

# Nutley School District: H.I.B. Parent 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



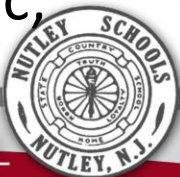
# H.I.B. violates the law if it is:

## *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](#)

- To report an alleged H.I.B. incident, complete this form and email/return to the principal of your child's school
- Contact the Anti-Bullying Specialist or principal for additional information or assistance





# 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

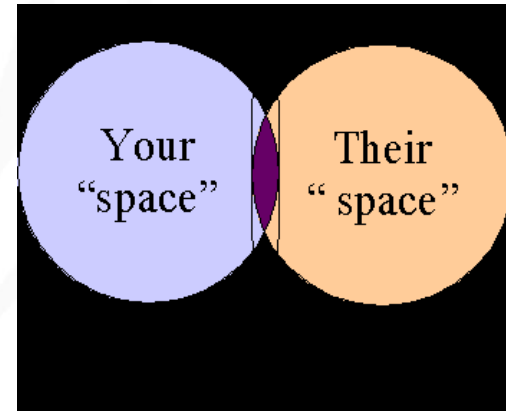


# Teasing is NOT Always H.I.B.

## MAKING FUN

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## 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 School Counseling and Special Services Departments
- Assignments (apology letter, research project, reflection essay, reaction essay to a book)
- Affirmative Action
- Misc. (parent conference; locker, seat and schedule change; staff monitoring)
- Contact with Nutley Police Department



# Staff Responses: Prevention and Intervention

## ☐ Classroom Level:

- Elementary character education program
- L.E.A.D. – Law Enforcement Against Drugs
- NJCAP Elementary Program
- JHWMS Advisory Periods (2x per month)
- Classroom lessons infused into curriculum or as a remedial measure to address an incident



# Staff Responses:

## Prevention and Intervention

### School Level:

- Assemblies
- Peer to Peer Activities
- Parent and staff programs
- Supervision and monitoring
- Clubs
- Theme Days/Spirit Week
- 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 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
- Nutley Athletics – Community Service





# 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](http://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](http://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](http://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](http://www.stopbullying.gov)





# What you can do if you suspect your child is being bullied?

## Talk with your child

- Express concern and desire to help\*

## Empathize with your child

- Say bullying is wrong, and that it is not their fault

## Work together to find solutions

- Ask your child what they think can be done to help
- Reassure them it can be handled

## Document ongoing bullying

## Help your child develop strategies and skills for handling bullying

- Role-play

## Be persistent

- Bullying may not be resolved overnight





# What you can do if you suspect your child is being bullied? (continued)

- ❑ **Know the school's H.I.B. policy**
- ❑ **Open the line of communication**
  - Call or set up an appointment to talk with your child's principal to establish a partnership to address your concerns
- ❑ **Get help for your child**
  - Seek advice from your child's School Counselor or Student Assistance Coordinator
- ❑ **Commit to making the bullying stop**
  - Talk regularly with your child and school staff to see whether the bullying has stopped



# What you can do if you suspect your child is bullying?

## Talk with your child

- Ask for their account of the situation
- Be objective and listen carefully
- Calmly explain what your child is accused of and ask for an explanation\*

## Make it clear to your child that you take bullying seriously

- It will not be tolerated
- Help your child learn that bullying hurts everyone involved

## Develop clear and consistent rules for your child's behavior

- Praise your child when they follow rules
- Decide fair consequences and follow through if your child breaks the rules

## Spend more time with your child

- Monitor their activities



# What you can do if you suspect your child is bullying? (continued)

- Be aware of who your child's friends are**
  - Find out how they spend their free time
  
- Build on your child's talents and positive attributes**
  - Encourage him or her to get involved in social activities
  
- Work with your child's school to ensure the bullying does not happen again**
  - Ask the school to keep you informed
  - Develop strategies together to address bullying
  - Work together to send clear messages to your child that the bullying must stop
  
- Talk with the School Counselor, SAC or health professional**
  - They may be able to provide your child with additional help



# 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

