harassment, Intimidation, and/or Bullying

Y.A.L.E. authorizes the principal of each school to define the range of ways in which school staff will respond once an incident of harassment, intimidation, and/or bullying is confirmed, and the principal shall respond to confirmed harassment, intimidation, or bullying, according to the parameters described in this policy. Y.A.L.E. recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts. Other acts may be more serious or part of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or Y.A.L.E.-wide levels or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, and/or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

In considering whether a response beyond the individual is appropriate, school officials will 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-wide) responses can range from school and community surveys, to mailings, to focus groups, to

adoption of research-based bullying prevention program models, or to training for certificated and non-certificated staff. Responses may also include the following: participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including Y.A.L.E. anti-bullying coordinator and/or principal. Y.A.L.E. may also make resources, such as school counseling services and environmental modifications, available to the students involved.

IX. Reprisal, Retaliation and False Accusations

The Y.A.L.E. School prohibits reprisal, retaliation or false accusation against the target, witness, or any other person who has reliable information about an act of HIB or who reports an act of HIB. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with Y.A.L.E. policies and procedures.

All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. The consequences for students will range from positive behavior interventions up to and including suspension or expulsion. The consequences for school employees shall be disciplined in accordance with Y.A.L.E. policies, procedures and agreements. The consequences for a visitor or volunteer shall be determined by the principal after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

X. Consequences for False Accusation

Y.A.L.E. prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation or bullying. Staff must contact the principal when they become aware of false accusations made by;

- 1) Students: Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion.
- 2) School Employees: Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students could entail discipline in accordance with Y.A.L.E. policies, procedures and agreements which may include, but are not limited to: reprimand, professional development, counseling, suspension, increment withholding, termination and/or bans from providing services, being in the school or on school grounds; and
- 3) Visitors or Volunteers: Consequences and appropriate remedial action for a visitor or volunteer could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of building or grounds privileges, or prohibiting contact with students or the provision of student services.

XI. Policy Publication

HIB policy shall be disseminated annually to all school staff along with a statement explaining that it applies to all acts of harassment, intimidation and/or 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 policy will also appear in the Parent/ Student Handbook. A link to the policy will be posted on the Y.A.L.E School webpage. The contact information for each campus' Anti-Bullying Specialist, Y.A.L.E Anti-Bullying Coordinator and the NJDOE School Climate State Coordinator will be located on the Y.A.L.E School website. The Guidance for Parents on the Anti-Bullying Bill of Rights Act developed by the Department of Education will be posted on the Y.A.L.E School website.

XII. Harassment, Intimidation, and Bullying Training and Prevention Programs

The principal shall develop an annual process for discussing the Y.A.L.E. policy on harassment, intimidation and bullying with students. Input from the school anti-bullying specialist will be used to re-evaluate, reassess, and review the policy. In addition, Y.A.L.E. will provide employee training on the harassment, intimidation, and bullying policy to staff members, contracted service providers, and volunteers who have significant contact with students. The training will include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A: 37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, and/or bullying.

Y.A.L.E. may observe a “Week of Respect,” beginning with the first Monday in October and a School Violence Awareness Week beginning the third Monday in October. Activities must be emailed to Y.A.L.E. anti-bullying coordinator for approval one week prior to start of activities. Age-appropriate instruction will be provided with a focus on character education and prevention of harassment, intimidation, and bullying. Y.A.L.E. will provide the 6 Essential Lessons on Bullying during the first six weeks of the school year. Each campus principal will specify class periods in which to teach these lessons. In addition, Y.A.L.E. will provide on-going age-appropriate instruction on preventing harassment, intimidation or bullying during its skill development classes.

References:

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses (April 2011)

PA Public School code 24 PS 13-1303.1-A/PA Act 26 of 2015

XIII. 2023-2024 Timeline of Events

I. Orientation

- Anti-bullying coordinator will review Y.A.L.E School’s Harassment, Intimidation and Bullying Policy and procedures for bullying prevention, intervention and remediation and Conflict Resolution Policy (optional) with all anti-bullying specialists during orientation.

- Staff mediators will be identified and trained by the anti-bullying specialist.
- Determine students who will be trained as peer mediators (optional).
- Anti-bullying specialist or trained mediators will review policy and procedures for conflict resolution with teachers during orientation.-
- Review policy and procedures for Harassment, Intimidation and Bullying with staff during orientation.

II. Weekly

- At faculty meetings, the school anti-bullying specialist(s) (or designee) will ask staff for any information related to HIB incidents since the previous meeting.

II. Monthly

- Anti-bullying specialists complete online HIB log by campus and YALE wide HIB log
- Anti-bullying coordinator will facilitate a monthly meeting with the anti-bullying specialists beginning the first Monday of every month. Anti-bullying coordinator will submit meeting minutes to the executive director and supervisors monthly.
- Anti-bullying coordinator will submit YALE wide log to executive director in advance of the HIB presentation at the supervisor meeting.

September

- Anti-bullying coordinator will conduct a training with all anti-bullying specialists during the week of orientation.
- Anti-bullying specialist(s) (or assigned) trains staff on the HIB policy and reporting procedures.
- Anti-bullying specialist schedules the first school safety/climate team meeting. A meeting should be planned at least 2 times per year.
- Teachers/ CST will teach the 6 Essential Lessons on Bullying (6) during periods specified by principal.
- Ensure teachers review procedures for conflict resolution (optional by campus) and HIB with students.
- Anti-bullying specialist or designee will review policy during bus driver in-service.
- Review policy and procedures for conflict resolution (optional by campus) and bullying with parents during back to school night.

October

- 1st week of October – Week of Respect – Begins October 2, 2023
- School Violence Awareness Week – Begins October 16, 2023

November

- Anti-bullying specialist meets with the school safety/climate team and submits team recommendations to the anti-bullying specialist and building principal.

December

- Anti-bullying specialist should review training expectations for booster shot training in January.

January

- Booster shot training to staff and students (review HIB Policy and procedures).

March

- Anti-bullying specialist meets with school safety/ climate team and submits recommendations to building principal and anti-bullying coordinator.

June

- Conflict resolution, anti-bullying specialist meeting – Bring/send written recommendations to the monthly HIB meeting. Complete June logs prior to closing out for the year.

ESY 2024

- Continue HIB efforts through ESY
- Submit monthly HIB logs to anti-bullying coordinator at the end of July and the close of ESY.

XIV. RESPONSIBILITIES

Anti-Bullying Coordinator Responsibilities

1. Coordinates and strengthens Y.A.L.E.'s policies to prevent, identify, and address harassment, intimidation, and/or bullying of students.
2. Collaborates with school the executive director, principals and anti-bullying specialists to prevent, identify and respond to harassment, intimidation, and/or bullying of students.
3. Presents Y.A.L.E.-wide data to all supervisors during supervisor meetings.
4. Leads monthly Conflict Resolution/HIB meetings with the anti-bullying specialists on the first Monday of every month to discuss and strengthen procedures and policies to prevent, identify and address harassment, intimidation, and/or bullying issues occurring throughout Y.A.L.E.
5. Provide written notes from monthly meetings to the executive director, supervisors and anti-bullying specialists.
6. Provide Y.A.L.E. wide HIB data to the executive director and present the information monthly to supervisors.

School Anti-Bullying Specialist Responsibilities

1. Review policy with faculty (newly hired staff as warranted).
2. Review student learning activities with staff. (Six Essential Lessons)
3. Act as the primary school official responsible for preventing, identifying, and addressing incidents of HIB in the school.
4. Log incidents in the HIB log and maintain a copy in a binder. This binder should remain with the anti-bullying specialist in a secured location.
5. Maintain HIB Incident Report Forms and Incident Interview Forms in a campus binder.

6. Ask if there are any HIB incidents or concerns and if there are any needs for conflict resolution. Anti-bullying specialist (or designee) may also review incidents during faculty meetings as appropriate.
7. Follow up with victims to ensure HIB has stopped.
8. Maintain blank copies of forms in main office. Give start up supply to each homeroom.
9. Propose changes based on data and current research.
10. Ensure policy is implemented as stated and student(s) who are presenting HIB behaviors are remediated and stopped after 1st incident.
11. Develop proactive strategies to prevent incidents from occurring.
12. Assist the principal in implementing events during Week of Respect and School Violence Awareness Week.
13. Chairs the school safety/climate team

Principal/ Campus Supervisor Responsibilities

1. Identify at least one certified staff member to act as the primary school official responsible for preventing, identifying, and addressing incidents of HIB in the school.
2. Select members to serve on the school safety/climate team.
 3. Serve as a member of the school safety/climate team.
 4. Review policy with all faculty and chairpersons during orientation.
 5. Ensure policy is implemented.
 6. Review HIB log
7. Assist the BCBA and classroom staff in developing interventions for students who are habitually defiant or disruptive in HIB cases.
 8. Attend and actively participate in recognition assemblies.
 9. Review policy during back to school night and bus driver in-services.
 10. Ask if there are any HIB or conflict related needs during each weekly staff meeting.
 11. Notify the case manager of HIB incidents that occurred on sending district transportation, sending district board of education functions and off school grounds.

Counselor Responsibilities

1. Work to resolve peer conflicts.
2. Assist teachers in setting up and trouble-shooting classroom behavior system in conjunction with BCBA.
 3. Talk with students about their behavior.
4. Work with at-risk students, individually and in groups. Develop plans in consultation with the BCBA for repeat-offenders.
 5. Work with parents needing support.
6. Develop and teach classroom lessons focusing on inclusion, friendship, problem-solving, goal setting, and sticking up for others.
 7. Help to develop a range of activities to build students' bond to the school.

BCBA Responsibilities

1. Lead role in establishing responses to severe or repeated HIB incidents.

2. Collaborates with administrators, classroom staff and anti-bullying specialist to establish appropriate behavior support plans in response to HIB behavior (if warranted).
3. Establishes procedures to components of behavior program which specify school response to most common HIB incidents.

Staff Responsibilities

1. Review policy with students and parents.
2. All school employees, volunteers and contract service providers who have contact with students are required to verbally report alleged harassment, intimidation, or bullying acts to the principal or anti-bullying specialist on the same day when the individual witnessed or received reliable information regarding any such incident. A written report on the incident must be submitted in writing to the principal or anti-bullying specialist on the day of the incident. Staff that fail to report or investigate incidents of HIB may be subject to disciplinary action.
3. Immediately protect victim(s) from any further incident.
4. Follow up with the anti-bullying specialist to ensure incident is addressed before student leaves school.
5. Let students know what they are doing right.
6. Ensure student exhibiting HIB behaviors are remediated and stop his/her unacceptable behavior(s).

XV. SCHOOL SAFETY/CLIMATE TEAM

- Formed to develop, foster, and maintain a positive school climate, including HIB issues.
- Meets at least 2 times during the school year.
- Team consists of the principal (or designee, preferably a senior administrator) and anti-bullying specialist appointees:
 - a teacher in the school,
 - the school HIB specialist (serves as chair),
 - a parent (as defined in N.J.A.C. 6A: 16-1.3) of a student in the school,
 - a counselor
 - a BCBA
 - other members determined by the anti-bullying specialist
- Provide names of team members from each building to the anti-bullying coordinator
- Inform Y.A.L.E. anti-bullying coordinator of date and time of meetings and provide summary of meeting.
- Receives any HIB complaints reported to principal*
- Receives verbal reports of any HIB investigation reports*
- Identify and address patterns of HIB in the school*
- Review and strengthen school climate and policies in order to prevent and address HIB
- Educate the community (i.e., students, teachers, administrators, parents) to prevent and address HIB
- Participate in training (both required and requested)
- Collaborate with Y.A.L.E. anti-bullying coordinator in data collection and development of policies to prevent and address HIB

- Other duties related to HIB requested by the campus principal or anti-bullying coordinator

XVI. Investigation Procedures

The school anti-bullying specialist, in conjunction with the principal, is responsible for determining whether an alleged act constitutes a violation of this policy or if it should be referred the sending district. Once an incident is determined to have occurred on a Y.A.L.E campus, at a Y.A.L.E sponsored event or on transportation provided by Y.A.L.E. School, the principal may appoint additional staff to assist with the investigation. All parents and the district representatives of each involved student are to be notified by the anti-bullying specialist once an allegation is made. Copy of notification or written log of verbal notification is kept in the investigation documentation. The investigation will be completed as soon as possible, but no later than 10 school days from the date of the written report of the incident. The principal and anti-bullying specialist ensure that the following procedures are followed:

1. Select proper investigator – The school anti-bullying specialist or designated staff member should conduct the investigation. The investigator should be properly trained on and familiar with the school's Harassment, Intimidation and Bullying Policy.
2. Prepare strategy – Staff must develop a plan for the investigation. This plan should identify the following components: deciding who to interview, how to handle any physical evidence, whether to substitute staff coverage during the investigation, and whether the age of the student require any special interviewing skills. The following individuals should be interviewed: the person who complained, the person(s) accused of bullying, and others who may have knowledge of the alleged incident.
3. Arrange for increased supervision for students – Staff should arrange for increased supervision of students during the investigation and once it is concluded if confirmed to be an incident of HIB.

During the investigation, the principal or designated staff should:

1. Ask open-ended questions – Staff should not ask leading questions or put word's in witness's mouth.
2. Ask each witness the same questions – Staff should prepare questions in advance and ask each witness the same questions. This ensures staff conducts a fair investigation.
3. Repeat interviews, if necessary.
4. Interview each witness individually and in private – staff should interview each witness individually and in private in the most unobtrusive manner possible.
5. Keep records – Staff should take detailed notes of the interviews. Notes should include the witness's name, date of the interview, where the interview took place, who was present, and what was said.
6. Ask for written statements – The staff should have the witness write a statement in their own words if possible. Younger students may draw a picture indicating where the incident occurred and who was present. Oral statements can also be given if the student can't write his/her

statement, provided that the staff writes down the statement word for word for the witness to sign.

7. Request confidentiality by students – Staff should instruct the students involved to keep the interviews and the investigation confidential.
8. Keep findings confidential – The staff should keep each person's statements confidential. The staff must not share any information obtained during the investigation with other students or staff-except as is needed for the investigation.
9. Tell witnesses not to fear retaliation – Staff should tell students that Y.A.L.E. prohibits others from retaliating against them for telling the truth to school authorities and that your school will discipline as appropriate, any individual who retaliates against them.

After the investigation, the anti-bullying specialist or designated staff should:

1. Document findings – The staff should document all of the actions taken during the investigation and review the steps taken to check whether anything was missed.
2. Decide whether policy or state law has been violated – Staff should review the school's policy and state law to determine whether the offending student violated either one.
3. Refer to school administrator for appropriate discipline – If the staff determines that bullying has occurred in violation of policy and state law, appropriate discipline for the offending student should be considered.
4. Consult with sending districts as appropriate when considering remedial actions.
5. Report to parents– Report the results of the investigation in writing to the parents or guardians of the victim and accused. The reporter shall take into account the circumstances of the incident when providing notification to parents and guardians of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived category motivating the alleged offense.
6. Report to sending district- Report the results of the investigation in writing to the case manager of the sending district of all students alleged to be the victim and accused regarding an incident that occurred at Y.A.L.E School, at a Y.A.L.E School sponsored event, or on transportation provided by Y.A.L.E.
7. Report to administrator, and others if required – Staff should report the investigation's results to the principal within two days of the conclusion of the investigation and in the campus HIB log anti-bullying specialist or designee should report the results in writing to district representatives and others, such as the police, when necessary. Staff should be careful not to violate the Family Educational Rights and Privacy Act when doing so.
8. Follow up – Staff should regularly contact the victim in the ensuing months to make sure that the bullying has stopped.

In the event that there is information relevant to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist must contact the anti-bullying coordinator (Andrea Damiani) to discuss all relevant information. Following a discussion, the anti-bullying specialist may amend the original report of the results of the investigation to reflect this information.

The results of the investigation must be provided to the the principal within 2 school days of the completion of the investigation, and in accordance with the law. The principal may initiate

intervention services, establish training programs to reduce harassment, intimidation, and/or bullying and enhance school climate, impose discipline, order counseling, or recommend other appropriate action as a result of the findings of the investigation.

Parents of the students who are parties to the investigation are entitled to receive information about the investigation. The anti-bullying specialist also shares this information with the relevant sending school district representatives.

- In accordance with Federal and State law and regulation
- Including the nature of the investigation and whether evidence of the HIB was found
- Whether discipline was imposed or services provided
- Provided in writing within five school days after results are reported to the principal

Parents or guardians of students who are parties to a harassment, intimidation, or bullying investigation may request a hearing before the sending district board of education concerning the information received about an investigation. Any request for a hearing before the sending district board of education shall be filed within 60 calendar days after the written information about the harassment, intimidation, or bullying investigation is received by the sending district board of education and the parents or guardians. The hearing before the sending district board of education shall be scheduled in collaboration with the PSSD and held by the sending district board of education within 10 business days of the request.

A parent, student, guardian, or organization may also file a complaint with the Division on Civil Rights (DCR) within 180 days of the occurrence of any incident of HIB.