



Livingston PUBLIC SCHOOLS

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AFFIRMATIVE ACTION GUIDE

Message from the Superintendent

In the Livingston Public Schools we celebrate diversity and welcome children and staff of all nationalities, ethnicities, sexual orientation, races and creeds. We stand on a record of treating all people who learn and work in our schools fairly, equitably, and impartially. We provide a safe and nurturing learning environment in our schools, while teaching children the importance of respecting the differences in others.

This Affirmative Action Guide is designed to inform readers of the procedures and policies that define our environment for learning and working. We firmly believe that in the Livingston Public Schools we must provide all students and employees with the opportunity to pursue an education or a career in which he/she can progress on merit and ability. If an employee or student feels that he/she has been discriminated against, the information in this guide should be used as a resource to swiftly and appropriately identify and address the issue.

Thank you for taking the time to review our guidelines and procedures. We welcome your comments and suggestions as we continue to make the Livingston Public Schools an exceptional place to work and learn.

Sincerely,

Christina Steffner
Superintendent of Schools

NONDISCRIMINATION POLICY, PRACTICES, AND PROCEDURES

OVERVIEW

The Livingston Public Schools strive to provide a safe and civil environment for learning and work, one that permits all students and employees the opportunity to pursue an education and a career in which they can succeed on their merit and ability. Therefore, if an employee or a student feels that he/she has been discriminated against, the following information should be used as a resource to identify and address the situation.

SCHOOL AND CLASSROOM PRACTICES

To effectively foster equitable workplaces and classrooms, the district will:

- ❖ provide equal and bias-free access to, and/or benefit from, all educational programs for all students in a learning environment free from prejudice and harassment;
- ❖ ensure that students will not be segregated on the basis of race, religion, creed, color, national origin, ancestry, age, gender, affectional or sexual orientation, social or economic status, marital/civil union status, or disability;
- ❖ ensure that enrollment in course offerings and extracurricular activities is not influenced by or denied to any student on the basis of race, religion, creed, color, national origin, ancestry, age, gender, affectional or sexual orientation, social or economic status, marital/civil union status, or disability;
- ❖ provide equitable treatment of expectant students and parent(s) or legal guardian(s) and ensure equal access to educational programs and services (unless a physician certifies that exclusion is necessary for physical, mental or emotional well-being);
- ❖ develop, implement, and evaluate a comprehensive school counseling/guidance and pupil personnel services program designed to help address all students, and ensure a bias-free counseling/assessment process;
- ❖ continue the review, revision, and implementation of all curriculum offerings to reflect the district's diverse population and maintain equitable opportunities for all students;
- ❖ use varied instructional methods and materials to meet the needs of the district's diverse population and address the issues of low achievement, motivation, and self-esteem among students; thereby maintaining equitable opportunities for all students regardless of race, religion, creed, color, national origin, ancestry, age, gender, affectional or sexual orientation, social or economic status, marital/civil union status, or disability;
- ❖ provide opportunities for all students to improve outcomes as demonstrated by such factors as higher grades, higher test scores, improved behavior, reduction of dropout rates, and improved attendance rates; and
- ❖ evaluate the district's Student Code of Conduct annually and monitor its enforcement to ensure an atmosphere for discipline that creates support for positive personal growth and achievement.

CONTRACT PRACTICES

To comply with the legal/statutory mandates of contract practices, the district will:

- ❖ not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency, or organization discriminates in any way, either in employment practices, activities or policies, or in the provision of benefits or services to students or employees on the basis of race, religion, creed, color, national origin, ancestry, age, gender, affectional or sexual orientation, social or economic status, marital/civil union status, or disability;
- ❖ identify and contact minority-owned, female-owned, and small businesses that are interested in competitively bidding on major contracts to expand the district's vendor roster; and
- ❖ identify and contact minority-owned, female-owned, and small businesses that are able to supply goods and services on those contracts not required to go to bid.

EMPLOYMENT PRACTICES

To ensure that the district and all of its employees adhere to and understand the strict nondiscrimination policy – ultimately maintaining a working environment free from discriminatory practices, political interference, and patronage – the district will:

- ❖ ensure equal access to all categories of employment, retention, and advancement, regardless of race, religion, creed, color, national origin, ancestry, age, gender, affectional or sexual orientation, social or economic status, marital/civil union status, or disability;
- ❖ incorporate affirmative action into every aspect of employment, including, but not limited to:
 - promotion and tenure;
 - recruitment and recruitment advertising;
 - layoff and termination;
 - rates of pay and other forms of compensation, including fringe benefits; and
 - employment selection and selection for training and apprenticeships;
- ❖ educate administrators and supervisors about the actions that constitute discrimination and ensure that they comply with and enforce the policy; and
- ❖ disseminate written information regarding these topics to the staff.

DISABLED COMPLIANCE

In addition to prohibiting educational and employment decisions based on nonapplicable disabling conditions, the district will, as much as feasible, make facilities accessible to disabled students and employees, as intended by Section 504 of the Rehabilitation of 1973, 29 U.S.C. Section 701 *et. seq.*, and as specified in Title 34, Part 104 of the Code of Federal Regulations.

CORRECTIVE ACTIONS

All reports of discrimination will be thoroughly and promptly investigated. Persons found to have violated the District's non-discrimination policy will be subject to appropriate sanctions as determined and imposed by the building Principal, Superintendent of Schools and/or court of law. For employees, such sanctions may include any action, up to and including warning, suspension or dismissal. Any such action taken by the District will be consistent with the requirements of all applicable collective bargaining agreements, District policies and State and Federal statutes.

SUMMARY

All alleged violations of the District nondiscrimination policy which are brought to the attention of the District Affirmative Action Officer or an administrator/supervisor, will be investigated and a recommendation for appropriate corrective action will be issued. The result of the investigation and recommended corrective action, if any, will be provided to the District Affirmative Action Office and the appropriate administrator/supervisor.

EQUAL EMPLOYMENT OPPORTUNITIES POLICY #1530

The Board of Education shall, in accordance with law, promote equal employment opportunity throughout the district.

The Board shall ensure all persons shall have equal and bias free access to all categories of employment and equal pay for equal work in this district without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital/civil union status, affectional or sexual orientation, gender, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1. The school district's employment applications and pre-employment inquiries conform to all Federal and State laws and regulations.

The Board will use equitable practices that prevent imbalance and isolation based on race, color, creed, religion, national origin, ancestry, age, marital/civil union status, affectional or sexual orientation, gender, socioeconomic status, or disability among the district's certificated and non-certificated staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

The Board will identify underrepresented groups in every category of employment and strive to improve the number of qualified individuals who are underrepresented in each of those groups.

The Board shall not enter into a contract with a person, agency, or organization that discriminates in employment practices or in the provision of benefits or services, on the basis of race, color, creed, religion, national origin, ancestry, age, marital/civil union status, affectional or sexual orientation, gender, socioeconomic status, or disability, either in employment practices or in the provision of benefits or services to pupils or employees pursuant to N.J.A.C. 6A:7-1.1.

The Superintendent shall promulgate a complaint procedure for the adjudication of disputes alleging violation of the law prohibiting discrimination in employment or this policy.

The Board shall not discriminate against any person for that person's exercise of rights under the laws prohibiting discrimination in employment or this policy.

REGULATION & COMPLAINT PROCEDURE #1530

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State and Federal laws and Policy No. 1530, guaranteeing "equal access to all categories of employment without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital/civil union status, affectional or sexual orientation or gender, social or economic status, or disability."
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

B. Definitions

1. "Board of Education" means the Board of Education of the Livingston School District.
2. "Complaint" means an alleged discriminatory act or practice.
3. "Complainant" means an individual who alleges a discriminatory act or practice.
4. "Day" means a working or calendar day as identified.

5. "Discriminatory act or practice" means denial of equal employment opportunity in violation of State and Federal laws and Policy No. 1530.
6. "School district" means the Livingston School District.

C. Procedure

1. A complainant who believes that he/she has been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy is encouraged to discuss the matter with his/her immediate supervisor or where appropriate, other District Administrator, in an attempt to resolve the matter informally and expeditiously.
2. If the matter is not resolved to the satisfaction of the complainant within ten (10) working days, the complainant may submit a written complaint to the District Affirmative Action Officer (AAO). The complaint may be submitted directly to the District AAO or to his or her attention through a Building Affirmative Action Liaison, the Superintendent of Schools or other District Administrator. In order to ensure a thorough investigation and response, the complaint should include:
 - a. The name, address, title and position, duties and length of service of the complainant;
 - b. The specific act or practice that the complainant complains of, including a description of the incident(s) alleged, the location and participants therein, the date, duration and frequency of the alleged conduct and the identity of any witnesses known to the complainant;
 - c. The response, if any, of the complainant to the alleged act or practice;
 - d. The identification and production of any documentation generated and/or retained by the complainant relating to the alleged act or practice;
 - e. The results of any discussions conducted in accordance with paragraph C (1) above; and,
 - f. The reasons why those results are not satisfactory to the complainant.
3. The District AAO will investigate the matter and respond to the complaint in writing no later than thirty (30) working days after receipt of the complaint. All documents developed through the investigation process, including the results of any interviews conducted, will be kept strictly confidential except as required to be divulged by law. A copy of the complaint and the response of the District AAO will be forwarded to the Superintendent of Schools as appropriate.
4. The response of the District AAO may be appealed to the Superintendent of Schools in writing within ten (10) working days after it has been received by the complainant. The appeal will include the original complaint and response thereto, and the reason why the response is not satisfactory to the complainant. A copy of the appeal must be given to the individual alleged to have engaged in the discriminatory practice or act at issue.
5. Prior to the expiration of time within which the Superintendent must render a decision on the appeal, the complainant may request an informal hearing before the Superintendent. The hearing shall be held at a time and place convenient to the parties, but no later than ten (10) working days after the hearing request is submitted. The Superintendent may require the presence at the hearing of the individual alleged to have engaged in the discriminatory practice or act, as well as any other person with knowledge of same.
6. The Superintendent will render a written decision in the matter no later than thirty (30) working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than ten (10) working days after receipt of the Superintendent's decision. The appeal shall include:
 - a. The original complaint,
 - b. The response to the complaint,
 - c. The Superintendent's decision,

- d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
 - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the individual alleged to have engaged in the discriminatory practice or act.
 9. The Board will review all papers submitted and may render a decision on the sole basis of the proceedings below. If the complainant so requests, however, the Board may convene a hearing at which all parties may be represented by counsel, and may present and examine witnesses who will testify under oath. A transcript of the hearing will be developed by the Board, and shall include copies of any documents submitted as exhibits at the hearing.
 10. The Board will render a written decision no later than thirty (30) calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
 11. If at any time the complainant requests the presence of an Association or Legal Representative, the Superintendent and/or Board of Education may request that the Board Attorney be present.
 11. The complainant will be informed of his/her right to appeal the Board's decision in an appropriate forum, including:
 - a. Commissioner of Education
Division of Controversies and Disputes
New Jersey State Department of Education
100 River View Plaza, PO Box 500
Trenton, New Jersey 08625
Telephone: (609) 292-5705 or
 - b. New Jersey Division on Civil Rights, Regional Office
140 East Front Street, 6th Floor
P.O. Box 090
Trenton, New Jersey 08625-0090
Telephone: (609) 292-4605

D. Record

1. The records of any complaint processed in accordance with this procedure shall be held in a confidential file maintained by the District AAO.
2. A copy of the decision rendered at the highest level of appeal will be kept in the complainant's personnel file. If a District employee is found to have engaged in a discriminatory practice or act, the decision shall also be recorded in his or her personnel file.

AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES POLICY #1550

The Board of Education shall, in accordance with State statutes and administrative code and Federal law and regulations, monitor district procedures to ensure continuing compliance with anti-discrimination laws and regulations.

The Board will ensure all persons regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status shall have equal and bias-free access to all categories of employment pursuant to N.J.A.C. 6A:7-1.1.

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, either in employment practices or in the provision of benefits or services to pupils or employees.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

The Board shall ensure equal pay for equal work among members of the district's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES/EMPLOYMENT PRACTICES PLAN REGULATION & COMPLAINT PROCEDURE #1550

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for district employment the opportunity to appeal an alleged violation of the district's Affirmative Action Plan for employment and contract practices, as set forth in Policy No. 1550 or in a plan formally adopted by the Board of Education and approved by the Commissioner.
2. No qualified person with a disability, shall, on the basis of disability, be subjected to discrimination in employment and the Board will take positive steps to employ and advance in employment qualified disabled persons in programs and activities.
3. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level.
4. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits, however, may be extended with the consent of all parties.
5. All participants in the procedure will respect the confidentiality that this district accords to information about its employees.

B. Definitions

1. "Board of Education" means the Board of Education of the Livingston School District.
2. "Complaint" means an alleged violation of the district's Affirmative Action Plan or Policy.
3. "Complainant" means an individual who alleges a violation of the District's Affirmative Action Plan or Policy # 1550.
4. "Day" means a working or calendar day as identified.
5. "School district" means the Livingston School District.
6. "Violation" means the failure of a district official or employee to take the positive steps outlined in Policy No. 1550 or the duly approved Affirmative Action Plan to remove impermissible bias or preference from all aspects of district employment practices and/or to correct the results of past discrimination.

C. Procedure

1. A complainant who believes that he or she has been harmed or adversely affected by an alleged failure to enforce the District's Affirmative Action Plan for employment and contract practices is encouraged to discuss the matter with his or her immediate supervisor in an attempt to resolve the matter informally and expeditiously.
2. If the matter is not resolved to the satisfaction of the complainant within ten (10) working days, the complainant may submit a complaint to the District Affirmative Action Officer (AAO). The complaint may be submitted directly to the District AAO or to his or her attention through a Building Affirmative Action Liaison, the Superintendent of Schools or other District Administrator. Although the complainant is encouraged to submit a complaint in writing, he or she may submit a verbal complaint in lieu of a written complaint and same will be investigated in accordance with these procedures. In order to ensure a thorough investigation and effective response, the complaint should include:
 - a. The name, address, title and position, duties and length of service of the complainant;
 - b. The specific failure to act that the complainant complains of, including a description of the incident(s) alleged, the location and participants therein, the date, duration and frequency of the alleged conduct and the identity of any witnesses known to the complainant;
 - c. The response, if any, of the complainant to the alleged failure to act;

- d. The identification and production of any documentation generated and/or retained by the complainant relating to the alleged failure to act;
 - e. The results of any discussions conducted in accordance with paragraph C (1) above; and,
 - f. The reasons why those results are not satisfactory to the complainant.
3. The District AAO will investigate the matter and respond to the complaint in writing no later than thirty (30) working days after receipt of the complaint. All documents developed through the investigation process, including the results of any interviews conducted, will be kept strictly confidential except as required to be divulged by law. A copy of the complaint and the response of the District AAO will be forwarded to the Superintendent of Schools as appropriate.
4. The response of the District AAO may be appealed to the Superintendent of Schools in writing within ten (10) working days after it has been received by the complainant. The appeal will include the original complaint and response thereto, and the reason why the response is not satisfactory to the complainant. A copy of the appeal must be given to the individual alleged to have engaged in the alleged violation.
5. Prior to the expiration of time within which the Superintendent must render a decision on the appeal, the complainant may request an informal hearing before the Superintendent. The hearing shall be held at a time and place convenient to the parties, but no later than ten (10) working days after the hearing request is submitted. The Superintendent may require the presence at the hearing of the individual alleged to have engaged in the alleged violation, as well as any other person with knowledge of same.
6. The Superintendent will render a written decision in the matter no later than thirty (30) working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than ten (10) working days after receipt of the Superintendent's decision. The appeal shall include:
 - a. The original complaint,
 - b. The response to the complaint,
 - c. The Superintendent's decision,
 - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and,
 - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the individual alleged to have engaged in the alleged violation.
9. The Board will review all papers submitted and may render a decision on the sole basis of the proceedings below. If the complainant so requests, however, the Board may convene a hearing at which all parties may be represented by counsel, and may present and examine witnesses who will testify under oath. A transcript of the hearing will be developed by the Board, and shall include copies of any documents submitted as exhibits at the hearing.
10. The Board will render a written decision no later than thirty (30) calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision in an appropriate forum, including:
 - a. Commissioner of Education
Division of Controversies and Disputes
New Jersey State Department of Education
100 River View Plaza, PO Box 500
Trenton, New Jersey 08625
Telephone: (609) 292-5705 or

- b. New Jersey Division on Civil Rights, Regional Office
140 East Front Street, 6th Floor
P.O. Box 090
Trenton, New Jersey 08625-0090
Telephone: (609) 292-4605

D. Record

1. The records of any complaint processed in accordance with this procedure shall be held in a confidential file maintained by the District AAO.
2. A copy of the decision rendered at the highest level of appeal will be kept in the complainant's personnel file. If a District employee is found to have engaged in a discriminatory practice or act, the decision shall also be recorded in his or her personnel file.

HARASSMENT

OVERVIEW

Livingston Public School District strives to maintain an instructional and working environment that is free from harassment or discrimination of any kind. To that end, the District adheres to all statutes and regulations prohibiting such conduct, including those issued through the United States Equal Employment Opportunity Commission (EEOC) and relevant provisions of Title IX of the 1972 Education Amendments, 20 U.S.C. Sections 1681-1688. The District will not tolerate any conduct which constitutes harassment, intimidation, hazing or bullying, and encourages the prompt reporting of any such alleged conduct for immediate redress.

HARASSMENT, INTIMIDATION, AND BULLYING POLICY #5512

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| 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.

B. Harassment, Intimidation, and Bullying Definition

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

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
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
4. 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
5. Has the effect of insulting or demeaning any student or group of students; or
6. 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.

"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 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 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 described in the district's Code of 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.

D. Consequences and Appropriate Remedial Actions

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 Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. 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 Conduct and N.J.A.C. 6A:16-7.

Possible Factors for Determining Consequences

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.

Possible Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Extra-curricular activities;
4. Classroom participation;
5. Academic performance; and
6. Relationship to students and the school district.

Environmental

1. Student-staff relationships and staff behavior toward the student;
2. General staff management of classrooms or other educational environments;
3. Social-emotional and behavioral supports;
4. Social relationships;
5. Family situation.

Consequences and appropriate remedial action 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 Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Conduct and N.J.A.C. 6A:16-7, Student Conduct. 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. Temporary removal from the classroom;
2. Deprivation of privileges;
3. Administrative detention;
4. Referral to administration;
5. In-school suspension during the school week or the weekend;
6. Out-of-school suspension (short-term or long-term);
7. Reports to law enforcement or other legal action;
8. Expulsion; and
9. Bans from participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;
3. Supportive student interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
4. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
5. Involvement of school administration;
6. Student counseling;
7. Parent conferences;
8. Alternative placements as determined by administration (e.g., alternative education programs);
9. Student treatment (at the parent's cost); or
10. Student therapy (at the parent's cost).

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
7. Additional adult supervision, as determined by administration;
8. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
9. General professional development programs for certificated and non-certificated staff;
10. Professional development plans for involved staff;
11. Disciplinary action for school staff who contributed to the problem;
12. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
13. Parent conferences;
14. Involvement of parent-teacher organizations;
15. Development of a general bullying response plan;
16. Peer support groups;
17. Alternative placements at the discretion of district administration (e.g., alternative education programs);
18. School transfers at the discretion of district administration; and

N.J.A.C. 6A:16-7.9(a)2.vi requires appropriate consequences and remedial actions for any staff member 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, and/or termination. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

E. Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other students; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior 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
3. The alleged behavior has the effect of insulting or demeaning any student or group of students; or
4. The alleged behavior 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.

F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving all 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 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.

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.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist appointed by the principal.

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 alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal 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 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 Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, 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 also shall include information on any consequences imposed under the Code of Conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the Superintendent.

Parents of the students who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents or guardians shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or 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 or guardian may request a hearing, in writing, before the Board of Education after receiving the information. When a request for a hearing is granted, 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 alleged incident, the findings from the investigation of the alleged 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 report 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.

- H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying. The Board authorizes the Principal of each school to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. 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.

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

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

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

- The alleged harassment, intimidation or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other students;
- A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
- The alleged behavior has the effect of insulting or demeaning any student or group of students; or
- The alleged behavior 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.

- 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, 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.

J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another 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 deprivation of privileges; administrative detention; referral to administration; in-school suspension during the school week or the weekend; out-of-school suspension (short-term or long-term) or expulsion, as permitted in State Code, State Statute or district 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, or termination.
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.

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

The Board requires the Superintendent to annually disseminate the harassment intimidation and bullying policy 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 all 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 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 annual training on the school district's Harassment, Intimidation, and Bullying Policy to school employees, contracted service providers, and volunteers who have significant contact with 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. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with students.

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.

Mr. Andrew Espinoza - District Affirmative Action Officer (aespinoza@livingston.org)
 Ms. Chrystie Young - District Affirmative Action Officer (cyoung@livingston.org)
 Mr. Amro Mohammed – District Affirmative Action Officer (amohammed@livingston.org)

BUILDING AFFIRMATIVE ACTION LIAISONS

SCHOOL NAME AND ADDRESS	AFFIRMATIVE ACTION LIAISONS
Burnet Hill Elementary School 25 Byron Place Livingston, NJ 07039	Sara Bright, Principal sbright@livingston.org
Collins Elementary School 67 Martin Road Livingston, NJ 07039	Timothy Hart, Principal thart@livingston.org
Harrison Elementary School 148 North Livingston Avenue Livingston, NJ 07039	Cynthia Healy, Principal chealy@livingston.org
Hillside Elementary School 98 Belmont Drive Livingston, NJ 07039	Carlos Gramata, Principal cgramata@livingston.org
Mt. Pleasant Elementary School 11 Broadlawn Drive Livingston, NJ 07039	Emily Sortino, Principal esortino@livingston.org
Riker Hill Elementary School 31 Blackstone Drive Livingston, NJ 07039	Jo E. Tandler, Principal jtandler@livingston.org
Mt. Pleasant Middle School 11 Broadlawn Drive Livingston, NJ 07039	Andrew Espinoza, Assistant Principal aespinoza@livingston.org
Heritage Middle School 20 Foxcroft Drive Livingston, NJ 07039	Kathryn Hreha khreha@livingston.org
Livingston High School 30 Robert Harp Drive Livingston, NJ 07039	Amro Mohammed amohammed@livingston.org