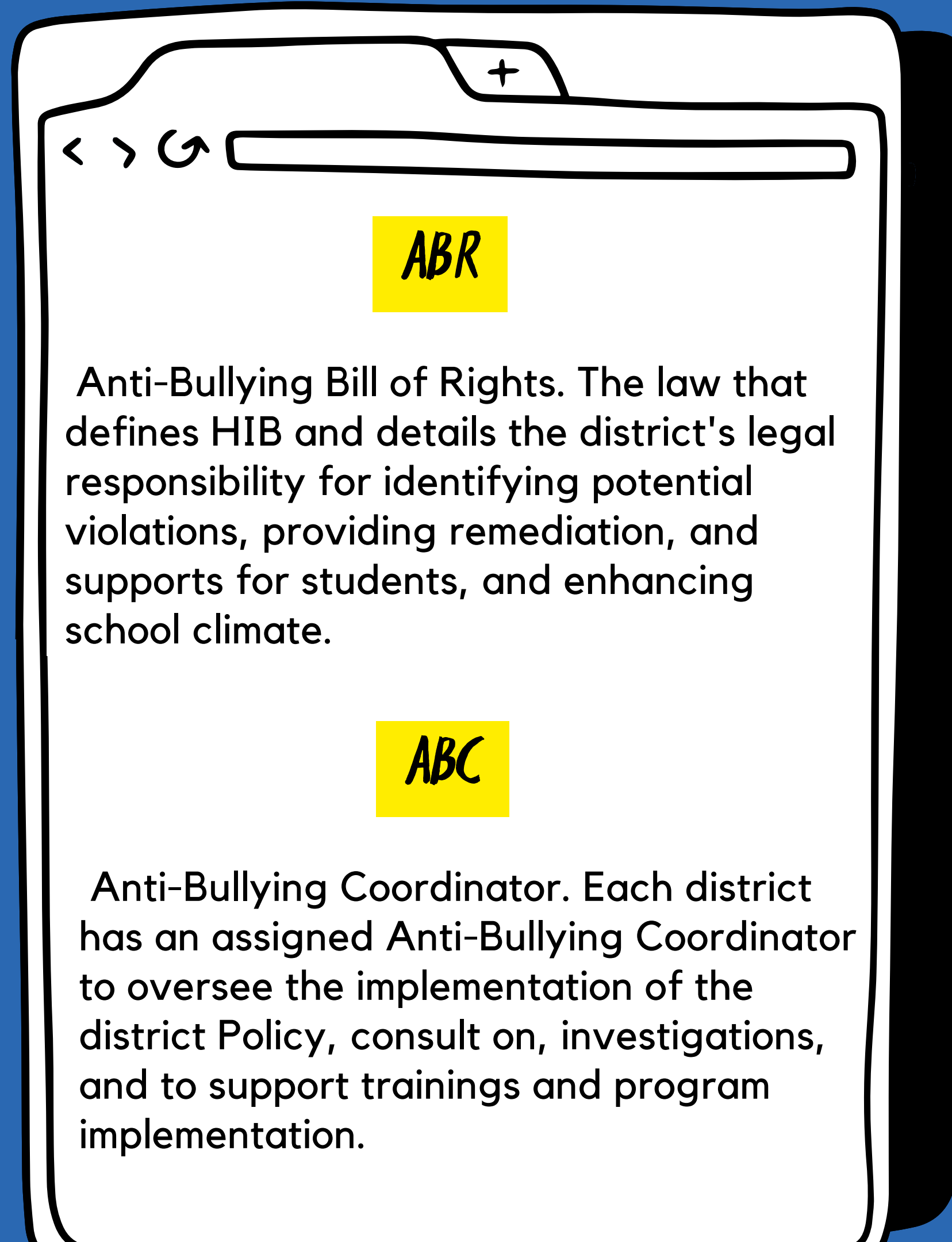




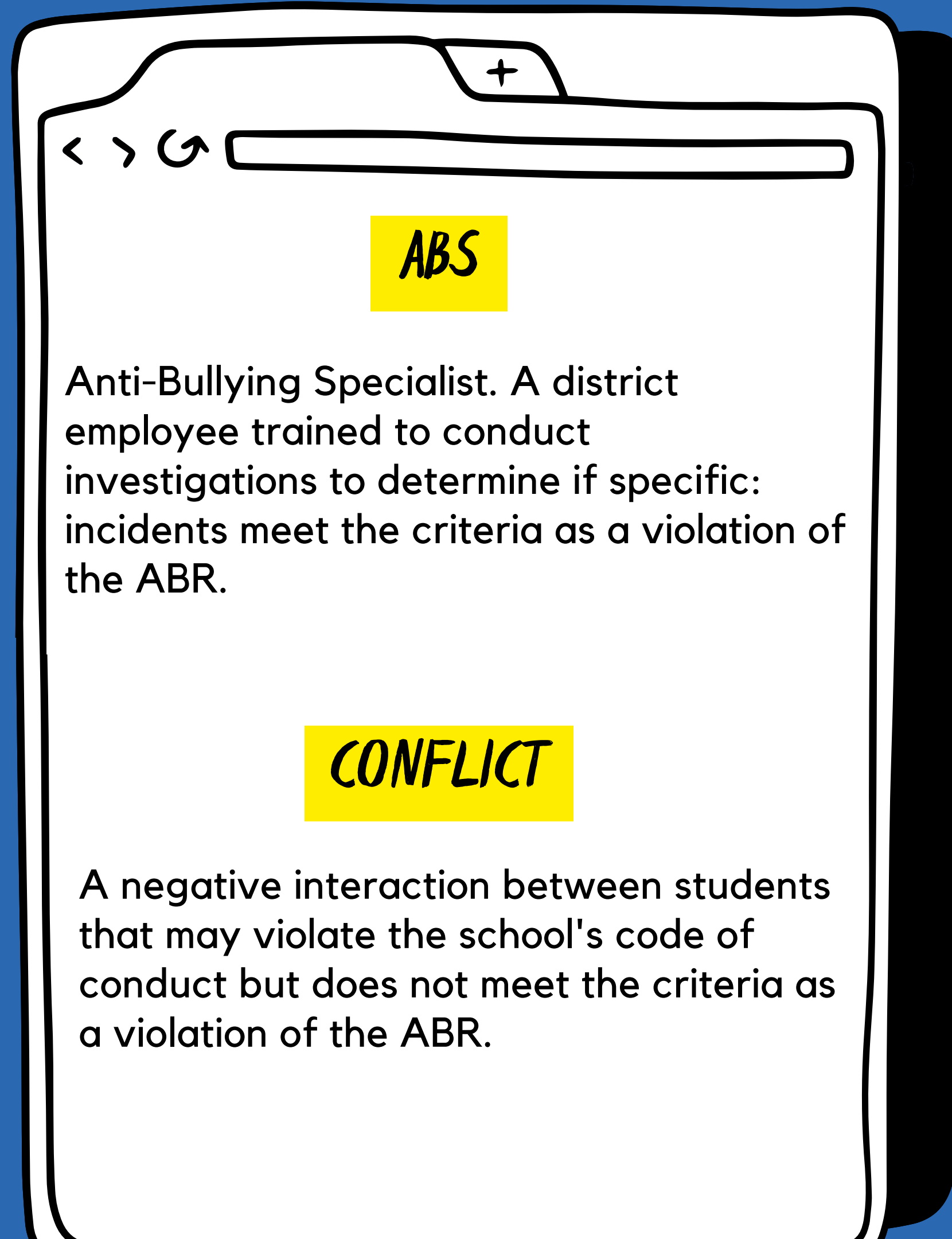
HARASSMENT, INTIMIDATION, & BULLYING (HIB)

Frequently Asked Questions and Updates

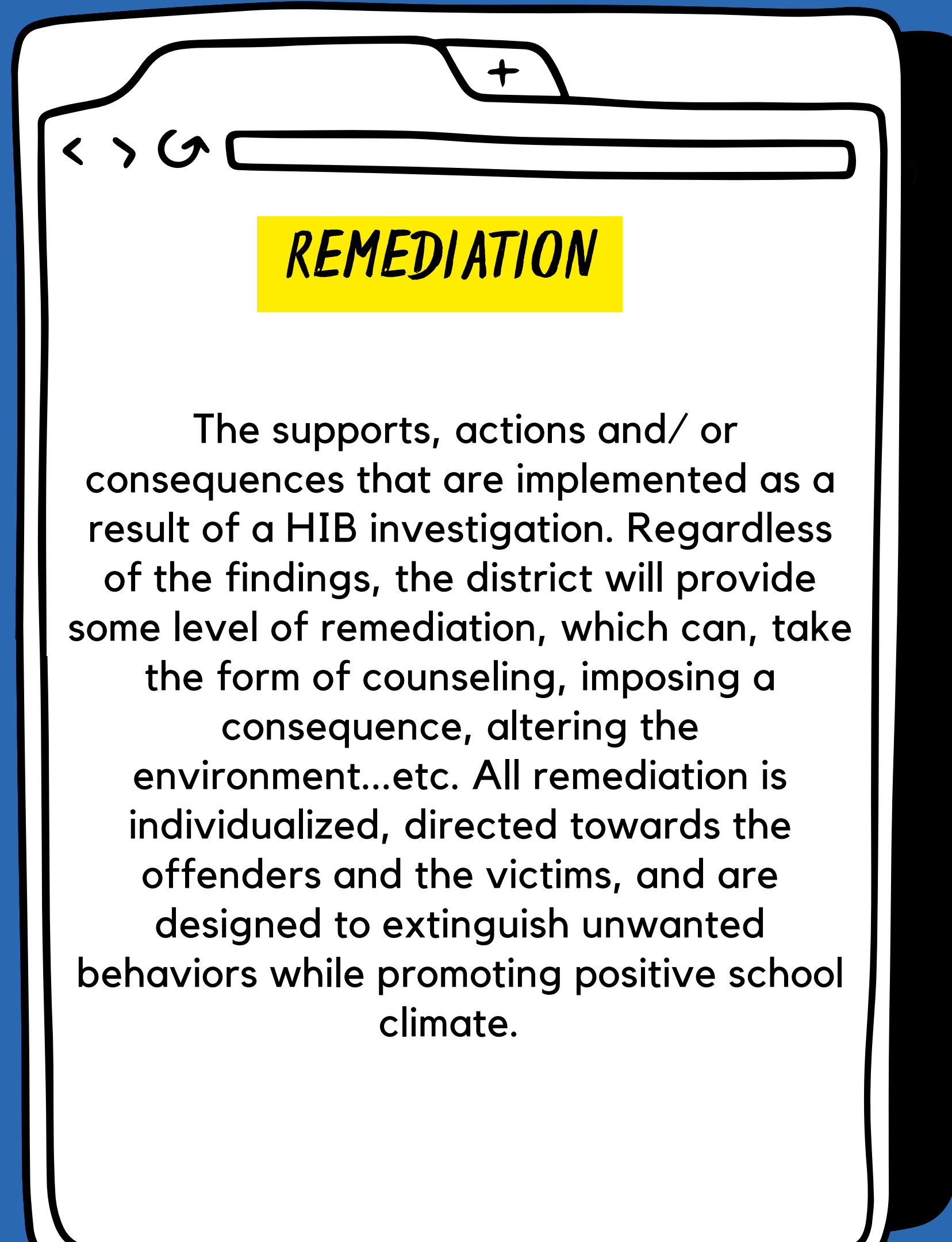
KEY TERMS



KEY TERMS



KEY TERMS



THE TEAM

Dr. J. Alexander

**Anti-Bullying
Coordinator**

Lauren Connor

**District Climate, Culture,
and Anti-Bullying
Specialist**

Lauren Krupa

**GTECC
Anti-Bullying Specialist**

Erika Davis

**Briches, Hurffville, & WW
Anti-Bullying Specialist**

Jill Wanielista

**Whitman, Bells, & TJ
Anti-Bullying Specialist**

**Francesca
Contino-Jackson**

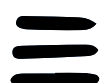
**WTHS
Anti-Bullying Specialist**

TBD

**CRMS. OVMS. & BHMS
Anti-Bullying Specialist**

Jaime Oliver

**WTHS
Anti-Bullying Specialist**



Maintain compliance with statutory, regulatory, policy and program framework to support the prevention, remediation and reporting of HIB in schools.



District resources are developed to aid schools in the establishment of HIB policies, the adoption of HIB program strategies, the implementation of proactive responses to HIB and the adoption of effective HIB reporting procedures.



Conducts two professional development trainings during the academic school year.



DISTRICT ANTI-BULLYING COORDINATOR





DISTRICT CLIMATE, CULTURE, & ANTI-BULLYING SPECIALIST

1.

·Identifying and disseminating research and resources, including student, staff and guardian resources and workshops to promote best practices in student social-emotional learning and the development of a positive, supportive school climate within WTPS via our MTSS meetings.

2.

·Disseminating information on the ABR, relevant provisions of the Law Against Discrimination, P.L. 1945, c. 169 (C. 10:5-1 et seq.) and other state and federal laws addressing harassment, intimidation and bullying.

3.

·Reviewing, analyzing and reporting district HIB data collected to explore patterns and develop guidance and strategies for schools, parents, staff and agencies as appropriate to the Anti-Bullying Coordinator.

4.

Assisting the district ABC in creating public information programs on HIB, HIB prevention, resources.

5.

·Providing an annual report to the ABC on the activities of the coordinator and his/her recommendations.




SCHOOL ANTI-BULLYING SPECIALIST(S) (ABS)

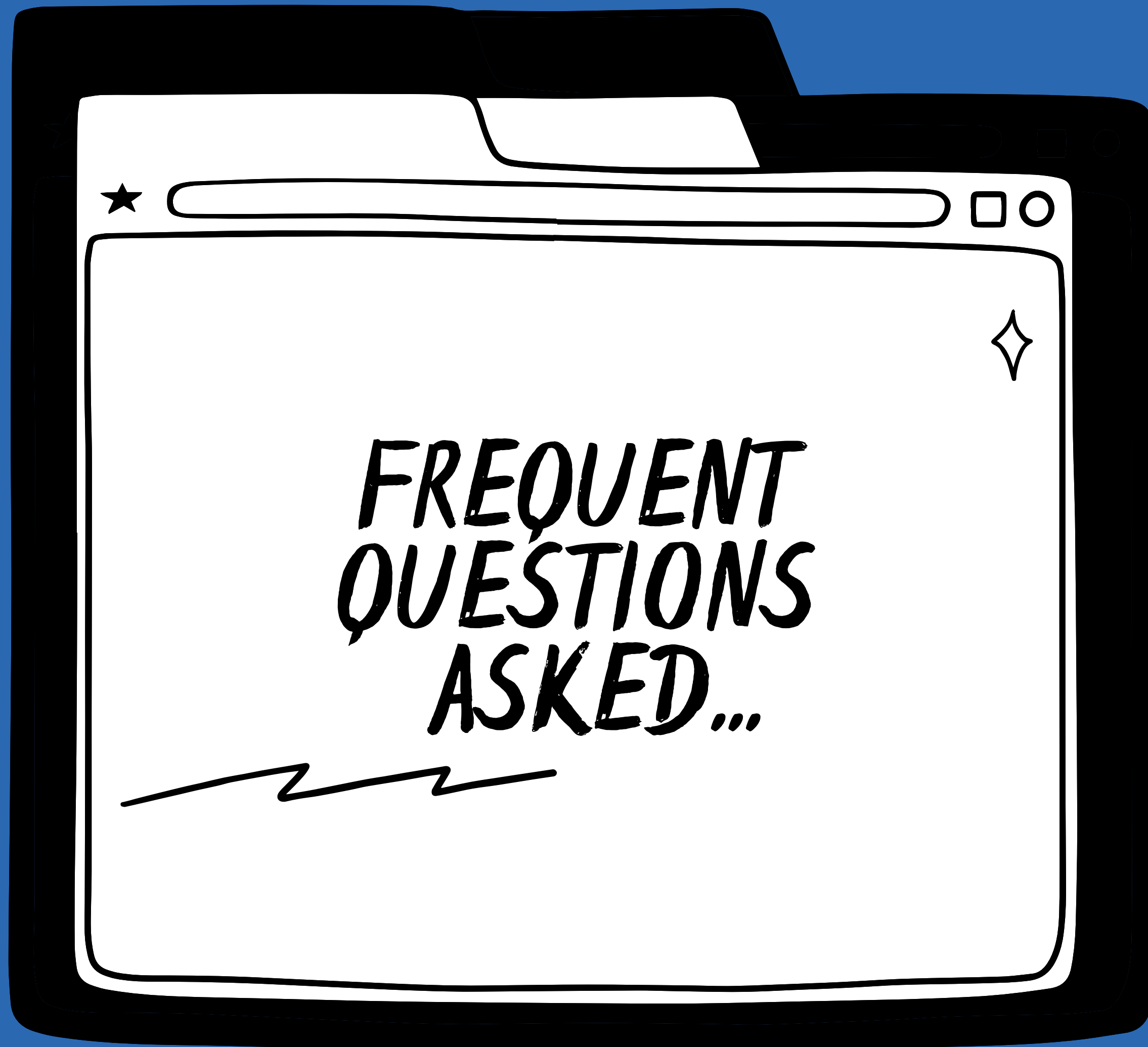


RESPONSIBILITIES

The identified school staff member responsible for preventing, identifying and addressing bullying incidents within his/ her/their school.

The ABS is responsible for attending the MTSS meetings (*inclusive of school safety initiatives*) and for investigating reported incidents of bullying, among other duties as outlined in the Anti-Bullying Rights.





**FREQUENT
QUESTIONS
ASKED...**





It seems like it is defined differently than years ago, back when "I was a kid"?

Indeed, when today's parents were in school, visions of one child hitting another child on a playground and taking his, her, or their lunch money were known as bullying. However, in 2011, the NJ State Legislature defined what harassment, intimidation, or bullying (HIB) is by law. In order for an event to be considered an incident or harassment, intimidation, or bullying, there are specific criteria and ALL criteria must be met for it to be affirmed as a HIB event.





Those criteria are:

- An event can be any gesture, written, verbal, physical act, or electronic communication, whether it is a single incident or a series of incidents.
- The event must be seen by a reasonable as being motivated either by any actual or perceived characteristic such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression, or a mental physical, or sensory disability, or by any other distinguishing characteristic.
- The event takes place on school property, at any school-sponsored function, on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operations of the school.
- One of the following criteria must be met:
 - The event has 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 event has the effect of insulting or demeaning any student or group of students; OR
 - Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student





WHY DON'T ADMINISTRATORS SHARE WITH PARENTS ANYTHING ABOUT THE HIB INCIDENT WHEN THEY MAKE THE INITIAL CALL?



In the past, investigations were typically completed, or partially completed, before parent phone calls were made, to determine precisely what occurred. With the new legislation, administrators are required to contact parents before the investigation has been completed—preventing the relay of specific, accurate information to parents until the process has completed.







WHY DOES THE PROCESS TAKE SO LONG?



The state of New Jersey has given school districts a very specific timeline to follow regarding the investigation of incidents that may be harassment, intimidation or bullying. After receiving a report from the building principal, the anti-bullying specialist has ten school days in which to conduct their investigation. Once the investigation is completed and submitted to the building principal, it is then submitted to the Superintendent for review. The Superintendent is required to review cases, anonymously, with the Board of Education, before a final decision can be processed and parent notification is completed







ARE PARENTS PRESENT DURING A STUDENT INTERVIEW?



Anti-bullying specialists and principals conduct student interviews regarding a multitude of activities and incidents going on in school buildings each day. Parents are not involved in these interviews, but are updated on the content of these conversations as the investigation is concluded.







*WHAT HAPPENS WHEN MY CHILD IS LABELED A
"BULLY" AS A RESULT OF AN INVESTIGATION?*



At no point in time are children labeled "bullies." The purpose of the Harassment, Intimidation, and/or Bullying (HIB) investigation is to determine if a student violated the Anti-Bullying Bill of Rights. Although it may be determined that a child has violated this law, it in no way labels the child or gives the child a "record."





●●●

WHAT ARE THE CONSEQUENCES FOR STUDENTS WHO HAVE VIOLATED THE ANTI-BULLYING BILL OF RIGHTS?




Consequences and intervention strategies that result from an investigation are highly variable and highly individualized. Consequences and intervention strategies may include, but are not limited to, parent conferences, loss of privileges, school detentions, counseling, class lessons, etc. There is no pre-determined consequence for any child involved in a violation of the Anti-Bullying Bill of Rights. All consequences are developmentally appropriate and take into consideration the whole child.





HOW WILL THIS AFFECT MY CHILD'S
SCHOOL RECORD?



For a **1st** and **2nd** act of HIB, a copy of the results of the investigation shall be placed in the student's record and the student may be subject to remedial actions including the provision of counseling or behavioral intervention services, or discipline, or both, as determined by the principal in consultation with appropriate school staff.





For a **3rd** HIB act by a student and each subsequent act, a copy of the investigation report will be placed in the student's record, the principal, in consultation with appropriate staff, shall develop an individual student intervention plan which the superintendent or his/her/their designee shall approve, which may include remedial actions as noted above, discipline and may require the student, accompanied by a parent or guardian to complete a class related to reducing HIB behavior.

(Note: This is at the discretion of the principal and superintendent)





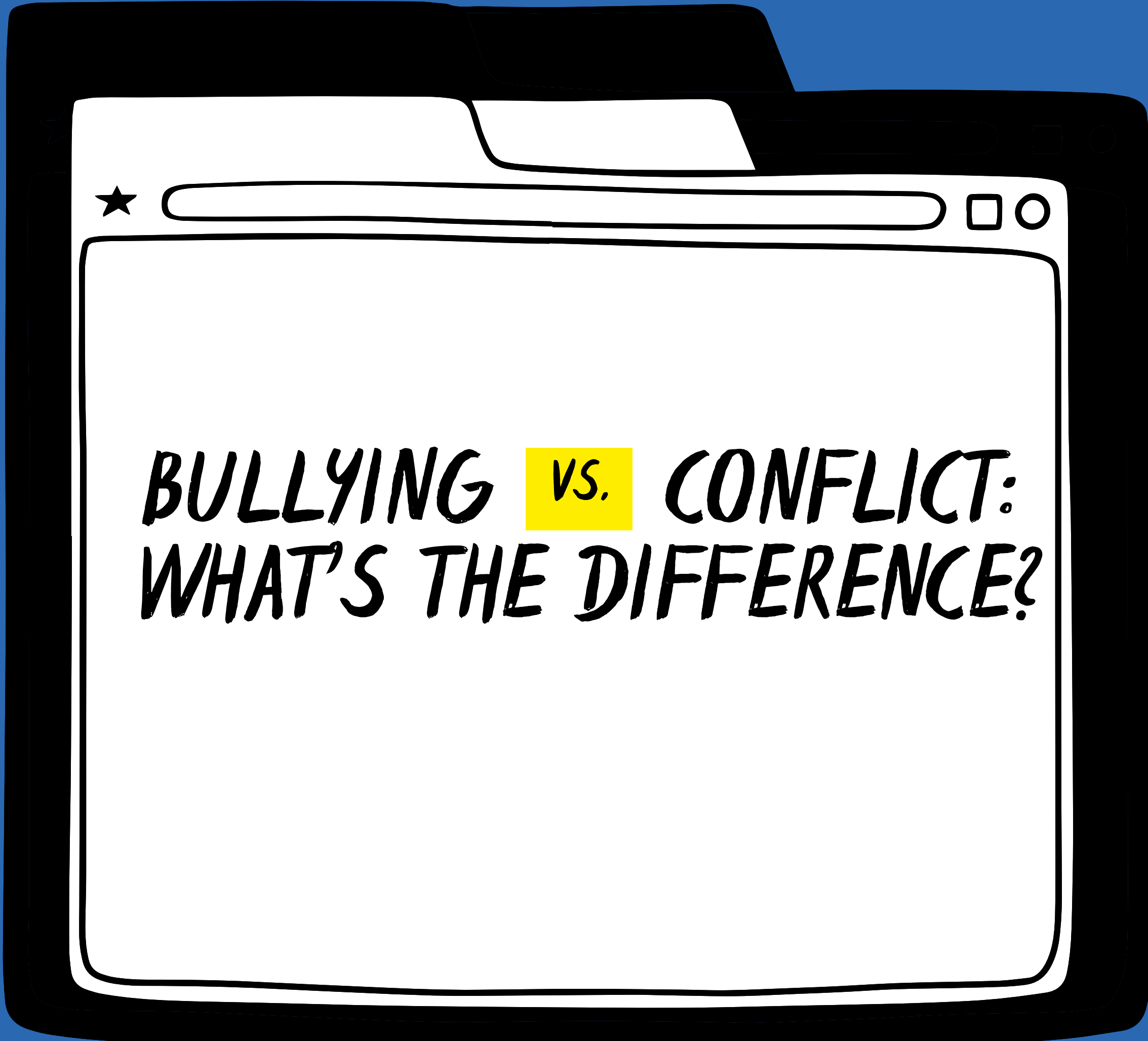
*WHAT INFORMATION WILL A PARENT
RECEIVE AT THE CONCLUSION OF THE
INVESTIGATION?*



Building principals are required to notify parents of the outcome of the investigation and whether or not consequences/remedial measures were imposed.

Again, all information is confidential.





**BULLYING vs. CONFLICT:
WHAT'S THE DIFFERENCE?**

BULLYING VS. CONFLICT: WHAT'S THE DIFFERENCE?

AN IMPORTANT DISTINCTION TO MAKE BETWEEN BULLYING AND NORMAL CONFLICT IS THE INTENT BEHIND THE ACTION.

IN ONE WAY OR ANOTHER, CONFLICT IS A PART OF EVERYDAY EXPERIENCE. IT'S A DISAGREEMENT OR ARGUMENT IN WHICH BOTH SIDES EXPRESS THEIR VIEWS.

PEOPLE MAY GET FRUSTRATED AND ANGRY WITH EACH OTHER, BUT TYPICALLY IT DOESN'T MAKE THEM FEEL UNSAFE OR THREATENED.

BULLYING, ON THE OTHER HAND, IS ONE-SIDED BEHAVIOR MEANT TO INTENTIONALLY HURT, HARM OR HUMILIATE SOMEONE. IT'S OFTEN ABOUT HAVING POWER AND CONTROL OVER SOMEONE, NOT A CONFLICT OR DISAGREEMENT, AND IT CREATES FEAR AND A SENSE OF HOPELESSNESS IN THOSE WHO ARE BULLIED.

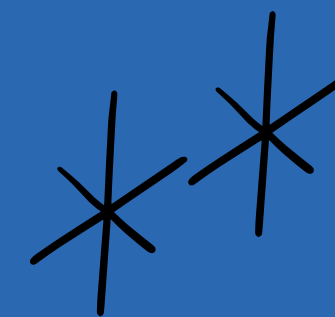
CONFLICT MAY OCCUR NATURALLY, BUT BULLYING BEHAVIOR DOES NOT.

WHAT IS CYBERBULLYING?

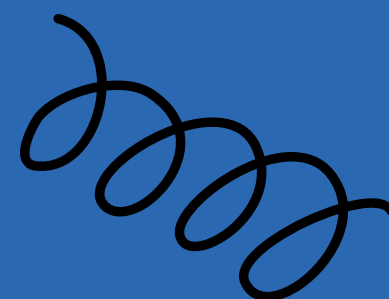
BULLYING THAT TAKES PLACE USING ELECTRONIC TECHNOLOGY SUCH AS CELL PHONES, COMPUTERS AND TABLETS AS WELL AS COMMUNICATION TOOLS INCLUDING SOCIAL MEDIA SITES, TEXT MESSAGES, CHAT AND WEBSITES.

EXAMPLES OF CYBERBULLYING INCLUDE INTENTIONALLY MEAN TEXT MESSAGES, CHATS OR EMAILS, RUMORS SENT BY EMAIL OR POSTED ON SOCIAL NETWORKING SITES AND EMBARRASSING PICTURES, VIDEOS, WEBSITES OR FAKE PROFILES

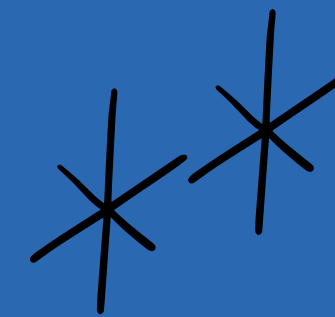
EXAMPLES OF CONFLICT VS. HIB



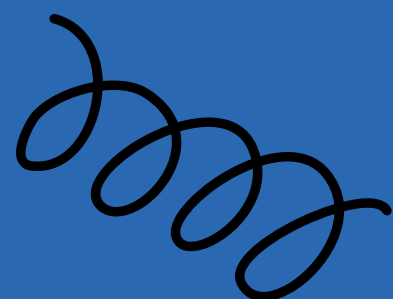
Conflict	HIB
Equal power or friends	Imbalance of power; not friends
Happens occasionally	Purposeful
Accidental	Seeking power, control, or material things
Equal emotional reaction	No remorse, blames victim
Effort to solve the problem	No effort to solve problems



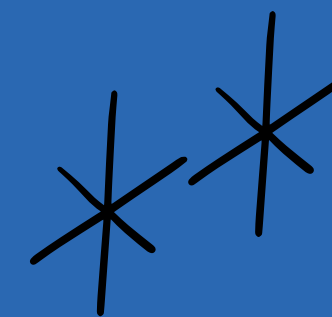
EXAMPLES OF CONFLICT VS. HIB



Conflict	Bullying
<p>Conflict is normal and experienced by everyone. Interpersonal conflict is between two or more people and can be prompted by differences in perceptions and interests, by a scarcity of resources or rewards, or by rivalry. Those involved in a conflict (interpersonal or internal) usually feel pulled in different directions at the same time.</p>	<p>Bullying is INTENTIONAL unwanted, aggressive behavior that can involve a real or perceived POWER IMBALANCE. The behavior is REPEATED, or has the potential to be repeated, over time.</p> <p>Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally and excluding someone from a group on purpose.</p>



EXAMPLES OF CONFLICT VS. HIB



Grade Level	Conflict (Mutual disagreements, arguments or fights)	Bullying (Intent to emotionally or physically hurt a student; it is one-sided)
Elementary School	"You copied my picture... you stole my idea!" "No, I didn't... you copied from my picture!"	A fellow student grabs the picture you colored and tears it up , calling you names related to your religion and cultural heritage.
Middle School	"After you borrowed my basketball, I asked that you return it and you didn't!" "I did return it... I left it on your porch."	While practicing basketball skills in the gym, several students sit nearby and call out insulting comments about the color of your skin and your basketball skills.
HighSchool	"You went after my boyfriend at the party and tried to hook-up with him." "I was told you broke up and he was available...and he didn't seem too unhappy with me!"	A student posts explicit photos and insulting words about your sexual orientation on Facebook, attacking you for "stealing" her boyfriend.

