

INVESTIGATION FLOWCHART

School Day 1

Alleged Victim or Bystander of HIB Incident report incident to Building Principal/Assistant Principal (if verbal, must provide written report within 2 days)

School Day 2

Principal/Assistant Principal
(Upon receiving verbal/written report)
Informs Parents/Guardians of Alleged Victim & Bully Initiates Investigation by Anti-Bullying Specialist

School Day 2-12

Anti-Bullying Specialist
Conducts investigation
Reviews Incident Report

RESOURCES

stopbullying.gov
girlshealth.gov
parentsagainstbullying.com
kidshealth.org
commonsensemedia.org
West Orange Board of Education website

Where can I go if I or someone I know is being bullied?

Principal/Assistant Principal
Anti-Bullying Specialists

School	Name	Extension
Gregory School 973-669-5397	Sarah McIntosh	21601
Hazel School 973-669-5448	Leila Tirado Smith	22601
Mt. Pleasant School 973-669-5480	Lisa Struncis	23600
Pleasantdale School 973-669-5452	Florence Chirichiello	24601
Redwood School 973-669-5457	Rebecca Beutel	25601
St. Cloud School 973-669-5393	Tara Donatiello	26601
Washington School 973-669-5385	Rene Wells	27601
Edison MS 973-669-5360	Pamela Halstead-Stewart	28603
Liberty MS 973-243-2007	Stephanie Nesbitt	29601
	Lauren Volpe	29603
Roosevelt MS 973-669-5373	Michelle Ellingham	30602
West Orange HS 973-669-5301	Amedeo Chirichiello	31552
	Keshia Golding-Cooper	31557

HARASSMENT, INTIMIDATION AND BULLYING (HIB)

TEACHER'S RESOURCE

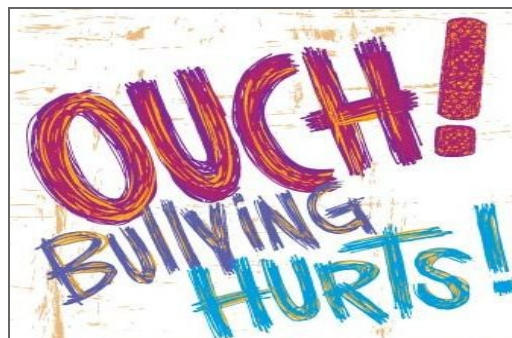


*If It's Mean
Intervene*
West Orange Public Schools

Mrs. Cheryl Butler
District Anti-Bullying Coordinator
973-669-5400, Ext. 31611
cbutler@woboe.org

HOW CAN WE ADDRESS BULLYING IN THE SCHOOLS?

- Increase supervision in hallways, stairs, buses, bathrooms, cyberspace and other unstructured times.
- Provide “safety nets” for students to provide forum and activities to showcase interests and talents: Coffee house, Guitar club, Lego club, GSA peer tutoring.
- Bystanders are key to addressing issues-encourage students to be an “upstander”, discourage students from empowering the bully.
- Make sure all students feel connected to both teachers and other students, common interests, remind children they are loved beyond recognition.
- Ensure that students are not excluded during lunch, groups, sports or other activities.
- Conflict resolution programs and peer mediation should not be used in bullying situations because it may further re-victimize the targeted student.
- Lunch monitors-older students paired with younger students, role models, structured activities, tickets to earn extra lunchroom privileges.
- Fair and consistent rules and discipline to set clear expectations, classroom meetings.
- Emphasize warmth, engagement, inclusion, community.
- Positive relations and shared understanding between staff.
- Character education/social-emotional learning/“universal” social skills training to provide a whole school stakeholder approach.



- Actively identify students at risk, consider bullying as a factor or cause of academic problems, behavioral changes, attendance issues.
- Support at-risk children through activities, relationship-building, collaboration with counseling resources.
- Address negative peer leaders, model positive relations with other teachers/staff
- Parental involvement
- Normative attitude that bullying is wrong.
- Avoid public identification of bully or targeted student as it may shame them and mirror bullying.



<u>Teasing/Normal Conflict</u>	<u>HIB</u>
Variability in roles (negative acts in both directions)	Always the same target
Primary goal is not to harm	Intent to harm
Playful or limited in extent, because participants equal in power	Harmful, directed at vulnerabilities, negative acts increase with target's distress
Relationship valued for mutual benefit, concern for others	Seeking power, control or material gain as primary motive for relationship
Remorseful takes responsibility, makes effort to address problem	No remorse, blames victim, discounts target's point of view