



Jefferson Township Public Schools

Harassment, Intimidation, and Bullying Training
2012-2013

Jefferson Township Public Schools

The Jefferson Township Board of Education is committed to maintaining a respectful, safe and dignified environment for all pupils and staff members. When harassment, intimidation and/or bullying takes place within our schools it is a serious issue that interferes with and needlessly undermines the dignity of our mission in public education. Harassment, intimidation and bullying is inappropriate and will not be tolerated in our school community.

To improve communication and compliance, we are providing this interactive, online presentation as an innovative way to help us gain a better understanding of harassment, intimidation and bullying, how to prevent it, and how to respond when it occurs.

Please take the time to fully read and review this presentation, as well as the policies and regulations which have been sent to you, via e-mail. Also, they are always available on our District's website at www.jefftwp.org.

District Anti-Bullying Specialists

District Anti-Bullying Coordinator:

Peggy Widgren – Ext. 5835

Building Level Anti-Bullying Specialists:

High School - Joann Martino, ext. 5837

Middle School - Barbara Francavilla, ext. 5717

Stanlick School - Claire Brennan, ext. 5135

White Rock School - Lauren Provost, ext. 5625

Briggs School - Liz Golas, ext. 5320

Milton & Cozy Lake Schools – Jenny Markowick, ext. 5511

Jefferson Township Board of Education

Policy and Regulation 5512:
*Harassment, Intimidation, and
Bullying*

Harassment Intimidation and Bullying Definition

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, 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, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; **or**
2. By any other distinguishing characteristic; **and that**
3. 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, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; **and that**

HIB Definition Continued

4. A reasonable person should know, under the circumstances, that 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 reasonable fear of physical or emotional harm to his/her person or damage to his/her property; **or**

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.

Expected Behavior

- The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Pupil Conduct.
- The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff, and community members.
- Pupils are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of employees to use instances of violations of the Code of Pupil Conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Employees who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

Expected Behavior Continued

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to pupils who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

Reporting Acts of HIB

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are **required to verbally report alleged violations of this policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident.**

All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, **also shall submit a report in writing to the Principal within two school days of the verbal report.**

Reporting Acts of HIB

continued

Pupils, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil Conduct may not be taken solely on the basis of an anonymous report.

Investigation of Acts of HIB

- Investigations need to begin within one day of the verbal report.
- Investigations are conducted by the school anti-bullying specialist and may be assisted by other staff members appointed by the building principal.
- The investigation needs to be completed no later than ten days from the written report.
- The investigation results will be reported to the superintendent within two days of the completed investigation. The superintendent can make further recommendations.
- The results of each investigation are reported to the BOE no later than the date of the next meeting.
- Parents will receive written notice of the investigation results within five school days after the investigation are reported to the BOE.
- Parents may request a board hearing after receiving the information. Such hearing will take place within ten days of the request.
- Parents can appeal the board's decision to the commissioner of education within ninety days of the board's decision.
- Parents can file a complaint with the Division of Civil Rights within 180 days of the occurrence of any incident of HIB based on membership in a protected group.

Immediate Intervention Response

Appropriate and Effective Intervention Strategies

- Immediately respond to the incident using a calm, rational, but firm tone of voice.
- Use body language that communicates authority, but does not invade the personal space of any student involved in the incident.
- Use actions or verbal responses that do not cause embarrassment or overly sensitive relations.
- Position yourself between the alleged victim and alleged bully in order to block eye contact and communication between the students that could potentially allow continued victimization or escalation of the incident.
- Pay close attention to targeted student(s) actions, reactions, body language and/or expressions of fear or retaliation.

Appropriate and Effective Intervention Strategies

- Take the attention off the student(s) being targeted.
- Address the students who were in the area and may have witnessed the incident, as well as those involved.
- Inform all students involved in the incident of what steps you will take next, and that you will be reporting this incident to the administration.
- Support and follow up with all students involved in the incident.
- Monitor future behaviors.
- Verbalize future behavioral expectations that will not permit retaliation of any kind.

Intervention Strategies

Appropriate intervention strategies **NEVER** include the following:

- Removing targeted students from the initial intervention
- Doubting the fact that you have the responsibility to intervene
- Ignoring the incident
- Accepting the attitude, “boys will be boys,” “they were just kidding,” “they’re friends, they can work it out.”
- Engaging in verbal arguments or disputes
- Displaying your anger
- Making accusations or excusing the inappropriate behavior
- Leaving the targeted student alone with the accused bully
- Relying on a student or asking another person to report the incident for you.

Create a Positive School Climate

Character Counts!

Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship

The Six Pillars of Character

- ◆ **TRUSTWORTHINESS** – integrity, honesty, promise-keeping, loyalty
- ◆ **RESPECT** – courtesy, autonomy, dignity, diversity, Golden Rule
- ◆ **RESPONSIBILITY** – duty, accountability, pursuit of excellence
- ◆ **FAIRNESS** – openness, consistency, impartiality
- ◆ **CARING** – kindness, compassion, empathy
- ◆ **CITIZENSHIP** – lawfulness, common good, environment

The *T.E.A.M.* Approach

Teach:

Teach the difference between right and wrong using the Six Pillars of Character.

Enforce:

Praise good behavior and discourage bad behavior in a fair and consistent manner.

Advocate:

Encourage everyone to live up to the Six Pillars of Character

Model: Lead by example

School Climate Affects School Performance

Numerous studies document that students in schools with a better school climate have higher achievement and better socio-emotional health.

--School Climate and Learning 2004

--BEST PRACTICE BRIEFS, University-Community Partnerships @ Michigan State University

Jefferson Township Public Schools

Addressing, reporting and intervening in acts of Harassment, Intimidation and Bullying is everyone's responsibility.

Please refer to the district website at jefftwp.org for the complete HIB policy and regulation, as well as HIB reporting forms and contact information.

Thank you.

