

Nutley School District: H.I.B. Staff Training

Anti-Bullying Bill of Rights:

- Strongest anti-bullying law in the U.S.
- Signed by the Governor on 1/5/11
- Effective 9/1/11
- Only applies to public schools and colleges



H.I.B. Training Requirements:

- All “school leaders”
- School Board members
- Safe school resource officers
- Teachers
- Contracted service providers
- Teachers-suicide prevention
- New teachers/supervisors

Best Practice:

All school “agents” - shall be trained.



Definition

Harassment Intimidation And Bullying



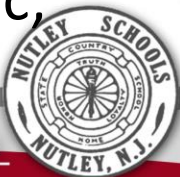
H.I.B. violates the law if it is:

Definition of H.I.B.

H.I.B. 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**

By any other distinguishing characteristic;
and that



***Definition of
H.I.B.***

2. 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



***Definition of
H.I.B.***

3. A reasonable person should know, under the circumstances, that the act(s) will have the:

- Effect of physical or emotional harm to a pupil or damage to their property, or placing a pupil in fear of physical or emotional harm to student or property; or
- Effect of insulting or demeaning a pupil or group of pupils; or
- Create a hostile educational environment for the pupil by interfering with a pupil's education.



“Characteristics” under the Anti-Bullying Bill of Rights:

☐ 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 / Expression
- Mental, Physical, Sensory Disability
- Or, “any other distinguishing characteristic”



Any Other Distinguishing Characteristic

- ❑ ANY and all other actual or perceived personal characteristic, behaviors, beliefs, affiliations, including, but not limited to:
 - Height/Weight
 - Socio-Economic Status
 - Hair Color / Style
 - Birth Mark / Freckles
 - Accent / Lisp / Stutter
 - Way someone walks
 - Academics



Definition of H.I.B.

- ❑ A reasonable person should know, under the circumstances, that the act(s) will have the effect of:
- ❑ “Reasonable person” = an adult member of the school community.
- ❑ “Under the circumstances, will have effect of” = means person must treat and respond to the behavior as presented, not as reported.



Case Law

“Distinguishing Characteristic”

K.L. v. Evesham School District

(App. Div. 2011)

What a personal characteristic is not:

Harmful or demeaning conduct motivated only by another reason, for example, a dispute about relationships or personal belongings, or aggressive conduct without identifiable motivation, does not come within the statutory definition of bullying.”



Anti-Bullying Staff

- Anti-Bullying Coordinator: Joseph Cappello, JHWMS
(973) 661-8989
 - Appointed by Superintendent
 - Member of the ABC Association

Responsibilities:

1. Coordinates/strengthens district H.I.B. policy to prevent, identify, and address H.I.B.
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 Coordinator: Joseph Cappello

❑ Anti-Bullying Specialists:

- Lincoln School: Nancy Thunell, (973)661-8502
- Radcliffe: Lauren Alfaro, (973)661-8820
- Spring Garden: Nancy Thunell, (973)320-8384
- Washington: Kelli Cerniglia, (973)320-8383
- Yantacaw: Lauren Alfaro, (973)661-8892
- JHWMS: Alisa Gennace, (973)661-8875
- NHS: Lisa Cassilli, (973)661-8997

Responsibilities:

1. Chairs the school safety team
2. Leads the investigation of reported H.I.B.
3. Acts as the primary school official responsible for preventing, identifying, and addressing incidents of H.I.B. 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 H.I.B. issues
2. Meets at least 2 times per school year
3. Receive H.I.B. complaints
4. Identify and address patterns of H.I.B.



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 an Incident Report to the principal and ABS within two school days.



HIB Incident Report Form

- Found on district website under *Forms and Links & H.I.B.*

[HIB Incident Report Form](#)

- Email** completed H.I.B. Incident Report Form to principal and ABS 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 to 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 and/or services provided
 - Parent can request BOE hearing to discuss these issues in executive session at any time

* In accordance with Federal and State law and regulation



Investigation Findings

- ❑ Non-HIB Event
 - Misunderstanding, conflict, etc.

- ❑ HIB Event
 - HIB defined as per ABR / district policy

- ❑ Code of Conduct Violation
 - Any other Code of Conduct violation



NORMAL CONFLICT VS. H.I.B.

- Not all conflicts between students are H.I.B.
- You must know the difference between “conflict” and “H.I.B.” because the response is different for each.

Conflict: Can use mediation

H.I.B.: No mediation



NORMAL CONFLICT VS H.I.B.

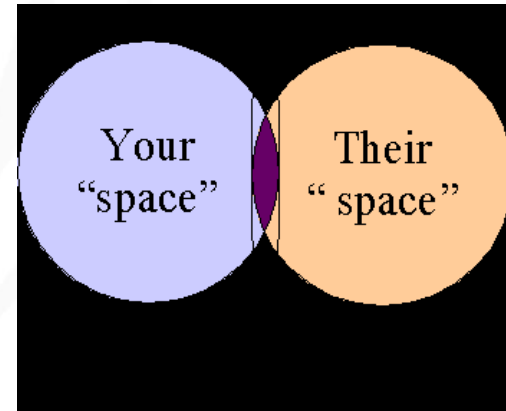
- Equal power, friends
- Happens occasionally
- Accidental
- Not serious
- Equal emotional reaction
- Not seeking power or attention
- Not trying to get something
- Remorse-take responsibility
- Effort to solve the problem
- Imbalance of power, not friends
- Repeated negative attentions
- Purposeful
- 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



Teasing is NOT Always H.I.B.

MAKING FUN

HAVING FUN



HAZING

- ❑ Hazing is not always H.I.B.
- ❑ Hazing is a process that is used by members of a group to keep hierarchy or pecking order within the group.
- ❑ The lower group member or person who wants to join gives direct or indirect consent to engage in the hazing activities which may be physically, psychologically or socially harmful.
- ❑ Unlike H.I.B., the victim allows himself or herself to be hazed as a way to prove that they are worthy to be a member.
- ❑ Once accepted, the victim becomes a bystander.
- ❑ Eventually, the bystander achieves senior status and power, and hazes others.
- ❑ Hazing, as is H.I.B., interferes with the development of a positive school climate.



Staff Immunity

- A board member or school employee who promptly reports an incident of H.I.B. 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

- ❑ 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 H.I.B. or who reports an act of H.I.B. is prohibited.
- ❑ All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses (consequences and/or remedial actions) will be made.



Staff Responses:

Prevention and Intervention

☐ Individual Level:

- Discipline (loss of privileges, detention, suspension, warning)
- Support services via Guidance and Special Services Departments
- Assignments (apology letters, research projects, reflection essays)
- Affirmative Action
- Misc. (parent conferences; locker, seat and schedule change; staff monitoring)

☐ Classroom Level:

- H.I.B. / character education lessons infused into the curriculum



Staff Responses:

Prevention and Intervention

School Level:

- Assemblies
- Peer to Peer Activities
- Parent and staff programs
- Supervision and monitoring
- Clubs
- Theme Days
- Fundraisers

District-Wide Level:

- Week of Respect
- School Violence Awareness Week
- Red Ribbon Week



Staff Responsibilities:

Prevention and Intervention

☐ Community Level:

- Nutley Clergy Association
- Nutley Department of Public Affairs
- Nutley Department of Public Safety
 - Nutley Police Department – Juvenile Division
 - Municipal Alliance Committee
 - H.O.P.E. - Helping Our Parents Endure
 - C.H.A.M.P. – Peer Mentoring Program
 - S.O.S. – Shovel Out Seniors
- Nutley Parent Advocacy Network - NJCAP
- Garden State Equality



District Responsibilities

☐ School district shall:

- Report all acts of H.I.B. 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 information of ABC and ABS on district website
- Disseminate H.I.B. policy to staff and parents
- H.I.B. policy / procedures on website
- H.I.B. instruction to students



Types of H.I.B.

- ❑ Physical – pushing, kicking, punching
- ❑ Verbal – name-calling, put downs, threats
- ❑ Social/Relational – ignoring, excluding, spreading rumors, dirty looks, gestures, telling others not to be friends with victim
- ❑ Cyber - sending insulting messages and/or pictures electronically (e-mail, text, Snapchat, Instagram, Twitter, video games, Google Hangout, Facebook)



Characteristics of a Victim

- Perceived as different: overweight/underweight, height, wear glasses, clothing, non-athletic, “nerdy”
- Perceived as weak or unable to defend themselves
- Are depressed, anxious, low self-esteem
- Are less popular than others and have few friends
- Poor social skills, limited sense of humor
- Viewed as annoying or provoking, or antagonize others for attention

www.stopbullying.gov



Characteristics of a Bully

- Some are well-connected to peers
 - Socially powerful, overly concerned about their popularity, like to dominate or be in charge of others
- Others more isolated from peers
 - Depressed or anxious, low self-esteem, less involved in school, easily pressured by peers, difficulty not identify with the emotions or feelings of others
- Are aggressive or easily frustrated
- Have less parental involvement / issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others

www.stopbullying.gov



Warning Signs of H.I.B.

- Comes home with damaged or missing clothing or other belongings
- Reports losing items such as money, books, electronics, clothing, or jewelry
- Has unexplained injuries (bruises, cuts, scratches)
- Complains frequently of headaches, stomach aches (butterflies), 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 – “let’s move”
- Seems socially isolated with few, if any, friends

www.stopbullying.gov



Warning Signs of H.I.B.

- Loses interest in visiting or talking with friends
- Is afraid of going to school or other activities
- 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

www.stopbullying.gov



Beliefs That Support H.I.B.

- It is best to ignore H.I.B. 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 H.I.B.

- 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 H.I.B. may be occurring. I will follow the policy.
- If I do not see H.I.B., it doesn't mean it isn't happening.
- I find ways to talk to students about H.I.B.



H.I.B. Prevention

Help Kids Understand H.I.B.

What is it?

How to be assertive?

Help others

How to get help?

Keep the Lines of Communication Open

Encourage Kids to Do What They Love

Model How to Treat Others with Kindness and Respect



Resources

[Harassment Intimidation
and Bullying Resource Page](#)



Thank You

