



Hasbrouck Heights School District

Harassment, Intimidation, and Bullying
Policy Training
2019-20
School Year

Hasbrouck Heights School District

- ▶ [Tyler Clementi](#)
 - ▶ *The catalyst for the increase of awareness and stringent Anti-Bullying legislation in the State of NJ*
 - ▶ *NJ Anti-Bullying Law has become a model for other states to have stricter bullying laws*

Hasbrouck Heights School District Policy

#5512 HARASSMENT, INTIMIDATION, AND BULLYING

- ▶ The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. **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.**
- ▶ **HIB** records are not forwarded to post-secondary institutions.

Exact Legal Definition of HIB

▶ “Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act or any electronic communication, whether it is a single incident or a series of incidents, that is:

Exact Legal Definition of HIB



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; **and that**

Exact Legal Definition of HIB



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, **and that**

Exact Legal Definition of HIB

that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; **and that**

Definition of HIB (nexus)

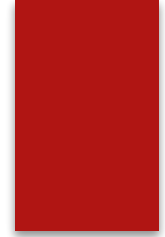
- ❑ a reasonable person (“reasonable person” is any adult member of the school community) should know if the circumstances will have the effect of physically or emotionally harming a pupil or damaging the pupil’s property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property, **or**
- ❑ has the effect of insulting or demeaning any pupil or group of pupils, **or**
- ❑ creates a hostile educational environment for the pupil by interfering with a pupil’s education or by severely or pervasively causing physical or emotional harm to the pupil.



HIB Off School Grounds

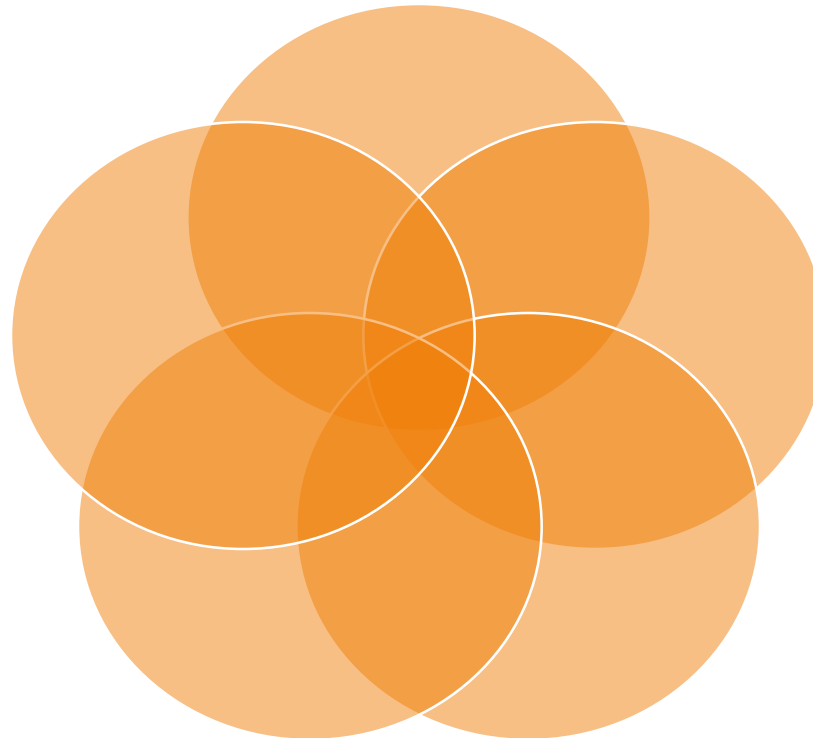
Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation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

Anti-Bullying Bill of Rights applies to the following:



Student bullying a Student

Adult bullying a Student



Students age (18-20) (21 with IEP) are considered a student under the ABR

Not Adult bullying an Adult

Not Student bullying an Adult

PREVENTING HIB OF PROTECTED CLASSES

Protected Class- race, creed, color, national origin, nationality, ancestry, age, sex (including pregnancy), familial status, marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, and mental or physical disability, perceived disability, and AIDS and HIV.

HIB includes “**Discrimination**” in that it targets a student because of any of the protected classes listed above.

Protected class are at a higher risk for HIB than general population.

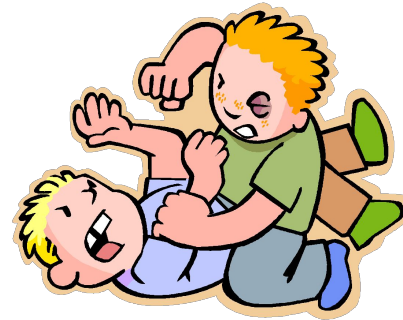


Children with disabilities were 2 to 3 times more likely to be victims of HIB than other children.



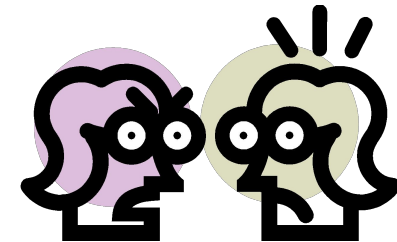
LGBT students reported being verbally harassed, physically assaulted and felt unsafe because of their sexual orientation (GLSEN, 2009).

TYPES OF BULLYING



▶ Physical bullying

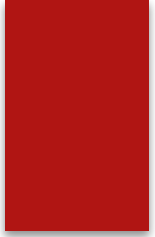
- ▶ punching, shoving, spitting, taking personal belongings or acts that hurt people



▶ Verbal bullying

- ▶ name calling, teasing, making offensive remarks or making threats

TYPES OF BULLYING



▶ Indirect bullying

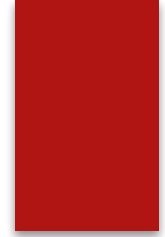
- ▶ spreading rumors
- ▶ keeping certain people out of the “group”
- ▶ getting certain people to “gang up” on others

▶ Cyber bullying

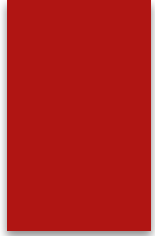
- ▶ sending insulting messages through e-mail, text messaging, social media, etc.



Conflict vs. HIB



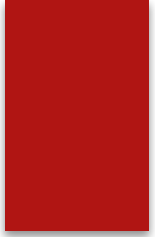
Conflict	HIB
Equal power or friends	Imbalance of power, not friends
Can be fairly resolved by compromise and mediation	A fair resolution involves a change in the behavior of the bully; the target as no concession to make
Involves people with similar degrees of power	Involves a person or persons exerting their needs or interests
Equal emotional reaction	Strong emotional reaction from victim and little or not emotional reaction from bully
Efforts to solve the problem	No effort to solve the problem
Both parties are responsible for wrongdoing	Bully is responsible for wrongdoing
Is reciprocal; both parties contribute to the conflict	Is one-sided, one party instigates the target



School District Anti-Bullying Structure

Anti-Bullying Coordinator

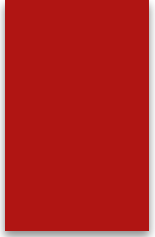
- ▶ Appointed by Superintendent
- ▶ Coordinates district HIB policy to prevent, identify, and address HIB. Collaborates with anti-bullying specialists, BOE and Superintendent.
- ▶ Meets at least twice a school year with each School Safety Teams
- ▶ Provides data, in collaboration with the Supt. to the NJDOE
- ▶ Research and implement programs, interventions to prevent HIB



School District Anti-Bullying Structure

Anti-Bullying Specialist

- ▶ At least one Specialist in every school in the district
- ▶ Chairs the school safety team
- ▶ Leads the investigation of reported HIB
- ▶ Acts as the primary school official responsible for preventing, identifying, and addressing incidents of HIB in the school
- ▶ Assists the principal in appropriately applying the range of ways for responding to HIB established by the school board
- ▶ Coordinates and / or provides remediation counseling for bully and victim
- ▶ Provides input to local school board on annual re-evaluation, reassessment, review of policy



School District Anti-Bullying Structure

School Safety Team

- ▶ Formed to develop, foster, and maintain a positive school climate, including HIB issues.
- ▶ Meets at least 2 times per school year.
- ▶ Consists of the Principal (*or designee, preferably an administrator*) and principal appointees: a teacher in the school, the school anti-bullying specialist (serves as chair), a parent/guardian of a student in the school, and other members determined by the principal

School District Anti-Bullying Structure



District Anti-Bullying Coordinator

Ms. Janine Gribbin 201-639-6901

gribbinjan@hhschools.org

High School
201-393-8164

Mr. Barchini

Ms. Johnson *

Ms. Gessell *

Mrs. Calligy *

Mrs. Tremaroli *

Ms. Christianson *

Dr. Ciraco *

Middle School
201-393-8164

Mr. D'Amico

Ms. Johnson *

Mrs. O'Hagan *

Ms. Christianson *

* Denotes Anti-Bullying Specialist

School District Anti-Bullying Structure



Euclid School
201-288-2138

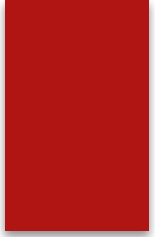
Ms. Maria Philp, Anti-Bullying Specialist

Contact: philpm@hhschools.org

Lincoln School
201-288-2365

Mrs. Katie Baptista, Anti-Bullying Specialist

Contact: baptistakat@hhschools.org



What do I do if I see bullying or if a bullying allegation is presented to me?

1. Immediately contact the Vice Principal or Principal or Anti-Bullying Coordinator.
2. Name the specific behavior, be descriptive and provide details:
 I saw ...
 I am concerned because....
3. Within 2 days of completing a verbal report to the Vice Principal, Principal, or the Anti-Bullying Coordinator (if previous two options are unavailable) the staff member must complete the written report form.

If bullying is stated we have to investigate.

Example: At 1:31 pm Johnny was sitting 2 seats away from Sara. Johnny said in a loud voice, "Sara is fat". Three other students laughed aloud. Sara stood up and left the room.

Every Student, Every Incident, Every Time!

HIB Investigation Process

1. Verbal Report – School staff members are required to make a verbal report on the same day the HIB is observed or information is received. The principal takes appropriate action to protect students and implement the BOE’s HIB policies and procedures.
2. Parent Notification – The principal informs parents of accused HIB offenders and targets. Parents are called the same day of the incident being verbally reported.
3. Written Report – The staff member making the verbal report submits a written report within two (2) school days of the verbal report.
4. Investigation - is initiated by the principal or school designee within one school day of the verbal report of the incident. The investigation is conducted and completed by the Anti-Bullying Specialist assigned to the case in coordination with the principal or the vice principal.
5. A written investigation – is report is completed within ten school days of the written report. Principal or school designee will inform parents/ guardians
6. Investigation must be given to the Superintendent within two days of completion.
7. Results must be provided to the School Board by the time of the next Board meeting.
8. Within five days of the Board of Education meeting, the parents are sent a letter regarding the outcome of the investigation.
9. Parents can request a hearing in Executive Session after receiving all information. Hearing must be held within ten days of the request.



HOW TO INTERVENE WHEN WITNESSING HIB OR A CONFLICT :

- ▶ Immediately respond to the incident using a calm, rational, but firm voice.
- ▶ Use body language that communicates authority, but does not invade the personal space of any student involved in the incident.
- ▶ Use actions and/or verbal responses that do not cause embarrassment or a loss of emotion, or provoke vulnerable and/or overly sensitive reactions.
- ▶ Position yourself between the students using bullying behavior and the student being bullied, so that you can block eye contact between the two, to prevent gestures that would allow continued victimization or escalation of the incident.

HOW TO INTERVENE:(con't)

- ▶ Take the attention off of the student or students who were being targeted.
- ▶ Pay close attention to the student or students who were targeted. Observe their reactions, body language, words and/or expression that communicates fear for their own safety and/or verbalizes a retaliation plan towards the bully.
- ▶ Address the students involved in the incident of what steps you will take next, and/or that you will be reporting this incident to the administration.
- ▶ Supporting and following-up with all students involved in the incident.
- ▶ Monitor future behaviors.
- ▶ Verbalize future behavioral expectations that will not permit retaliation of any kind.

WHAT NOT TO DO

NEVER....

- ▶ Ignore the incident
- ▶ Doubt the fact that you have responsibility to intervene
- ▶ Accept the attitudes of “just teasing”, “just kidding”, “boys will be boys”, “you’re friends, you can work it out”.
- ▶ Engage in verbal or physical arguments/disputes.
- ▶ Take it upon yourself to engage in peer mediation with the bully & victim.
- ▶ Start the investigation yourself, if you suspect it is bullying.
- ▶ Leave the student who is being targeted alone with the student or students who are using bullying behavior.



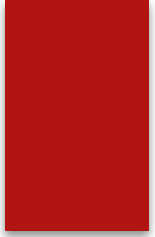
Strategies to prevent HIB in the school

For the Individual Student:

- ▶ Positive Behavioral Interventions and Remediation
 - ▶ peer mentoring, short term counseling, life-skills groups, community service
- ▶ Punitive Actions
 - ▶ detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action.

For the Classroom:

- ▶ Class discussions about a HIB incident
- ▶ Role playing focused on skill building, that is sensitive to the needs and experiences of the students
- ▶ Research projects
- ▶ Observing and discussing audio-visual materials on HIB and related subjects
- ▶ Skill-building lessons in courtesy, tolerance, assertiveness and conflict management



Strategies to prevent HIB in the school (con't)

For the School:

- ▶ Theme days
- ▶ Learning station programs
- ▶ Parent programs
- ▶ Information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices
- ▶ Strategies for fostering expected student behavior
- ▶ Lesson plans that incorporate social skills, core ethical values, communication skills and empathy

For the District:

- ▶ Community involvement in policy review and development
- ▶ Professional development programs
- ▶ Adoption of curricula and school-wide programs
- ▶ Coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations)
- ▶ Dissemination of information on the core ethical values adopted by the BOE code of student conduct

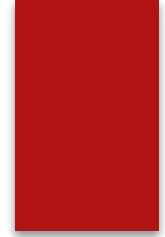


Creating a Positive School Climate and Culture

What are we doing about bullying?

- Train every single student in district on HIB Policy 2x/yr
- Modeling behavior that is inclusive and promotes respect for all.
- Providing children with opportunities to talk about bullying and enlist their support in defining bullying as an unacceptable behavior.
- Developing action plans for what students are to do if they observe a bully or are confronted by a bully.
- Providing ongoing age appropriate instruction and programs on preventing harassment, intimidation and bullying, consistent with Core Curriculum Standards.

District Programs and Activities



- Week of Respect – Early October and February
- Character Education Assembly Programs
- Student MVP Awards
- Daily Announcements
- Peer Leaders
- Heroes and Cool Kids
- Various program assemblies
- Staff trainings / Unity days

HIB SUMMARY



- Any School Employee or contracted service provider who witnesses or receives information regarding an act of HIB, must report it verbally and on the same day to the principal.
- Therefore if a student or parent reports an incident of a staff member, the staff member must report it to the Principal, Vice Principal, or Anti-Bullying Coordinator (if the other two options are unavailable).
- A written report must be completed by the staff member reporting the incident within two days of the verbal report
- Know what to look for, name-calling, exclusion, physical aggression, the victim becoming withdrawn, etc.
- HHSD does NOT look the other way, we follow the LAW.

Thank you for protecting
our students everyday !!!

Any questions:
Janine Gribbin
Anti-Bullying Coordinator
201-639-6901
gribbinjan@hhschools.org





School Resources:

Anti-Bullying Information – www.hhschools.org

State Resources:

State of New Jersey Harassment intimidation and Bullying (HIB)

<http://www.state.nj.us/education/students/safety/behavior/hib>

Federal Website:

<http://www.stopbullying.gov>

Acknowledgements:

- NJ DOE <http://www.state.nj.us/education/students/safety/behavior/hib>



<http://bcove.me/akuirp61>

<https://www.youtube.com/watch?v=7-X3Pu20w24>

<https://youtu.be/3dc56kmpfjw>