

Harassment, Intimidation, & Bullying

A Handbook for Parents and Students



Barbara Pinsak, Superintendent of Schools

Antoine Green, Director of Assessment & Special Projects and Anti-Bullying Coordinator

Teaneck School District

Table of Contents

Policy Statement/Definition.....	1
Implementation of HIB Policy and Legislation.....	3
Due Process; Rights for Alleged and Accused Victim(s).....	4
Anti-Bullying Organizational Chart.....	5
Anti-Bullying Coordinator Responsibilities.....	6
Principal Responsibilities.....	7
Anti-Bullying Specialist Responsibilities.....	8
School Safety Team Responsibilities.....	9
Pupil Expectation.....	10
Consequences and Appropriate Remedial Actions.....	11
Factors for Determining Consequences.....	11
Factors for Determining Remedial Measures – Personal.....	11
Factors for Determining Remedial Measures – Environmental.....	12
(Classroom, School Building or School District)	
Examples of Consequences.....	12
Examples of Remedial Measures – Personal.....	12
Examples of Remedial Measures – Environmental.....	13
(Classroom, School Building or School District)	
Parent’s/Guardian’s Role in Preventing Bullying.....	14
Contact List.....	17

Forms

Reporting Form for Harassment, Intimidation and Bullying

The information in this handbook is based on New Jersey Statutes and Administrative Code as of October, 2011.

The Teaneck Board of Education Policy on Harassment, Intimidation and Bullying will be updated when there are changes to the statute or code.

Teaneck School District

Harassment, Intimidation and Bullying

Policy Statement

The Teaneck Board of Education is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with mutual respect and to accept the rich diversity which makes up the community. A safe and civil environment is necessary for students to learn and achieve high academic standards. Bullying is a form of harassment. The Board of Education prohibits acts of harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

Definition

“Harassment, intimidation or bullying” means any gesture, written, verbal, electronically transmitted or physical act or any electronic communication that is reasonably perceived as being motivated either by 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 by any other distinguishing characteristic. This includes actions that take place on school property, at any school-sponsored or related activity/function on or off campus, while on a school vehicle/school bus, or while en-route to or from school or off school property but having a nexus to safe and orderly operations of the school district, and that:

1. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property, or placing a student in fear of harm to his/her person or damage to his/her property; or
2. Has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

“Electronic communication” means communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

Teaneck School District

“Cyber-Bullying” is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, or intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual’s property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

“School district owned, operated, or supervised technologies” is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another, that is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

Teaneck School District

Implementation of HIB Policy and Legislation

Anti-bullying Assignments

- The Superintendent shall appoint a district Anti-Bullying Coordinator.
- The Principal in each school shall appoint a school Anti-Bullying Specialist.
- A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying.

New Investigation Procedures

School Day One (1):

- Verbal report made to **Principal**
- **Principal** must inform parents/guardians “of all students involved”

By School Day Two (2):

- **Principal** must initiate investigation by Anti-Bullying Specialist **within one (1) school day of report; may appoint others to assist**

By School Day Three (3):

- Written report to **Principal** to be made within two (2) days of when employee witnessed or received information that a student experienced HIB

By School Day Eleven (11):

- Investigation complete (by 10 school days from written report)

By School Day Thirteen (13):

- Results of investigation must be given to Superintendent within two (2) school days of completing investigation. Superintendent shall ensure the Code of Conduct has been implemented (e.g., intervention services, training, discipline, counseling, etc.)

Report to Board of Education:

- Superintendent must report to board of education no later than next board meeting following completion of investigation

Teaneck School District

Due Process; Rights for Alleged and Accused Victim(s)

Report to Parent/Guardian:

- District must provide “information about the investigation” to parents/guardians of “students who are parties to the investigation” about investigation and findings within five (5) school days after investigation results given to board. Information to include: nature of investigation, whether evidence of HIB found, whether discipline imposed or services provided to address the HIB.

Board Hearing:

- Parent may request confidential hearing before the board of education, which must occur within ten (10) calendar days of request.

Board Decision:

- Board must issue decision, in writing, to affirm, reject, or modify superintendent’s decision, at next board meeting following receipt of report. Board’s decision may be appealed to Commissioner of Education within ninety (90) calendar days.

Civil Rights Complaint:

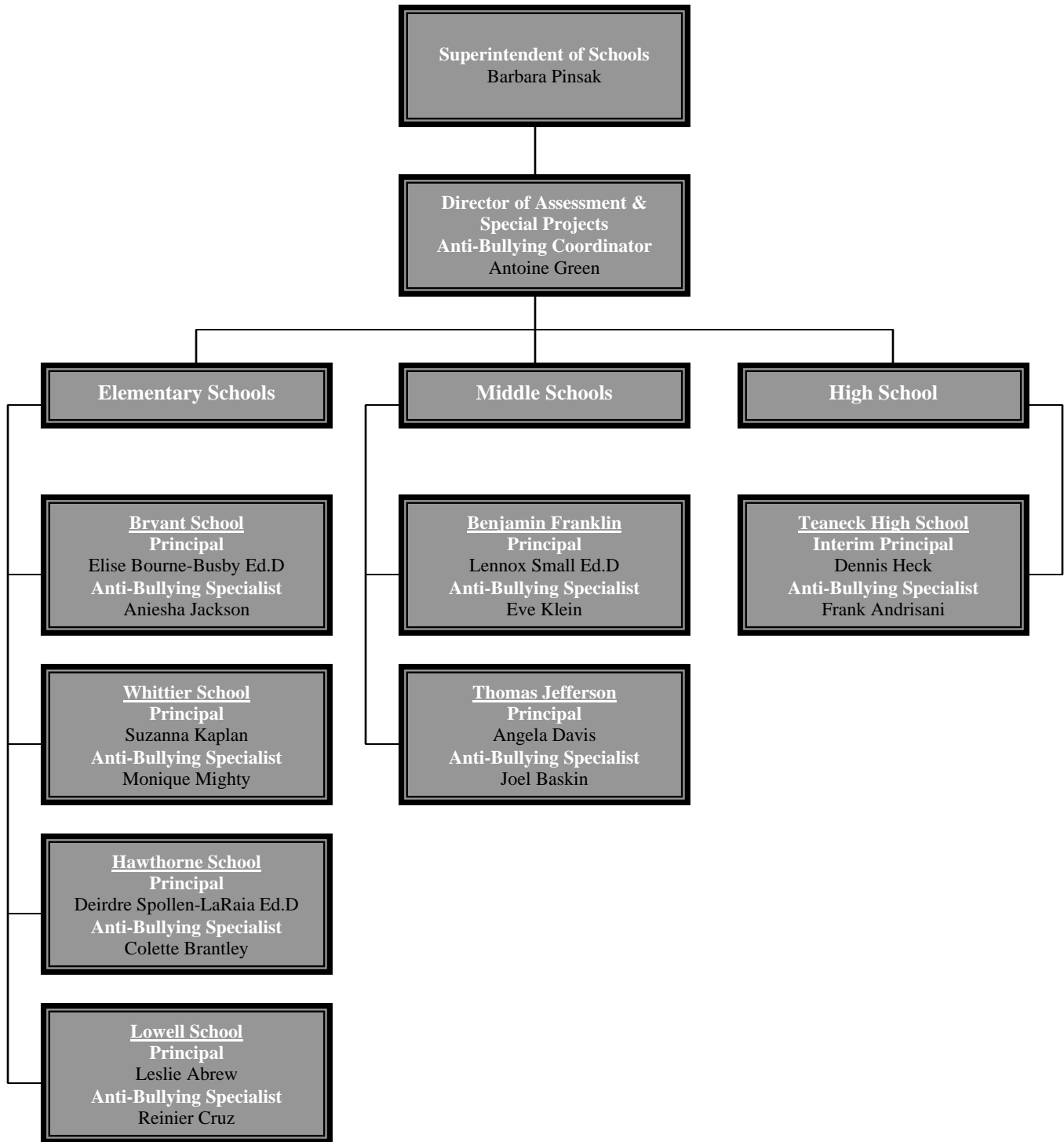
- Parents may file a complaint with the NJ Division on Civil Rights within one hundred eighty (180) calendar days of incident, based on membership in a protected group as enumerated in the New Jersey Law Against Discrimination, or in state or federal court.

ECS Investigation:

- Executive County Superintendent shall investigate a complaint of a violation by a school district when the complaint is not adequately addressed on the local level.

Teaneck School District

Anti-Bullying Organizational Chart



Teaneck School District

Anti-Bullying Coordinator Responsibilities

The District Anti-Bullying Coordinator shall:

- Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;
- Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
- Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
- Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
- Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

Teaneck School District

Principal's Responsibilities

The principal or designee shall:

- Initiate the investigation by the Anti-Bullying Specialist;
- Contact parent(s)/guardian(s) and inform them of the incident;
- Keep abreast of the situation;
- Keep in close contact with the Anti-Bullying Specialist. Update him/her with current information;
- May appoint others to assist the Anti-Bullying Specialist as needed;
- In conjunction with the Anti-Bullying Specialist shall determine the “range” of ways to address the incidents of harassing and/or bullying behavior. These may include: training, discipline actions, counseling or intervention programs;
- Be an active participant of the School Safety team;
- The Principal shall proceed in accordance with the Code of Pupil Conduct;
- Submit the report to the Superintendent;
- Provide training on the School HIB Policy to employees, contracted service providers and volunteers who have significant contact with pupils;
- Shall annually conduct a reevaluation, reassessment, and review of the HIB Policy with input from the School's Anti-Bullying Specialist, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on findings from the evaluation, reassessment and review;
- Post to the school website the name, school phone number, address and school email address of the School Anti-Bullying Specialist.

Teaneck School District

Anti-Bullying Specialist Responsibilities

The District Anti-Bullying Specialist shall:

- Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
- Lead the investigation of incidents of harassment, intimidation, or bullying in the school;
- Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school;
- Execute other duties related to school harassment, intimidation or bullying as requested by the principal and/or the Anti-Bullying Coordinator; and
- Meet at least twice a school year with the school Anti-Bullying Coordinator to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

Teaneck School District

School Safety Team Responsibilities

The School Safety Team shall:

- Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;
- Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
- Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request;
- Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Teaneck School District

Pupil Expectations

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 staff 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. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

The Board expects that pupils will act in accordance with the pupil behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Pupil responsibilities (e.g., requirements for pupils to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Pupil rights; and
4. Sanctions and due process for violations of the Code of Pupil Conduct.

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.

Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures – Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation;
10. Academic performance; and
11. Relationship to pupils and the school district.

Teaneck School District

Factors for Determining Remedial Measures – Environmental (Classroom, School Building or School District)

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures – Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy

Teaneck School District

Examples of Remedial Measures – Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;
20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);
25. School transfers; and
26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

Teaneck School District

Parent's/Guardian's Role in Preventing Bullying

Parents/Guardians can play a pivotal role in assisting the school district in preventing bullying. School staff and parents/guardians can and should work together to create a school that is free of bullying.

There are certain behaviors a child may exhibit at home that may be a warning sign or symptom that they have been bullied at school.

Some examples of these behaviors may be:

Possible signs and symptoms of a bullied child:

1. Is the child afraid to walk to or from school?
2. Does the child not want to ride the school bus?
3. Does the child appear apprehensive about going to school, complain of headaches or feeling ill prior to leaving for school in the morning?
4. Does the child come home with clothing or personal items damaged?
5. Does the child appear sad or depressed about going to school?
6. Does the child come home from school with any physical injuries such as bruises, cuts, or scratches?
7. Does it appear the child is either losing money or frequently requesting money?
8. Does the child seem socially isolated with few, if any, friends?
9. Does it appear the child is sleeping more than usual, or does the child appear tired as if they have not gotten enough sleep?

Warning signs that child may be bullying at school:

1. Does the child have a strong need to dominate and subdue others?
2. Is the child intimidating his siblings or children in the neighborhood?
3. Does the child brag about his actual or imagined superiority over other children?
4. Is the child hot-tempered, easily angered, impulsive with a low frustration level?
5. Does the child have difficulty conforming to rules and tolerating adversity or delays?
6. Does the child cheat on games or while playing with friends?
7. Is the child defiant or aggressive towards adults including teachers or their own parents?
8. Is the child anti-social?
9. Is the child hanging out with the "wrong crowd?"

Teaneck School District

The school can also provide direction and guidance to parents on positive approaches they can take to help address bullying in their child's school.

We suggest that Parents/Guardians:

1. Take time each day to have a conversation with their children about their day-to-day lives and activities. If children are comfortable talking to their parents/guardians about school, friends, and activities, they will feel comfortable talking to their parents/guardians if they become a target of bullying.
2. Spend time at school and volunteer and be part of the school community.
3. Lead by example with signs and expressions of kindness. Children learn from watching and observing their parents/guardians.
4. Learn the signs and symptoms of bullying and the signs and symptoms of a bully.
5. Establish and enforce family rules that let children know bullying behavior is harmful to others and is not acceptable.
6. Encourage their children to stand-up to help those who are being bullied. We know bystander students can be very effective in stopping bullying behavior.
7. Teach their children about cyber-bullying and the impact of sending mean, cruel, or threatening internet messages.

Ways parents/guardians can respond to children who are bullied:

If a child tells his/her parent/guardian they have been bullied at school, there are several suggestions for parents on how to react to their child's situation.

1. Parents/Guardians should not over-react or under-react when told that their child may have been bullied at school. The parent/guardian should not dismiss the child's experience. If a child has the courage to tell someone they have been bullied – it could be devastating to be told to “work it out for yourself” or “they are just teasing you.”
2. Parents/Guardians should not place the blame for the incident on their child.
3. Parents/Guardians should expect the child to have a difficult time dealing with being a target of bullying.
4. Parents/Guardians should encourage their child to keep talking about the incident if the child feels the need to discuss. They should also ask him/her how things are going at school. Parents/Guardians need to provide extra support and encouragement to the child during these times.
5. If a child is reluctant to talk to his/her parent/guardian, the parent/guardian should encourage the child to talk to another adult, such as a family member, or a trusted teacher.
6. Research indicates responding to a bully in an aggressive manner will **not** make the bully go away. The parent/guardian should encourage the child to stay away from the alleged bully and let the school investigate and remedy the problem.

Teaneck School District

Upon receiving a report from school that their child may have bullied another child, parents/guardians need to be informed what they can do to help:

What parents/guardians of an alleged bully can do:

1. A parent/guardian should be encouraged to take the problem as a serious matter.
2. Parents/Guardians should question and listen carefully to their child during the investigation of the allegations.
3. A parent/guardian should try to find out the reasons for their child's bullying behavior and seek help from the school.
4. Upon receiving a report that their child has been bullying at school, parents/guardians should make it clear that this conduct must stop immediately.

The school district has a responsibility for all bullying, including cyber-bullying, when the bullying disrupts or interferes with the orderly operation of the school or rights of other students.

Tips to avoid/deal with cyber-bullying:

1. Parents/Guardians should be advised to keep computers in an area of the home where the child's actions on the computer can be supervised.
2. Parents/Guardians should establish and enforce reasonable limits for the amount of time children spend on the computer.
3. Parents/Guardians should have access to their children's online accounts including passwords and other security measures for websites.
4. Parents/Guardians should inform their children to report to them if they feel they are a victim of cyber-bullying.
5. Parents/Guardians should have some basic knowledge of the internet sites their child uses.
6. Parents/Guardians should discuss online chat rooms and what is appropriate for their child to post on these Internet sites.
7. Parents/Guardians should occasionally sit with their child while the child is working or communicating online.

Teaneck School District

<i>Barbara Pinsak</i> – Superintendent of Schools	201-833-5510
<i>Antoine Green</i> – District Anti-Bullying Coordinator	201-862-2333
Elementary Schools:	
Bryant School	
<i>Elise Bourne-Busby, Ed.D.</i> - Principal	201-833-5545
<i>Aniesha Jackson</i> – Anti-Bullying Specialist	201-862-2495
Whittier School	
<i>Suzanna Kaplan</i> – Principal	201-833-5535
<i>Monique Mighty</i> – Anti-Bullying Specialist	201-862-1200 x 6451
Hawthorne School	
<i>Deirdre Spollen-LaRaia, Ed.D.</i> – Principal	201-833-5540
<i>Colette Brantley</i> - Anti-Bullying Specialist	201-862-1200 x 6560
Lowell School	
<i>Leslie Abrew</i> – Principal	201-833-5550
<i>Reinier Cruz</i> - Anti-Bullying Specialist	201-862-1200 x 6758
Middle Schools:	
Benjamin Franklin Middle School	
<i>Lennox Small, Ed.D.</i> - Principal	201-833-5451
<i>Eve Klein</i> - Anti-Bullying Specialist	201-833-5456
Thomas Jefferson Middle School	
<i>Angela Davis</i> – Principal	201-833-5471
<i>Joel Baskin</i> - Anti-Bullying Specialist	201-833-5476
High School:	
Teaneck High School	
<i>Dennis Heck</i> – Interim Principal	201-833-5401
<i>Frank Andrisani</i> - Anti-Bullying Specialist	201-833-5432