

Harassment, Intimidation, Bullying Legislation and LS District Policy

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Overview of Presentation

- Review of New Legislation
- Defining Harassment, Intimidation and Bullying (HIB)
- District-Wide Prevention Activities
- School Rules
- Typical Conflict vs. Bullying Behavior
- Reporting Procedures
- Activity/Discussion
- Home-School Connection
- Resources
- Questions and Answers

New Jersey's Anti Bullying Bill of Rights Act

- Provisions of law took effect September 1, 2011. Some of the many requirements in the Act include:
 - Every school district to adopt a **new harassment, intimidation, and bullying policy** that is in compliance with the Act by September 1, 2011.
 - Every school district to have an **Anti-Bullying Coordinator** and every school to have an **Anti-Bullying Specialist** and **School Safety Team**.
 - **Every teacher** to complete at least **two hours of instruction** in harassment, intimidation, and bullying prevention in each professional development period and provide training to all new teachers and staff who have significant contact with students.

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School Safety Team

Anti-bullying
Substitute- Michelle
Thompson

School Safety Team

Anti-bullying
Substitute-
Annamarie Clapp

Harassment, Intimidation, and Bullying Definition

Any gesture, any written, verbal, or physical act, or any **electronic communication** whether it be a single incident or series of incidents that:

1. Reasonably perceived as being motivated by any **actual or perceived distinguishing characteristic**.
2. 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 operation of the school** or the rights of other pupils.
3. A **reasonable** person should know that the act(s) will have the effect of **physically or emotionally harming a pupil** or their property, or placing the pupil in **reasonable fear of physical or emotional harm**.
4. Has the effect of insulting or demeaning any pupil or group of pupils.
5. Creates a **hostile education environment** for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm.

Harassment, Intimidation, and Bullying Definition

Highlights

- Electronic Communication: communication transmitted by means of an electronic device: phones, e-mail, computers, social networking sites, etc.
- **Reasonable** person should know
 - Does the student know the difference between right and wrong?
 - Is the student capable of using good judgment?
- **Substantially disrupts** or **interferes** with the orderly operation of the school or the rights of other pupils.
 - Can the student return to the classroom and feel both physically and emotionally safe?
 - Is the situation effecting the students' who are both directly and indirectly involved ability to focus and learn?

District-Wide Prevention Initiatives

- Developmental Designs : CPR
- Responsive Classroom: Morning Meeting
- School Safety Teams
- Pro-Social Play Groups
- Respect Week
- Anti-Violence Week
- Assembly Programs
- Service Learning

Point Road School Rules

- 1. Respect Yourself**
 - 2. Respect Others**
 - 3. Take care of our environment**
- Developmentally appropriate consequences (logical consequences, rest and return, loss of privilege)
 - Responsibility and ownership in an effort to learn from mistakes: counseling, conflict mediation

Markham School Rules

1. Always have a positive attitude.
 2. Be accountable.
 3. Make a difference.
 4. Be yourself.
 5. Persevere
- Developmentally appropriate consequences
 - Progressive discipline
 - Learn from mistakes: counseling, conflict mediation, community service

Typical Conflict Vs. Bully Behavior

Students are expected to treat each other with respect. There will be incidences when students make poor decisions in how they treat one another, but it does not rise to “bullying” as defined by the law.

Normal Conflict	Bullying
Typically Equal Power	Imbalance of Power
Happens Occasionally	Repeated Negative Actions Repeated Covert Actions
Typically Accidental	Purposeful
Typically Non-threatening	Serious with threats of physical or emotional harm Attempts to hurt through humiliation and/or exclusion
Equal Emotional Reaction	Strong Emotional Reaction from Target Little or No Reaction from Bully
Typically Not Seeking Power or Attention	Attempt to Gain Power and Control
Typically Student Has Remorse: Takes Responsibility	No Remorse: Blames Target May Manipulate a Situation
Effort to Solve Problem	No Effort to Solve Problem Denial of a Problem May Challenge Authority Denying Involvement or Behaviors

Point Road- Conduct Procedures

- School Wide Incident Log
 - Incidents that occur during the day outside of lunch/recess
 - Responsibility Report
- Lunch/Recess Incident Log
 - Students are encouraged to report all incidents to aide and/or Lunch/recess supervisor
 - Cafeteria/Playground Conduct Report
- Bullying Log
 - Anti-bullying specialists will follow district timeline and will fill out necessary paperwork
 - Parents will be notified.

Markham Conduct Procedures

Incident reported to Mr. Morolda or Ms. Peirson
by student, faculty, or parent

Investigation: Ms. Peirson talks to and/or
documents conversations with identified
students

Discipline (If necessary): Mr. Morolda

Support and follow-up counseling: Ms. Peirson

HIB Reporting Procedure

Step 1. Verbal Report → Principal/Anti-Bullying Specialist → Phone Call to Parent

Step 2. Written Report → Investigation by Anti-Bullying Specialist → Report to Principal → Phone Call to Parent & Discipline

Step 3. HIB Report Submitted to Superintendent → Report Presented to Board of Education

Activity and Discussion

- Situation (1)
 - Several 2nd grade students continue to rough house on the playground. The issue has been addressed by the classroom teacher and recess supervisor. One of the students involved informs his parent that other students were “hurting” him on the playground. The parent calls the school the following day.
 - Is this bullying behavior? If so, why?
 - As the parent of the accused/target/bystander what steps do you think the school should take in addressing the issue?

Activity and Discussion

- Situation (2)
 - John, a 5th grade student who is larger than all the other students in his class, continues to push and shove other students to either cut in line or get submission from his fellow students. The teacher has stopped to address the issue many times.
 - Is this bullying behavior? If so, why?
 - As the parent of the accused/target/bystander what steps do you think the school should take in addressing the issue?

Activity and Discussion

- Situation (3)
 - A 8th grade student reports that while on Facebook the previous evening, she noticed that multiple students were commenting on a picture posted of another student using derogatory terms. The information is quickly spreading through the school.
 - Is this bullying behavior? If so, why?
 - As the parent of the accused/target/bystander what steps do you think the school should take in addressing the issue?

Home – School Connection

- Encourage your child to report any incidences directly to a trusted adult in the school as soon as they occur.
- Talk to your children about responsibility and standing up for others.
- Model positive behavior when talking to or talking about other people.
- Know your child's friends and listen for signs of a bullying situation.
- Ensure your child's privacy and safety online. Check online accounts with social media networks and check cell phones.

Web Based Resources

[District Policy](#)

[Quick Facts for Parents About Bullying](#)

[48 Hours Special: Words Can Kill \(video\)](#)

[Stop Bullying](#)

[Kids Against Bullying](#)

Questions from School Drop off

- All questions and answers will be posted on both counselors' websites!