

The Nutley School District H.I.B. Training

Background on the new law (Anti-Bullying Bill of Rights):

- Strongest anti-bullying law in the U.S.
- Fixes previous laws.
- Passed the NJ Legislature on 11/22/10.
- Signed by the Governor on 1/5/11.
- Effective 9/1/11.
- Only applies to public schools and colleges.

New HIB Training Requirements:

- All “school leaders”
- School Board members
- Safe school resources officers
- Teachers
- Contracted service providers
- Teachers-suicide prevention
- New teachers/supervisors (2012-2013)

Best Practice:

All school “agents”- including volunteers- should be trained.

Definition

**Harassment,
Intimidation
And
Bullying**

HIB violates the law if it is:

Definition of HIB

HIB means any gesture, any written, verbal, or physical act, or any electronic communication 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**...or
2. By any other distinguishing characteristic; and that

***Definition of
HIB***

3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds that
 - (a) substantially disrupts or interferes with the orderly operation of the school or
 - (b) the rights of other pupils;and that
4. The act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in fear of physical or emotional harm to him/herself or damage to his/her property

***Definition of
HIB***

5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. 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.

Definition of student “characteristics” under the school bullying law:

Definition of HIB

- Race
- Color
- Religion
- Ancestry
- National Origin
- Gender
- Sexual Orientation
- Gender identity /expression
- Mental, physical sensory disability
- Or “any other distinguishing characteristic”

NORMAL CONFLICT VS. H.I.B.

Not all conflicts between students are HIB.

You must know the difference between "conflict" and "HIB" because the response is different for each.

Conflict: Can use mediation

HIB: No mediation

Normal Conflict vs. H.I.B.

- ❑ Equal power, friends
- ❑ Happens occasionally
- ❑ Accidental
- ❑ Not serious
- ❑ Equal emotional reaction
- ❑ Not seeking power or attention
- ❑ Not trying to get something
- ❑ Remorse-take responsibility
- ❑ Effort to solve the problem
- ❑ Imbalance of power, not friends
- ❑ Repeated negative attentions
- ❑ Purposeful
- ❑ Serious — threat of physical harm or emotional or psychological hurt
- ❑ Strong emotional reaction on part of the target
- ❑ Seeking power, control
- ❑ Trying to gain material things or power
- ❑ No remorse — blames target
- ❑ No effort to solve the problem

Anti-Bullying Staff

- Anti-Bullying Coordinator: Joseph Cappello, JHWMS,
(973) 661-8989
-

Appointed by Superintendent

Responsibilities:

1. Coordinates/strengthens district HIB policy to prevent, identify, and address HIB
2. Collaborates with Anti-Bullying Specialists, BOE and Superintendent
3. Meets at least twice a school year with the Anti-Bullying Specialists
4. Provides data, in collaboration with the Superintendent, to the NJDOE
5. Performs other related duties

Anti-Bullying Staff

□ Anti-Bullying Specialists:

- Lincoln School: Nancy Thunell, (973)661-8502
- Radcliffe: Nancy Thunell, -8820
- Spring Garden: Antoinette Frannicola, -8983
- Washington: Kelli Cerniglia, -8888
- Yantacaw: Lesslie Licameli, -8892
- JHWMS: Alisa Gennace, -8875
- NHS: Lisa Cassilli, -8997

Responsibilities:

1. Chairs the school safety team
2. Leads the investigation of reported HIB
3. Acts as the primary school official responsible for preventing, identifying, and addressing incidents of HIB in the school

Anti-Bullying Staff

▣ School Safety Team

Consists of the principal or vice principal, the school Anti-Bullying Specialist (serves as chair), a teacher in the school, a parent/guardian of a student in the school, and other members determined by the principal.

Responsibilities

1. Formed to develop, foster, and maintain a positive school climate, including HIB issues
2. Meets at least 2 times per school year
3. Receive HIB complaints
4. Identify and address patterns of HIB

Reporting Procedures

All board members, school employees, volunteers and contracted service providers are required to:

1) verbally report alleged violation to the principal or designee on the same day witnessed or received reliable information.

2) submit a written report to the principal or designee within two days.

HIB Incident Report Form

- Found on district website.

[HIB Incident Report Form](#)

- **Email** completed HIB Incident Report Form to principal within two school days of verbal report.

Investigation Time Frames

1. Same day verbal report to principal
2. Follow up 2 days later in writing
3. Principal initiates investigation within one school day
4. Investigation to be completed ASAP, but no later than 10 school days from the date of the written report
5. Within 2 days of completing investigation, principal submits results to the Superintendent who may decide additional actions to be taken

Investigation Time Frames

6. Superintendent reports incident (not individuals) to BOE at next board meeting
7. Written report to parents within 5 school days after results are reported BOE
8. Parent can request BOE hearing in executive session. Hearing held within 10 school days
9. BOE must issue written decision (affirm, reject or modify Superintendent's decision) at next meeting
10. Appeal to Commissioner of Education no later than 90 days after BOE's decision
11. Parent may file complaint with Division of Civil Rights within 180 days of H.I.B. incident

Investigation Findings

Superintendent informs parents/guardians of all students involved in incident:

- Nature of investigation
 - Evidence found
 - Discipline imposed or services provided
 - Parent can request hearing at BOE to discuss these issues in executive session
- * In accordance with Federal and State law and regulation

Staff Immunity

A board member or school employee who promptly reports an incident of HIB and who makes this report in compliance with the procedures in this policy is immune from a cause of action for damages arising from any failure to remedy the reported incident.

Reprisal or Retaliation Prohibited

- ❑ The board prohibits school employees and contracted service providers who has contact with pupils, school volunteers, or pupil 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 HIB or who reports an act of HIB.
- ❑ All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses (consequences and/or remedial actions) will be made.

Staff Responsibilities

Prevention and Response to HIB

- Individual Level: school-based counseling
- Classroom Level: age-appropriate instruction throughout the year
- School Level: parent programs, staff supervision and monitoring
- District-Wide Level: Week of Respect

District Responsibilities

- School district shall:
 - Report all acts of HIB to BOE two times per year at public portion of BOE meeting
 - Post DOE grade of each school and district on website of school and district
 - Post names and contact info of ABC and ABS on web
 - Disseminate HIB Policy to staff & parents
 - HIB policy / procedures on web
 - HIB instruction to students

Types of Bullying

- ❑ Physical – pushing, kicking, punching
- ❑ Verbal – name-calling, put downs, threats
- ❑ Social – ignoring, excluding, alienating
- ❑ Indirect – rumors, dirty looks, gestures
- ❑ Cyber - sending insulting messages and/or pictures electronically (e-mail, FB, text, chat rooms, video games, etc.)

Warning Signs of Bullying

- ❑ Comes home with damaged or missing clothing or other belongings
- ❑ Reports losing items such as books, electronics, clothing, or jewelry
- ❑ Has unexplained injuries
- ❑ Complains frequently of headaches, stomach aches, or feeling sick
- ❑ Has trouble sleeping or has frequent bad dreams
- ❑ Has changes in eating habits
- ❑ Hurts themselves
- ❑ Are very hungry after school from not eating their lunch
- ❑ Runs away from home
- ❑ Loses interest in visiting or talking with friends

www.stopbullying.gov

Warning Signs of Bullying (cont)

- ❑ Is afraid of going to school or other activities with peers
- ❑ Loses interest in school work or begins to do poorly in school
- ❑ Appears sad, moody, angry, anxious or depressed
- ❑ Talks about suicide
- ❑ Feels helpless
- ❑ Often feels like they are not good enough
- ❑ Blames themselves for their problems
- ❑ Suddenly has fewer friends
- ❑ Avoids certain places
- ❑ Acts differently than usual

Beliefs That Support Bullying

- ❑ It is best to ignore bullying incidents, getting involved just adds fuel to the fire.
- ❑ Kids being mean; that's just the way it is and there is nothing I can do to change it
- ❑ Kids learn these behaviors at home, I can't do anything to change this.
- ❑ Students do not expect me to get involved in their personal lives.
- ❑ I do not step in because I have no idea what to do.
- ❑ Bullying doesn't happen here.

Beliefs That Prevent Bullying

- ❑ I am influential, and must model appropriate behavior.
- ❑ I have an open door policy and students know they can talk to me about anything.
- ❑ Even if I am not sure what to do, I have to step in if I see something. If I don't take a stand, who will?
- ❑ I will seek assistance when I suspect bullying may be occurring. I will follow the policy.
- ❑ If I do not see bullying, it doesn't mean it isn't happening.
- ❑ I find ways to talk to students about bullying.

THE END

Thank You