Pleasantville Public Schools

Home of the Greyhounds

DISTRICT TECHNOLOGY PLAN

July 1, 2016 – June 30, 2019

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Pleasantville Public Schools
District Technology Three-Year Plan
July 2013 – June 2019

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Introduction

Pleasantville Public Schools District is comprised of one Pre-Kindergarten Early Childhood Center, four Pre-Kindergarten Elementary Schools, one Middle School grades 6-8, and one High School grades 9-12.

The student population breakdown is as follows:

School	Population
Pleasantville High School	749
Pleasantville Middle School	766
Leeds Avenue Elementary School	575
North Main Street Elementary School	352
South Main Street Elementary School	523
Washington Avenue School	411
Decatur Avenue Pre-Kindergarten Early Childhood Center	419
Total Population	3795

Stakeholders

Title	Name	Signature
Interim Superintendent of Schools	Dr. Garnell Bailey	
Business Administrator	Elisha Thompkins	
Assistant Superintendent of Curriculum & Instruction	Dr. Garnell Bailey	
Technology Coordinator/Network Engineer	Craig Gibson (ERIC)	
Director of Special Services	Mrs. Karin Farkas	

Executive Summary

The Pleasantville Public School District has made great strides infusing technology across curriculums Pre-Kindergarten to 12. However, in spite of the district's accomplishments, the ever-changing evolution of technology, federally mandated programs, district needs, and budgetary constraints necessitate the ongoing evaluation of current programs, administrative requirements, and technological improvements.

Administratively, the district continues to strive for technology use in 100% of the schools, buildings, and administrative offices, to acquire information, coordinate business, student and personal record sharing, school to home communication, and perform document-processing applications. It is the district's hope to continue to improve upon administrative efficiency and accountability in the areas of academic / information processing. School management will be more effective and efficient through the aid of electronically sent e-mail, memos, work orders, purchase orders, electronic grading, attendance, student reports, and staff information to and from the central office. Working to continually improve upon technology assets and infrastructure will provide state-of-the-art tools for information access, access to community resources, and communications with the outside world.

Academically, the Pleasantville Public Schools continue to strive for equity of technology access across the school system, across grade levels, within subject areas, within classrooms, and for all student populations of all ability in order to reach and achieve the Core Curriculum State Standards. It is the intent of this district that all students will be able to use technology to communicate effectively and creatively and that students will be engaged in authentic problem based learning, exploration, and simulation activities leading to the development of critical thinking, problem solving, research, and information-processing skills.

Only through the joint planning efforts of the school and community will the sharing of information between schools and town offices become reality. Technologies such as Internet, distance learning classrooms, wireless connection/Wi-Fi, interactive whiteboards/Smartboard/Promethean boards, video delivered to desktops, iPads, tablet PC's, and BYOD (bring your own device) initiatives will create a new level of learning experiences and teaching abilities in the classroom, at home, and in the community. These tools will provide access to information, community resources, communication, and collaboration around the world, thus removing the walls of the classroom giving learners access to global peers, subject matter experts, and primary sources of information instantaneously.

The Pleasantville Public School District acknowledges the need to simultaneously place its attention on "boxes and networks," access and infrastructure, along with embedding technology into its Curriculums and Instruction in order to strive for greater student achievement and readiness for PARCC testing. Technology needs to change the way teachers teach and students

learn. Wireless technologies including iPads, smart phones, interactive boards, e-mail, wikis, blogs, online courses, projection devices, student response systems (clickers/responders), social media, online library management systems, and a host of other resources and courses will be transforming the face of our educational system in the coming years. This will not be achieved unless we broaden administrative awareness and proficiency as well as that of all district personnel. The district continues to evaluate the feasibility of implementing building level technology persons who are teachers in the building to provide support and mentoring to teachers using educational technology to address curricular objectives and promote student achievement.

In order to ensure success in elevating the proficiency of staff all hardware related issues should be addressed exclusively by IT staff.

The Pleasantville Public School District is committed to furthering the infusion of technology into all curriculum and administrative areas with links to the global community in order to create a climate for greater student achievement. As with any plan however, we recognize the need to be flexible and initiate adjustments as may be deemed necessary by budgetary constraints, administrative decisions, and community pressures. In the fast moving world of technology, it is very conceivable that our goals for 2016-2019 as we perceive them today may be obsolete or unobtainable for reasons beyond our present vision and/or control.

Vision Statement

Students will meet the requirements of living, learning, and working in a changing world. Successful participation in the information age requires high levels of information literacy. Through the use of technology, schools will effectively enhance the learning of curriculum content, stimulate the current state of knowledge production in the world of work and involve students as real researchers, solving real problems. The students of the Pleasantville Public Schools District will be able to achieve the New Jersey Common Core Standards because they will have unlimited access to people, to the vast array of curriculum and instruction offered in the state and in particular to information and ideas.

Technology is a powerful and essential tool in the educational process for both students and staff. Technology is an appropriate part of all curriculums at every level of instruction. Educational technology will be equitably infused into instruction and management and used by all students and staff as an essential element of school improvement and student achievement. Improving student performance and attaining the Core Curriculum State Standards, increasing staff productivity, and assuring efficiency of the day-to-day operations of the school system are the essential reasons for the use of technology in the Pleasantville Public School District.

Mission Statement

The Pleasantville Public School District will incorporate technology as a natural part of education to ensure that all students will have the opportunity to develop lifelong learning skills necessary to be productive citizens in an information-driven, global society. These skills will enable students to work ethically and collaboratively with diverse populations across school, state, national, and international boundaries. By providing staff access to technology resources and the means to become technologically literate, staff will be able to combine and infuse technology within each student's individual learning style and help ensure that each student has an opportunity to become a lifelong learner.

Technology Overview

The overviews of each category outline the current state and inventory. An accompanying plan for each E-Rate funded year is listed after the overview. The overviews of each category outline the current state and inventory. An accompanying plan for each E-Rate funded year is listed after the overview.

Educational Technology Equipment

All classrooms in the Middle and High Schools are wired for cable TV, the media retrieval system and overhead projector with video and audio. All classrooms have a phone outlet and multiple cat 5e drops. Many classrooms have a mobile laptop cart with wireless laptops available to students and one (1) teacher workstation. Classrooms also feature laser printers.

The high school, middle school, and all elementary schools each feature multiple computer labs, plus workstations in the libraries. The labs and libraries are equipped with laser printers. Classrooms across the school district feature Promethean Boards for interactive learning.

Networking Capacity

The Pleasantville Public School's wide area network (WAN) incorporates private leased fiber with multiple strands of single mode fiber optic cable to each location. Currently 2 strands are utilized for data and 2 strands are utilized for voice. The data connections terminate into a Cisco 6509 Core switch at 1 Gb/s. The local area network consists of Cisco 2960 and 3560 Ethernet switches that provide a switched 100 Mb/s connection to the desktop and a minimum of a 1 Gb/s uplink to the MDF as well as a variety of Cisco, Linksys/Cisco and Dell wireless access points in each building. The main distribution frame (MDF) is located in the Middle School. Each intermediate distribution frame located in the middle school and high school is directly connected to this MDF core switch with a 1 Gb/s fiber optic connection. The server backbone consists of (2) 3560 Cisco switches with a 2 Gb/s trunk each for a total 4 Gb/s connection to the MDF. The data center hosts 32 Dell servers and supports the entire district data network. The MDF feeds the in-house digital Avaya Definity phone system. A metro Ethernet optical network

connection to the Internet is located in the MDF. All WAN backbone connections to the IDFs run at least 1 Gigabit using optical medium Workstations connect at 100mb using category 5E UTP (cat 5e).

Firewall and Filtering Method

The Pleasantville School District recently installed a Next-Generation Firewall that includes integrated content filtering. Internet-based resources are filtered to block access to inappropriate content including websites, video and audio streaming, and file downloads. The firewall helps ensure that Internet users cannot access any content that compromises network security. Furthermore, administrators can monitor network use and abuse.

Internet Connectivity

Internet connectivity is provided by a 200 Mbps metro-Ethernet connection that is shared through the wide area network to all schools in the district.

Technology Maintenance and Support

All hardware is purchased with a 3-year warranty. At the end of the warranty period, the unit is evaluated and, if still relevant for classroom education, the warranty may be extended.

The Pleasantville School District employs a highly qualified technology support staff. Individual staff members hold industry certifications from Dell, CompTIA, and Microsoft. Additionally, the district receives expert support from hardware and software vendors.

Telecommunications Equipment and Services

The Pleasantville School District uses Avaya digital phone system equipment. Carrier services are provided by Xtel Communications.

Software and Online Curricular Support

The Pleasantville School District currently uses several software and online programs for curricular support, which include:

- First in Math
- SumDog
- Renaissance Math
- Achieve3000
- Apple Products for Ipads and MacBooks
- Gradpoint
- Read 180
- Math 180
- IXL Math
- Harcourt Journeys

- Achieve 3000
- Imagine Learning
- Scholastics
- Scantron
- myOn
- Follett
- Google Apps For Education

Three Year Educational Technology Plan Inventory Table
2016-2019

Area	Describe for 2016-17	Describe for 2017-18	Describe for 2018-19
Software used for curricular support	1. Continuing the Microsoft agreement for software upgrades. 2. Investigating the upgrade of desktop /laptop to Windows 10 new operating system. 3. Continuing the subscription agreements with OnCourse, Journeys, IEP Direct and edConnect. 4. Continuing district licensing agreements for Achieve 3000, Imagine Learning, myOn, Read 180, GradPoint, and Math IXL 5. Purchase more assistive technology software to meet the needs of our SE population. 6. Developing a webpage resource for teachers to access software and web based applications that are easily accessed with a	1. Continuing the Microsoft agreement for software upgrades. 2. Starting to upgrade desktops/laptops to Windows 10 operating system. 3. Continuing the subscription agreements with OnCourse, Journeys, IEP Direct and edConnect. 4. Continuing district licensing agreements for Achieve 3000, Imagine Learning, myOn, Read 180, GradPoint, and Math IXL. 5. Purchase more assistive technology software to meet the needs of our SE Population. 6. Maintaining current web based resource subscriptions that support the CCSS and NJCCS 7. Exploring the procuring of new	1. Continuing the Microsoft agreement for software upgrades if Google Education platform hasn't been implemented. 2. Continuing upgrade of desktops/laptops to Windows 10 operating system. 3. Continuing the subscription agreements with OnCourse, Journeys, IEP Direct and edConnect. 4. Continuing district licensing agreements for Achieve 3000, Imagine Learning, myOn, Read 180, GradPoint, and Math IXL 5. Purchase more assistive technology software to meet the needs of our SE population. 6. Maintaining current web based resource subscriptions that

	descriptor of each. 7. Beginning process of obtaining GAFE accounts for the district in transiting to a Google for Education school district.	web based resources that will support the CCSS and NJCCS. 8. Implementing GAFE accounts and platform within the district.	support the CCSS and NJCCS 7. Exploring and procuring of new web based resource subscriptions that will support the CCSS and NJCCS.
Networking Capacity	New network switch infrastructure	Expansion of network switch infrastructure	Expansion of network switch infrastructure
Internet Connectivity	1 Gb Metro-E	1 Gb Metro-E	1 Gb Metro-E
Technology maintenance policy and plans	Maintenance and support for network switch infrastructure	Maintenance and support for network switch infrastructure	Maintenance and support for network switch infrastructure
Internet Connectivity	1 Gb Metro-E	1 Gb Metro-E	1 Gb Metro-E
Telecommunications Equipment and Services	Telecommunication circuits	Evaluate move from the current digital phone system to a modern IP-based phone system to ensure reliable and efficient voice communication throughout the district.	IP-based phone system
Technical Support	Technical support for workstations and servers is provided by the Technology Departments staff. Parts that are either supplied by vendors for equipment under warranty or purchased by the Technology Department for out of warranty repairs.	Technical support for workstations and servers is provided by the Technology Departments staff. Parts that are either supplied by vendors for equipment under warranty or purchased by the Technology Department for out of warranty repairs.	Technical support for workstations and servers is provided by the Technology Departments staff. Parts that are either supplied by vendors for equipment under warranty or purchased by the Technology Department for out of warranty repairs.
Facilities-infrastructure	Evaluating our existing security	Implementing an upgraded security	Evaluating security camera systems for

including security, fire, and alarm systems	camera infrastructure for future upgrades, enhancements or replacements.	camera system district wide to better meets industry standards.	additional cameras and features.
Other services	Exploring the use of cloud data services.	The district plans on investigating the use of cloud data services.	The district plans on implementing cloud services for its data services.

Assistive Technology Devices

ALL students, regardless of whether or not they are learning disabled, have access to a laptop and/or computer for their learning. In this environment, many of the needs of our students with disabilities is met, both in the areas of access for all, and the ability to address learning performance areas as detailed by the NJ Department of Education Student Learning Standards. Required software as well as hardware peripherals is implemented as determined by the Child Study Team (CST) through the IEP process.

Furthermore, representatives of the Pleasantville School District CST are receiving additional training in the areas of Assistive Technology in an effort to be both proactive as well as to meet and support the educational goals for each student. These CST members are working with their respective teams to share this knowledge and implement the required changes and improvements to our IEP processes as dictated by the State of New Jersey Department of Education. The Pleasantville School District has also re-designed our software evaluation and approval process to meet both the recommendations as well as the requirements for the use of Assistive Technologies. During each IEP conference, the appropriateness and need for assistive technologies is evaluated.

The district utilizes a wide variety of assistive technology devices throughout grades Pre-K- 12. As prescribed in each student's Individualized Education Program, students with special needs may benefit from low, mid, or high technology level devices. Such technology is used across all instructional content areas. In addition to district owned assistive technology devices, the district also maintains annual service contracts with agencies specializing in device/materials for students with low incidence disabilities. Assistive technology is incorporated into the instructional setting in such a way that education is facilitated without calling undue attention to the technology being used, or to its user. It is a goal of the Pleasantville School District to make all new textbooks and written materials available in a digital format and accessible using a district laptop.

Obsolete Equipment

Computing equipment that no longer meets the technology needs of the district will be replaced. While the usable life tends to be 4-6 years for end-point devices and 5-7 years for network infrastructure devices and servers, obsolescence is evaluated on a case-by-case basis.

When equipment is removed from service, the district arranges e-waste removal or recycling.

Safety and Filtering

The Pleasantville School District recently installed a Next-Generation Firewall that includes integrated content filtering. Internet-based resources are filtered to block access to inappropriate content including websites, video and audio streaming, and file downloads. The firewall helps ensure that Internet users cannot access any content that compromises network security. Furthermore, administrators can monitor network use and abuse.

Technology Policies and Agreements

See Appendices

District Policies
- Acceptable Use Policy
- Cyber Safety and Bullying
- Acceptable Use Agreement
- Student User Agreement

Needs Assessment

Telecommunication Services

Each year, the Pleasantville School District conducts a cost analysis on maintaining the existing telecommunication system compared to the cost of replacing the system. Considerations include:

1. The age of the system
2. Availability of replacement parts
3. Overall reliability and history of downtime

Hardware

1. Network Infrastructure
    a. It is recommended that network infrastructure is purchased with a 7 year lifecycle. At the end of the lifecycle, the infrastructure is assessed on a yearly basis for usability and reliability.
2. Servers
    a. Servers are purchased on a 5-7 year lifecycle. At the end of the lifecycle, each server will be evaluated on a yearly basis for usability and reliability.
3. Desktop and Notebook Computers
    a. Computers for staff and student lab use are purchased on a 5 year lifecycle. After 5 years, each computer is assessed yearly for reliability, usability and compatibility with software for curricular support.

Software

All software purchased by the Pleasantville Public School District must be approved by Curriculum and Instruction and the Board of Education. This review includes technical requirements as well as instructional alignment. All software purchased is cataloged into a database for record of number of licenses purchased, and installation location of each license. The district started utilizing Novell Zenworks inventory to report on software installations by building and computer. This will eliminate most rogue software within the district. How will we know we are getting there? Working with Curriculum, we will be able to align software requests with the curriculum approved by the Pleasantville Public School Districts Board of Education. Requests for software installations outside of the curriculum alignment will eventually stop. The district will be able to focus on software integration instead of tools based software. How will we sustain focus and momentum? The software database will be reviewed regularly by Curriculum and Instruction and the Technology Department to insure that the product still meets the Common Core Curriculum Standards.

Other Services

Internet needs were determined by electronic monitoring. The school district uses the Palo Alto firewall system to track daily bandwidth usage. When bandwidth reaches approximately 70% utilization, the Internet bandwidth needs are assessed for necessary upgrades to accommodate the growing bandwidth demand in the school district.

Three Year Goals

The Pleasantville Public School District's Curriculum and Instruction department along with its Technology Department's mission is to provide quality customer-centric services to the stakeholders of the Pleasantville Public School District in order to foster the primary goal of the Board of Education to advance student achievement and facilitate decision making with accurate and timely information.

The main objectives of both departments are to provide information and technology solutions that directly or indirectly affect student achievement, the effectiveness of teachers and principals, and presents accurate information for data-driven accountability to optimize district performance. Additionally, program evaluations, student and teacher performance reports, and analysis of student outcome data are provided to schools, administrators and board members for data-driven decision making.

The departments are also responsible for providing service and support to all schools and departments in the acquisition and the use of technology in which student performance will be enhanced in a timely and accurate manner which also includes providing accurate information to all its shareholders.

A major goal of the Technology Department is to ensure that technology strategies and operations support the overall learning process that Curriculum and Instruction has outlined. Furthermore, the department supports all five of the Curriculum and Instruction goals through critical outcomes and key strategies:

Goal 1. Increase Student Achievement
   a. Data Analysis and Reporting- Accurately analyze and report performance and effectiveness data to facilitate data-driven decision making.
   b. Management of Assessment Programs- Manage rigorous standardized assessment procedures districtwide with the support necessary to produce valid and reliable assessment results.
   c. Technology Integration in Classrooms- Provide applications and support for integrating technology into the blended learning environment.

Goal 2. Develop Human Capital
   a. Staff Quality- Retain a high quality workforce and attract top talent by providing a positive work climate and ongoing support and training.

Goal 3. Provide a Safe Environment
   a. Foster an environment that protects and preserves the confidentiality, availability and integrity of Pleasantville Public Schools data resources while maintaining compliance with state and federal requirements.

Goal 4. Increase Management Effectiveness and Efficiency
   a. IT Governance- Employ IT best practices, establish and promote the use of standardized processes, procedures, and data governance.
   b. Provide business and education supporting solutions.

Goal 5. Improve Public Support and Confidence in our Schools
   a. Transparency/Accountability- Provide easily accessible and accurate information about the extent to which actual performance compares to targeted performance.

Facts & Figures

Number of Schools with Direct Connection to the Internet	7
Percentage of Schools with Direct Connection to the Internet	100
Percentage of Classrooms with Direct Connection to the Internet	100

Three Year Implementation and Strategies

Goal 1: Increase Student Achievement

> *Goal 1:Educational Proficiency*
> *By June 2019, students in grades 3-12 will demonstrate a 3-5% growth annually toward proficiency on the common core as measured by the state assessment (PARCC) in mathematics, language arts, and science (NJASK).*

> ***What will your district do over the life of this Educational Technology Plan to ensure that technology is used for improving proficiency in state assessments for mathematics, language arts, and science?***

Measurable Objectives 1:

Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of English Language Arts, Math, and Science content towards mastery of the common core standards (which correlate to the ELA, next generation science, and math) common core standards and college and career anchor standards.

Math Objectives
- Students will use educational software that supports use of the eight standards of mathematical practice and specifically, modeling, reasoning and application with relevant, real-world problems
- Students will learn to use a variety of technological math tools.

English Language Arts (ELA)
- Students will use educational software that supports the common core ELA standards and specifically, analytical thinking and problem solving with relevant, real-world application.
- Students will learn keyboarding and word processing (as stated in the common core content ELA content standards).
- Students will use the Internet for research and to enhance their understanding of common core ELA standards as well as to collaborate with others in ELA.

Science
- Students will use educational software that supports the science standards.
- Students will use the Internet for research and to enhance their understanding of science and next generation science standards as well as to collaborate with others regarding science.
- Explore the common core standards and how teachers can begin to use them during science instruction, specifically technology integration.
- Integrate CCSS with Next Generation Science standards (units of study).

All Content Areas
- Students will use multimedia to enhance their presentation skills.

Strategy/Activity	Person Responsible	Timeline	Documentation
What Steps Will You Take?	Who Will Be Responsible?	When?	How will you measure?
• Provide teachers with Professional Development as it pertains to incorporating technology in all content areas PreK - 12th Grade. • Professional Development in technology will align with District PD Plan and Strategic Plan. • Professional Development Sessions will be held during designated District PD Days, Afterschool Workshops and PLC or Grade Level Meetings. • Students will take Benchmark Assessments online utilizing EdConnect and/or other online Board Approved Software testing.	• Superintendent, Directors, Building Principals • Academic Coaches • Technology Teachers • Classroom Teachers • Support Staff	September 2016 – June 2019	• Professional Development Sign-Ins and Schedules • Lesson Plans • edConnect • Benchmark Reports • PARCC Reports • Usage Reports from Board Approved District Online Programs/Software

Goal 2: Integration of Technology

Goal 2: Integration of Technology
Integration History-Social Science and Visual and Performing Arts content standards into day to day teaching and learning of the ELA and Mathematics common core content standards (as applicable) to include an integral use of technology.
What will your district do over the life of this Educational Technology Plan to ensure that technology is being integrated into History-Social Science and Visual and Performing Arts?

Measurable Objectives 2:

- Students will use the Internet for research and to enhance understanding of the standards.
- Students will use multimedia such as scanners, digital still and video cameras to enhance their presentation skills.
- Develop classroom instructional resources (lesson plans, Promethean flipcharts, etc.) to support implementation of quality visual and performing arts lessons in the classroom.

Action Plan for Goal Area 2

Strategy/Activity	Person Responsible	Timeline	Documentation
What Steps Will You Take?	Who Will Be Responsible?	When?	How will you measure?
● Provide teachers with Professional Development as it pertains to incorporating technology in all content areas PreK - 12th Grade. ● Professional Development in technology will align with District PD Plan and Strategic Plan. ● Professional Development Sessions will be held during designated District PD Days, Afterschool Workshops and PLC or Grade Level Meetings. ● Students will take Benchmark Assessments online utilizing EdConnect and/or other Board Approved online Software testing programs. ● Achieve3000, Imagine Learning, SumDog, MYON, Read 180 and any Board Approved Software Programs will be incorporated in weekly lessons.	● Superintendent, Directors, Building Principals ● Academic Coaches ● Technology Teachers ● Classroom Teachers ● Support Staff	September 2016 – June 2019	● PD Sign-Ins and Schedules ● Lesson Plans ● edConnect Benchmark Reports ● Usage Reports from Board Approved District Online Programs

Goal 3: Connected Teaching and Learning

> **Goal 3: Connected Teaching and Learning**
> *Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.*
>
> **What will your district do over the life of this local Educational Technology Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?**

Measurable Objectives 3:

- Explore and determine alternate ways to support teachers, students, and parents with 1 to 1 computing needs around the clock. (Consider the concepts of flipped classrooms, blended learning, STEM, STEAM, Google Apps for Education, Edmodo, Wixie, Code, PBL, The Cloud, etc.).
- Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students and students in the dual language program.
- Explore and determine alternate ways to support teachers, students, and parents with non-standard technology uses to support mastery of the common core standards in ELA and mathematics, the ELD standards, Next Generation Science standards, and other curricular content standards.

Action Plan for Goal Area 3

Strategy/Activity	Person Responsible	Timeline	Documentation
What Steps Will You Take?	Who Will Be Responsible?	When?	How will you measure?
- Provide teachers with Professional Development as it pertains to incorporating technology in all content areas PreK - 12th Grade. - Professional Development in technology will align with District PD Plan and Strategic Plan. - Professional Development Sessions will be held during designated District PD Days, Afterschool Workshops and PLC or Grade Level Meetings. - Webinars - Parent Technology Workshops - Students will take Benchmark Assessments online utilizing EdConnect and/or other online testing programs. - Achieve3000, Imagine Learning, SumDog, MYON, Read 180 and any other Board Approved Software Programs will be incorporated in weekly lessons.	- Superintendent, Directors, Building Principals - Academic Coaches - Technology Teachers - Classroom Teachers - Support Staff	September 2016- June 2019	- PD Sign-Ins and Schedules - Lesson Plans - edConnect Benchmark Reports - Usage Reports from Board Approved District Online Programs - Parent Workshop Sign-Ins

Goal 4: Digital Citizenship

Goal 4: Productivity and Efficiency   *Promote ethical use of technology and Internet safety in the classroom by students and staff.*
What will your district do over the life of this local Educational Technology Plan to maintain digital citizenship?

Measurable Objectives 4:

- Implement and refine structured lessons that cover the ethical use of technology in the classroom (Digital Citizenship)
- Distribute curriculum to teachers and make available on the district curriculum portal (edConnect).
- Incorporate training on these issues (Internet safety and acceptable usage) as part of the district staff development regarding technology.
- Implement and refine the district acceptable use policy. The policy is included in the Human Resources and student handbook.
- Implement structured lessons that deal with Internet safety in the classroom.
- Incorporate training on these issues as part of district staff development dealing with technology.

Action Plan for Goal Area 4

Strategy/Activity	Person Responsible	Timeline	Documentation
What Steps Will You Take?	Who Will Be Responsible?	When?	How will you measure?
• Provide teachers with Professional Development as it pertains to incorporating technology in all content areas for digital citizenship PreK - 12th Grade. • Professional Development in technology will align with District PD Plan and Strategic Plan. • Professional Development Sessions will be held during designated District PD Days, after school Workshops and PLC or Grade Level Meetings. • Achieve3000, Imagine Learning, SumDog, MYON, Read 180 and any Board Approved Software Programs will be incorporated in weekly lessons and utilized during afterschool programs and at home as approved district safe programs.	• Superintendent, Directors, Building Principals • Academic Coaches • Technology Teachers • Classroom Teachers • Support Staff	September 2016 – June 2019	• PD Sign-Ins and Schedules • Safe Schools Online Safety Training Reports • Lesson Plans • Usage Reports • Online Programs

Goal 5: Access to Technology

> **Goal 5: Access to Technology**
> *Provide access of technology for all students.*
>
> ***What will your district do over the life of this local Educational Technology Plan to make sure all students have access to technology?***

Measurable Objectives 5:

- The district will maintain computer labs, provide classroom computers (workstations), and laptops access for every classroom.
- Students performing below grade level standards will be given access to district adopted software to assist in accelerating their learning.

Action Plan for Goal Area 5

Strategy/Activity	Person Responsible	Timeline	Documentation
What Steps Will You Take?	Who Will Be Responsible?	When?	How will you measure?
Ensure students and educators have robust broadband access to the Internet and adequate wireless connectivity both in and out.	• Technology Department • District Technology Coach • Technology Teachers	• Monthly, report on connectivity at technology meetings • Monthly, continue to monitor and adjust/add wireless access points to all learning or collaborative areas.	Network usage and speed reports
Ensure that every student and educator has at least one Internet access device and appropriate software and resources for research, multimedia content creation, and collaboration for use in and out of school.	• Technology Department • District Technology Coach • Technology Teachers	• Monthly, report on connectivity issues • February and May, review plan for equipment end-of-life and annual replacement schedule. • Monthly, report on Help Desk monitoring and preventative maintenance, break-fix, and troubleshooting. • During the budgeting process (October and May), review economies of scale, centralized monitoring and maintenance.	• Network usage and speed reports • Help Desk Reports
Continue to monitor, support, and upgrade major Information Technology infrastructure items.	Technology Department	• December-February, review, analyze, and adjust the major system refresh cycle planning document for budgetary planning. • Summer breaks, implement large system upgrades	• Major systems have a planned funding cycle • Unanticipated large expenditures are avoided

Goal 6: District Data

Goal 6: District Data
Use technology to provide improved record keeping and assessments.

What will your district do over the life of this local Educational Technology Plan to make sure instruction is data driven and assessments are based on student mastery of standards?

Measurable Objective 6:

- The district will continue to implement the district data management system (edConnect) and use the reports to track student progress towards standards mastery.
- District will provide teachers, administrators, and parents/guardians access to student academic information.
- Utilize Student Information System for gradebook reports to students and parents.

Strategy/Activity	Person Responsible	Timeline	Documentation
What Steps Will You Take?	Who Will Be Responsible?	When?	How will you measure?
• Professional Development in technology will align with District PD Plan and Strategic Plan. • Professional Development Sessions will be held during designated District PD Days, Afterschool Workshops and PLC or Grade Level Meetings. • Teachers will create and upload Lesson Plans and link Common Core Standards in edConnect. • Parent Workshops will be held to educate parents on accessing curriculum through edConnect and the Parent Portal in OnCourse. • Administrators will generate a Standard Reports based on Teacher's Lesson Plans to ensure all grade -level Common Core Standards are taught throughout	• Superintendent, Directors, Building Principals • Academic Coaches • Technology Teachers • Classroom Teachers	September 2016- June 2019	• edConnect: Reports pertaining to Lesson Plans Benchmark Assessment Reports, Standard Mastery/Standards Analysis/Proficiency Reports for ELA and Math • OnCourse: Grade Book, Attendance, Discipline Reports, and Report Cards

the year. • edConnect Data will be monitored and reports generated regarding student Benchmark Data Attendance/Lesson Plans etc. • OnCourse will be utilized for attendance and grading purposes.			

Professional Development

Professional Development Table

Educators' Proficiency/Identified Need	Ongoing, sustained, high-quality professional development planned	Support
Help staff attain increasing levels of proficiency based on the standards, through a focus on site based training.	Professional Development Sessions will be held during designated District PD Days, After school Workshops and PLC, Content or Grade Level Meetings, Webinars	Technology Coaches Technology Teachers ETTC Trainings Educational Staff Building Administrators
Learn methods to demonstrate multimedia presentations.	Professional Development Sessions will be held during designated District PD Days, After school Workshops and PLC, Content or Grade Level Meetings, Webinar	Technology Coaches Technology Teachers ETTC Trainings Educational Staff Building Administrators
Ongoing Professional Development in District Management System (edConnect) to generate reports (e.g., standards mastery and analysis, and proficiency reports).	Professional Development Sessions will be held during designated District PD Days, After school Workshops and PLC, Content or Grade Level Meetings, Webinar	Technology Coaches Technology Teachers ETTC Trainings Out of District Trainers Specialize Trainers Educational Staff Building Administrators
Learn to implement digital tools, research, and multimedia functions in all content areas.	Professional Development Sessions will be held during designated District PD Days, After school Workshops and PLC, Content or Grade Level Meetings, Webinar	Technology Coaches Technology Teachers ETTC Trainings Out of District Trainers Educational Staff Building Administrators
Training in the use of PARCC accessibility features (i.e., line readers, highlighters, equation editors, etc.…).	Professional Development Sessions will be held during designated District PD Days, After school Workshops and PLC, Content or Grade Level Meetings, Webinar	Technology Coaches Technology Teachers ETTC Trainings Out of District Trainers Specialize Trainers/Experts Educational Staff Building Administrators
Training on new devices, software, and/or hardware for students and staff.	Professional Development Sessions will be held during designated District PD Days, After school Workshops and PLC, Content or Grade Level Meetings, Webinar	Technology Coaches Technology Teachers ETTC Trainings Out of District Trainers Educational Staff Building Administrators

Evaluation Plan

Educational Technology Plan	
Evaluation Narrative	
Describe the process to regularly evaluate how…	
a. Telecommunication services, hardware, software and other services are improving education.	● Technology Department will conduct meetings to assess all technology goals. Hardware will be assessed and maintained throughout the life of the Technology Plan. Software will also be assessed and maintained to ensure programs are compatible with district technology infrastructure. ● Curriculum and Instruction will continually analyze district software programs to ensure these educational resources are meeting the needs of students as it pertains to reaching the Common Core Standards. ● Online Assessment Data (EdConnect/PARCC or other) will be analyzed to ensure students are equipped with taking online assessments to prepare them for College and Career Readiness. ● Additional or current software programs will be added or updated as needed throughout the life of the technology plan.
b. Effective integration of technology is enabling students to meet challenging state academic standards.	● All classrooms will have the necessary connections to the network to allow access to online software. Additional connections will be added throughout the life of the technology plan to allow for additional technologies. This will be evaluated through the schematics and diagrams of network technology. ● Administrators will evaluate technology usage to ensure technology based instruction takes place on a daily basis. ● Teaching staff will receive continued Professional Development on implementing technology into the curriculum. ● Students and staff will have access to varying technology related tools to differentiate instruction (Promethean Boards, Desktops, Laptops, Scanners) **Apple Devices (North Main Street School) ● Increase reliance on digital content by using e-text books and online Curriculum supporting the Common Core Standards such as Achieve3000,Imagine Learning, SumDog, Read180 Math 180, MYON, Renaissance Math and any upcoming Board Approved Software or internet

	based programs or open educational resources throughout the life of the Technology Plan.
c. The LEA is meeting the identified goals in the educational technology plan.	• Require that the budget planning and preparation process consisting of a comprehensive, integrated discussion with all stakeholders to incorporate instructional priorities for technology in the district and a focus on curricular improvements, student achievement and professional development and the ongoing update the technology infrastructure to accommodate 21st century learning. • Improve accountability and increase learning outcomes as it pertains to effective use of technology by building capacity of all staff through job embedded professional development.

Appendices

District Policies

Student Acceptable Use Policy

2361- ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

Section: Student

Date Created: September, 2006

Date Edited: January, 2015

The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow pupils to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by pupils to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to computer networks/computers at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

A.   Using the computer networks/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

B.   Using the computer networks/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

C.   Using the computer networks in a manner that:

      1.   Intentionally disrupts network traffic or crashes the network;
      2.   Degrades or disrupts equipment or system performance;
      3.   Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
      4.   Steals data or other intellectual property;
      5.   Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
      6.   Gains or seeks unauthorized access to resources or entities;
      7.   Forges electronic mail messages or uses an account owned by others;
      8.   Invades privacy of others;
      9.   Posts anonymous messages;
      10.   Possesses any data which is a violation of this Policy; and/or
      11.   Engages in other activities that do not advance the educational purpose for which computer networks/computers are provided.

Internet Safety Protection

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other material

or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy **2361** addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every pupil regarding appropriate online behavior, including pupils interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation **2361**. Any changes in Policy and Regulation **2361** since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

The school district will certify on an annual basis, that the schools, including media centers/libraries in the district, are in compliance with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act and the school district enforces the requirements of these Acts and this Policy.

Consent Requirement

No pupil shall be allowed to use the school district's computer networks/computers and the Internet unless they have filed a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation **2361** and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3
Federal Communications Commission: Children's Internet Protection Act
Federal Communications Commission: Neighborhood Children's Internet Protection Act

Adopted: 26 September 2006
Revised: 19 December 2014
Revised: 06 January 2015

Pleasantville Public Schools
Technology Department

Student Acceptable Use Policy Signature Page

I have read and understand the Acceptable Use Policy, including the consequences of violations listed, and agree to abide by these policies. If I have questions, they will be discussed with my building administrator(s) and, if required, will be reported to the Technology Department for further review.

I understand that any violation of these policies could result in loss of access, personal payment of any fees incurred, and possible prosecution.

Name:_____

Address: _____

_____

Phone:_____

School:_____

Grade Level(s):_____

Signature of Student_____ Date: _____

If Student is under 18 years of age, parent or legal guardian must sign.

Signature of Parent/Legal Guardian _____ Date: _____

Pleasantville Public Schools

Students of the Pleasantville Public Schools District are occasionally asked to be part of School District publications and/or public relations activities. In order to guarantee student privacy and ensure your agreement for your student to participate, the Pleasantville Public Schools District asks that you sign this form for each student and return it to that child's homeroom teacher.

Agreement

Students and Parents/Guardians agree to release to the Pleasantville Public Schools District the student's name, picture, art, written work, voice, verbal statements, portraits
(video or still), and consent to their use by the Pleasantville Public Schools District.

The Pleasantville Public Schools District agrees that the student's name, picture, art, written work, voice, verbal statements, and/or portraits (video or still) shall only be used for public relations, public information, school publicity, and instruction. These pictures and/or articles may or may not personally identify the student. The school may use the pictures and/or videos in subsequent years.

Students and Parent/Guardian understand and agree that:
1. No monetary consideration shall be paid.
2. Consent and release have been given without coercion or duress.
3. This agreement is binding upon heirs and/or future legal representatives.
4. If the Student and/or Parent/Guardian wish to rescind this agreement they may do so at any time with written notice.

Student's Name: _____
(Print Name)

Effective Date of Agreement: _____

I do_____ / I do not_____ agree to the terms of the Student Media Release Form

Parent/Guardian's Signature: _____

Parent/Guardian's Name: _____

3321- ACCEPTABLE USE OF COMPUTER NETWORK(S)/ COMPUTERS AND RESOURCES BY TEACHING STAFF MEMBERS

Section: **Teaching Staff Members**

Date Created: February, 2007

Date Edited: January, 2015

The Board recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow teaching staff members to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by teaching staff members to information sources but reserves the right to limit in-school use to materials appropriate to educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow teaching staff members access to information sources that have not been pre-screened using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer network(s) and declares unethical, unacceptable, inappropriate or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, instituting legal action or taking any other appropriate action as deemed necessary.

The Board provides access to computer network(s)/computers for administrative and educational purposes only. The Board retains the right to restrict or terminate teaching staff member's access to the computer network(s)/computers at any time, for any reason. The Board retains the right to have the Superintendent or designee monitor network activity, in any form necessary, to maintain the integrity of the network(s) and ensure its proper use.

Standards for Use of Computer Network(s)

Any individual engaging in the following actions declared unethical, unacceptable or illegal when using computer network(s)/computers shall be subject to discipline or legal action:

1. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate Federal, State, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network(s). Obscene activities shall be defined as a violation

of generally accepted social standards for use of publicly owned and operated communication vehicles.

2. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

3. Using the computer network(s) in a manner that:

   a. Intentionally disrupts network traffic or crashes the network;
   b. Degrades or disrupts equipment or system performance;
   c. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
   d. Steals data or other intellectual property;
   e. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
   f. Gains or seeks unauthorized access to resources or entities;
   g. Forges electronic mail messages or uses an account owned by others;
   h. Invades privacy of others;
   i. Posts anonymous messages;
   j. Possesses any data which is a violation of this policy; and/or
   k. Engages in other activities that do not advance the educational purposes for which computer network(s)/computers are provided.

Violations

Individuals violating this policy shall be subject to appropriate disciplinary actions as defined by Policy No. 3150, Discipline which includes but are not limited to:

1. Use of the network(s)/computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension;
7. Dismissal;
8. Legal action and prosecution by the authorities; and/or
9. Any appropriate action that may be deemed necessary as determined by the Superintendent and approved by the Board of Education.

N.J.S.A. 2A:38A-3

Adopted: 13 February 2007
Revised: 19 December 2014
Revised: 06 January 2015

Pleasantville Public Schools
Technology Department

Staff Acceptable Use Policy Signature Page

I have read and understand the Acceptable Use Policy, including the consequences of violations listed, and agree to abide by these policies. If I have questions, they will be discussed with my building administrator(s) and, if required, will be reported to the Technology Department for further review.

I understand that any violation of these policies could result in loss of access, personal payment of any fees incurred, and possible prosecution. As with other Pleasantville School District policies, any personnel whose conduct violates this policy will be subject to the Pleasantville School District's disciplinary measures, up to and including termination.

Name:_____

Address: _____

_____

Phone:_____

School:_____

Grade Level(s)/Department:_____

Signature of Staff Member_____

Date: _____

4321- ACCEPTABLE USE OF COMPUTER NETWORK(S)/ COMPUTERS AND RESOURCES BY SUPPORT STAFF MEMBERS

Section: **Support Staff**

Date Created: July, 2007

Date Edited: January, 2015

Pleasantville Public Schools is providing computer network, Internet access and other technologies for its employees. These services allow employees to share information, learn new concepts, research diverse subjects, and create and maintain school- based websites.

The district has adopted this Acceptable Use Policy to set guidelines for access to the technologies provided by the district. Every employee who wants access to technologies is required to sign and submit the policy agreement to the district. By signing the agreement to the policy, the employee agrees to follow the rules set forth in this policy and to report any misuse of the technologies to a supervisor. Parties agreeing to this policy also understand the district may revise the Acceptable Use Policy, as it deems necessary. The district will provide notice of any changes either by posting such a revised version of the policy or by providing written notice to the employees.

To obtain access to technologies employees of the district must follow all policy procedures developed by the district. Access to district technologies is a privilege not a right. A signed Acceptable Use Policy Agreement must accompany any request to activate a Pleasantville Public Schools District's User Account, which provides district e-mail, network, and Internet access. The employee is required to change the password the first time he or she uses the account and periodically thereafter.

The account may only be used during the time the user is an employee of the district. Anyone who receives an account is responsible for making sure it is used properly.

Acceptable Uses of the Computer Network, Internet and Other Technologies

The account provided by the district should be used only for educational or professional purposes. Employees may use the technologies for personal use only if such use is incidental and occurs during their duty-free time.

1. Employees are encouraged to use district technologies, which contain computer software programs, databases, pupil work and access to the Internet.

2. The district's technology department reserves the right to monitor all activity on the district's technologies. Using the computer for non-educational activities should be limited to personal time only and within the guidelines of this policy.

3. The district's technology department reserves the right to set quotas for disk storage on the system in order to ensure efficient operation of the network. The district's technology department may delete files or data that may be taking up extensive storage space. Users should check their personal files and e-mail frequently and delete unwanted messages and other files or data that take up excessive storage space.

4. The use of personal technology equipment is prohibited. This includes but is not limited to personal computer equipment, VCR and DVD players. The use of computer CDs/DVDs and videocassettes should be for curriculum related units only.

5. Electronic (e-mail) and/or instant messages may be inspected for content and use and should not be considered as private. This inspection by the district technology department may be done without consent of the sender or identifiable recipient. This may be done to comply with the law and/or policies of the district or to investigate complaints concerning e-mail that may contain inappropriate or illegal material. The district technology department will cooperate fully with local, State or federal officials in any investigation concerning any e-mail transmitted on the district network. E-mail access is limited to Pleasantville Public Schools District's Accounts only.

6. All users of the district's technologies must not engage in chat room activity.

7. Copyrighted materials must not be placed on any system connected to the network without the author's permission. Users, for their own use, may review copyrighted materials. Users will adhere to all software copyright and licensing laws.

8. Users' participation in any activities deemed offensive or illegal is prohibited. These activities include but are not limited to: hacking, purchasing illegal substances, pornography, gambling, terrorist threats, slander, obscenities, hate crimes or entering any site without the consent of the instructor. Displaying or printing material containing objectionable language or images is strictly prohibited.

9. Misuse or damaging of any computer, computer system, computer network, technologies or similar school property is prohibited. No user may install, upload or download software without the consent of the district technology department. Downloading of screensavers is prohibited. Any attempts to purposely disrupt the district's computer system performance or alter/destroy data by spreading computer viruses that can damage computer files, systems, servers or network systems, is prohibited.

10. Any attempt to log in using another user's account or password is prohibited. Users should not let others know their password. If a user has reason to believe that his or her password has been compromised, he or she should notify the building technology coordinator. A user is required to change his or her password the first time he or she uses the account and routinely thereafter.

11. Posting on any district web page or E-board will be for educational, non-commercial use only.

12. Security on the district's technologies is a high priority. Account users will abide by all district security policies. If a user suspects a potential security risk, he or she should report the incident.

13. A user shall not respond to any unsolicited contact or attempt to access personal information from unknown sources.

14. The use of the district's technologies to play games should be limited to educational purposes.

15. The district has made every effort through filtering devices to eliminate inappropriate material, language and pictures. No filtering device is one hundred percent effective. If offensive materials slip past the filtering device, the user should report this occurrence to a building administrator or building technology coordinator.

16. Violation as identified in this policy shall also include attempts by staff members to conduct activities prohibited by this policy.

17. Any violations of the conditions of this policy may result in penalties that include, but are not limited to:

- Verbal or written warning.
- Loss of computer privileges.
- Suspension.
- Restitution.
- Expulsion.
- Notification of local, State or federal authorities.
- Termination.

N.J.S.A. 2A:38A-3

Adopted: 10 July 2007
Revised: 19 December 2014
Revised: 06 January 2015

Pleasantville Public Schools
Technology Department

Staff Acceptable Use Policy Signature Page

I have read and understand the Acceptable Use Policy, including the consequences of violations listed, and agree to abide by these policies. If I have questions, they will be discussed with my building administrator(s) and, if required, will be reported to the Technology Department for further review.

I understand that any violation of these policies could result in loss of access, personal payment of any fees incurred, and possible prosecution. As with other Pleasantville School District policies, any personnel whose conduct violates this policy will be subject to the Pleasantville School District's disciplinary measures, up to and including termination.

Name:_____

Address: _____

_____

Phone:_____

School:_____

Grade Level(s)/Department:_____

Signature of Staff Member_____

Date: _____

5516- USE OF ELECTRONIC COMMUNICATION AND RECORDING DEVICES (ECRD) (M)

Section: **Students**

Date Created: June, 2007

Date Edited: January, 2015

The Board of Education believes pupils and/or school staff members should not be subject to having a video or audio recording taken of any pupil(s) or school staff member(s) for any purpose without the consent of the pupil, the pupil's parent or guardian, and/or the school staff member. In addition to protecting the privacy rights of pupils and school staff members, the Board recognizes such recordings can be disruptive to the educational program. In addition, inappropriate recordings of educational material, pupil assessment instruments, and/or pupil assessment reviews can be used to compromise the integrity of the district's educational program or lead to academic dishonesty in the event such recordings are stored and/or transmitted to other pupils. Therefore, the Board of Education adopts this Policy regarding pupil use of electronic communication and recording devices.

"Electronic communication and recording device (ECRD)" includes any device with the capability to audio or video record or is capable of receiving or transmitting any type of communication between persons. An ECRD includes, but is not limited to, cameras, cellular and wireless telephones, pagers/beepers, laptop computers, electronic readers, personal digital assistants (PDAs), two-way radios, portable fax machines, video broadcasting devices, and any other device that allows a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information.

A pupil is not permitted to have turned on or use an ECRD on school grounds during the school day or when the pupil is participating in a curricular or school-sponsored co-curricular activity. A pupil's personal ECRD may only be used on school grounds in an emergency situation or with the permission of a school staff member supervising the pupil in a curricular or school-sponsored co-curricular activity. Any audio and/or video recording by a pupil using their personal ECRD with permission of a school staff member while participating in a curricular or school-sponsored activity where other pupils or staff members are present shall require the permission for such recording from any other pupil and their parents or guardians and/or staff members whose voice or image is to be recorded. This Policy is not intended to prohibit appropriate use of electronic devices for authorized or approved official curricular or school-sponsored co-curricular activities such as

yearbook photographs, staff member/teacher-directed and approved activities, classroom presentations, and athletic events and drama production filming. A pupil authorized or approved to use an ECRD may not use an ECRD to access internet sites or view information or internet-based material that is inappropriate or would be blocked from pupil access by the school district's acceptable use of computers and networks policy. Nothing in this Policy is intended to prevent a pupil from using their personal ECRD and recording school-sponsored co-curricular activities as a non-participant when the activity is open to the general public.

For the purposes of this policy, "school grounds" means and includes land, portions of land, structures, buildings, and structures that support these buildings, including, but not limited to, administrative buildings, kitchens, maintenance shops, and garages. "School grounds" also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and other recreational places owned by the local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land.

An ECRD used in violation of this Policy will be confiscated by a school staff member or Principal or designee and the pupil will be subject to appropriate disciplinary action.

N.J.S.A. 2C:33-19
N.J.A.C. 6A:16-5.8

Adopted: 26 June 2007
Revised: 19 December 2014
Revised: 06 January 2015

3282- **USE OF SOCIAL NETWORK SITES**

Section: Teaching Staff Members

Date Created: December, 2014

Date Edited: January, 2015

The Board of Education has a strong commitment to quality education and the well-being of all pupils, as well as the preservation of the school district's reputation. The Board believes staff members must establish and maintain public trust and confidence and be committed to protecting all pupils attending the school district. In support of the Board's strong commitment to the public's trust and confidence, the Board holds all staff members to the highest level of professional responsibility.

The Commissioner of Education has determined inappropriate conduct outside a staff member's professional responsibilities may determine them as unfit to discharge the duties and functions of their position. Staff members should be advised communications, publications, photographs, and other information appearing on social networking sites deemed inappropriate by the Board could be cause for dismissal of a non-tenured staff member or to certify tenure charges against a tenured staff member to the Commissioner of Education.

Staff members are advised to be concerned and aware such conduct deemed inappropriate may include, but is not limited to, communications and/or publications using e-mails, text-messaging, social networking sites, or any other form of electronic communication that is directed and/or available to pupils or for public display or publication.

While the Board respects the right of staff members to use social networking sites, staff members should recognize they are held to a higher standard than the general public with regard to standards of conduct and ethics. It is important that a staff member's use of these sites does not damage the reputation of the school district, employees, pupils, or their families. Staff members who utilize, post or publish images, photographs, or comments on social networking sites, blogs, or other forms of electronic communication outside their professional responsibilities shall ensure their use, postings, or publications are done with an appropriate level of professionalism and are appropriate conduct for a school staff member. Staff members should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding that what is private in the digital world often has the possibility of becoming public even without their knowledge or consent.

The school district strongly encourages all staff members to carefully review the privacy settings on social networking sites they use and exercise care and good judgment when posting content and information on such sites. Staff members should adhere to the following guidelines, which are consistent with the district's workplace standards on harassment, pupil relationships, conduct, professional communication, and confidentiality.

When using personal social networking sites, school staff members:

1. Should not make statements that would violate any of the district's policies, including its policies concerning discrimination or harassment;

2. Must uphold the district's value of respect for the individual and avoid making defamatory statements about the school district, employees, pupils, or their families;

3. May not disclose any confidential information about the school district or confidential information obtained during the course of his/her employment, about any individual(s) or organization, including pupils and/or their families;

4. Shall not use social networking sites to post any materials of a sexually graphic nature;

5. Shall not use social networking sites to post any materials which promote violence;

6. Shall not use social networking sites which would be detrimental to the mission and function of the district;

7. Are prohibited from using their school district title as well as adding references to the district in any correspondence including, but not limited to, e-mails, postings, blogs, and social networking sites unless the communication is of an official nature and is serving the mission of the district. This prohibition also includes signature lines and personal e-mail accounts;

8. Shall not post updates to their status on any social networking sites during normal working hours including posting of statements or comments on the social networking sites of others during school time unless it involves a school project. Employees must seek approval from the Superintendent of Schools for such use; and

9. Shall not post or publish any information the Commissioner of Education would deem to be inappropriate conduct by a school staff member.

The Policy of this district is to maintain a level of professionalism both during and after the school day. Any publication through any means of electronic communication which is potentially adverse to the operation, morale, or efficiency of the district, will be deemed a violation of this Policy. If the Board or Superintendent believes that a staff member's activity on any social networking site violates the district's policies, the Board or Superintendent may request that the employee cease

such activity. Depending on the severity of the incident, the staff member may be subject to disciplinary action.

This Policy has been developed and adopted by this Board to provide guidance and direction to staff members on how to avoid actual and/or the appearance of inappropriate conduct toward pupils and/or the community while using social networking sites.

Approved Revision: 19 December 2014
Revised: 06 January 2015

3283- ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS (M)

Section: Teaching Staff Members

Date Created: December, 2014

Date Edited: January, 2015

The Board of Education recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and teaching staff members communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between teaching staff members and students. However, the Board of Education recognizes teaching staff members can be vulnerable in electronic communications with students.

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to teaching staff members to prevent improper electronic communications between teaching staff members and students.

The Commissioner of Education and arbitrators, appointed by the Commissioner, have determined inappropriate conduct may determine a teaching staff member unfit to discharge the duties and functions of their position. Improper electronic communications by teaching staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, "professional responsibility" means a teaching staff member's responsibilities regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching staff member by the administration or Board of Education.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a teaching staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or

2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a teaching staff member and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;

2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;

3. Communications regarding the teaching staff members or student's past or current romantic relationships;

4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;

5. Communications that are harassing, intimidating, or bullying;

6. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member's professional responsibilities;

7. Communications related to personal or confidential information regarding another school staff member or student; and

8. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the teaching staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a teaching staff member and a student shall be followed:

1. E-Mail Electronic Communications Between a Teaching Staff Member and a Student

    a. All e-mails between a teaching staff member and a student must be sent or received through the school district's e-mail system. The content of all   e-mails between a teaching staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.

    b.   A teaching staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a teaching staff member's personal e-mail address, the staff member shall respond to the e-mail through the school district e-mail system and inform the student his/her personal e-mail address shall not be used for any electronic communication between the teaching staff member and the student.

    c. A teaching staff member's school district e-mail account is subject to review by authorized school district officials. Therefore, a teaching staff member shall have no expectation of privacy on the school district's e-mail system.

1. Cellular Telephone Electronic Communications between a Teaching Staff Member and a Student

    a.   Communications between a teaching staff member and a student via a personal cellular telephone shall be prohibited.

        (1) However, a teaching staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the teaching staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.

1. Text Messaging Electronic Communications between Teaching Staff Members and Students

    a. Text messaging communications between a teaching staff member and an individual student are prohibited.

        (1) However, a teaching staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the teaching staff member's professional responsibilities

with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity approved by the Principal or designee.

1. Social Networking Websites and other Internet-Based Social Media Electronic Communications between Teaching Staff Members and a Student

    a.   A teaching staff member is prohibited from communicating with any student through the teaching staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a teaching staff member and a student.

    b.   A teaching staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a teaching staff member's personal social networking website or other Internet-based social media website shall not be responded to by the teaching staff member and shall be reported to the Principal or designee by the teaching staff member.

    c.   If a teaching staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.

    d.   Communication between a teaching staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

In the event a student sends an improper electronic communication, as defined in this Policy, to a teaching staff member, the teaching staff member shall report the improper communication to the Principal or designee by the next school day. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a teaching staff member or a student may result in appropriate disciplinary action.

A teaching staff member and student may be exempt from the provisions outlined in this Policy if a teaching staff member and student are relatives. The teaching staff member and the student's parent shall submit notification to the Principal of the student's school of their family relationship and their exemption from the provisions outlined in this Policy.

The provisions of this Policy shall be applicable at all times while the teaching staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

N.J.S.A. 18A:36-40

Approved Revision: 19 December 2014
Revised: 06 January 2015

3322- STAFF MEMBER'S USE OF PERSONAL CELLULAR TELEPHONES/OTHER COMMUNICATION DEVICES

Section: Teaching Staff Members

Date Created: February, 2007

Date Edited: April, 2016

The Board of Education recognizes a teaching staff member may need to electronically communicate on a non-school related, personal matter using a personal cellular telephone or other personal communication device during their workday. Electronic communications include, but are not limited to: voice conversations, text-messaging, accessing social networking or other internet sites, or any other type of electronic communication.

In the event the teaching staff member needs to electronically communicate on a non-school related, personal matter using a personal cellular telephone or other personal communication device during their workday, the teaching staff member may do so provided:

1. The communication is made during the teaching staff member's duty free lunch or break periods and is made outside the presence of students

2. Either in an area inside or outside the school building designated by the teaching staff member's Principal or immediate supervisor.

A teaching staff member's personal cellular telephone or other personal communication device shall be secured by the teaching staff member and outside the view of others when the teaching staff member is performing assigned school district responsibilities.

An electronic communication by a teaching staff member on a non-school related, personal matter using a personal cellular telephone or other personal communication device shall not be made while the teaching staff member is performing assigned school district responsibilities.

In the event the teaching staff member has an emergency requiring immediate attention that requires such a communication while performing assigned school district responsibilities, the teaching staff member shall inform their Principal or immediate supervisor before or immediately after the communication, depending on the nature of the emergency. The Board of Education is

not responsible if a teaching staff member's personal cellular telephone or other communication device is lost, stolen, or missing.

Adopted: 13 February 2007
Revised: 19 December 2014
Revised: 06 January 2015
Revised: 16 March 2016

5512- HARASSMENT INTIMIDATION AND BULLYING (M)

Section: Students

Date Created: June, 2007

Date Edited: January, 2015

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Section   Title

A.   Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe 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 harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B.   Harassment, Intimidation, and Bullying Definition

"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:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;

2. 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;

3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that

    a.   A reasonable person should know, under the circumstances, 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/her person or damage to his/her property; or

b.   Has the effect of insulting or demeaning any student or group of students; or

c.   Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

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

C.   Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with 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.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct 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 student conduct problems and foster students' abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);

2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;

3. Student rights; and

4. Sanctions and due process for violations of the Code of Student Conduct.

    Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a) 2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

    Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

    The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other 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, or bullying;

3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and

4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

D.   Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions – Students

The Board of Education 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. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences – Student Considerations

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 behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

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.

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are graded according to the severity of the offenses, consider the developmental age of the student offenders and the students' histories of inappropriate behaviors consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation,

or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1.   Admonishment;
2.   Temporary removal from the classroom;
3.   Deprivation of privileges;
4.   Classroom or administrative detention;
5.   Referral to disciplinarian;
6.   In-school suspension;
7.   Out-of-school suspension (short-term or long-term);
8.   Reports to law enforcement or other legal action; or
9.   Expulsion.

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;

13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

Examples of Remedial Measures – Environmental (Classroom, School Building, or School District)

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in "hot spots" (e.g. locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;

14. 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;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report 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. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a

verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

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. Students, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

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

F.   Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety Team(s)

1.   The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;

b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;

c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;

d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and

e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;

b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and

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

3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety Team shall meet, at a minimum, two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;

b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;

c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;

a. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;

b. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;

c. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and

d. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G.   Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint

additional personnel who are not school Anti-Bullying Specialists to assist with the investigation.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the information about the investigation. The hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident,

recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

H.   Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.

2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.

4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, and faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or 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 administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district 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.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited

to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

J.   Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation 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 buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures

may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

K.   Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

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

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall 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, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or 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.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

M.   Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N.   Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O.   School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P.   Reports to Law Enforcement

Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement between Education and Law Enforcement Officials.

Q.   Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R.   Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

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 – New Jersey Department of Education
Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

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