



*"A great place to learn!"*

## **WEST ORANGE PUBLIC SCHOOLS**

### ***HARASSMENT, INTIMIDATION AND BULLYING***

A HANDBOOK FOR PARENTS AND STUDENTS



**JEFFREY RUTZKY, SUPERINTENDENT OF SCHOOLS**

**CHERYL BUTLER, HIB COORDINATOR**

**WEST ORANGE PUBLIC SCHOOLS**

**[cbutler@woboe.org](mailto:cbutler@woboe.org)**

**973 669 5301 EXT. 31611**

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**Policy Statement/Regulation**

**WEST ORANGE BOARD OF EDUCATION FILE CODE: 5131.1**

**HARASSMENT, INTIMIDATION AND BULLYING**

The Board of Education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The Board of Education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The Board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the West Orange Public School District's Code of Conduct. The Board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education. The Board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the Board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The Chief School Administrator shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses.

In addition, the Chief School Administrator shall ensure that this policy is applied to incidents of harassment; intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The Chief School Administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.



## **HARASSMENT, INTIMIDATION AND BULLYING DEFINITION**

“Harassment, intimidation or bullying” is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, 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, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student’s education or by severely or pervasively causing physical or emotional harm to the student.

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

### **Four types of bullying:**

#### **Bullying by Gestures**

Gang-related hand signals  
Hands gestures toward target that cause undue stress

#### **Physical Bullying**

Hitting, Kicking or pushing  
Stealing, Hiding or ruining someone’s things  
Making someone do something he or she doesn’t want to do

#### **Verbal Bullying**

Name calling  
Teasing  
Insulting

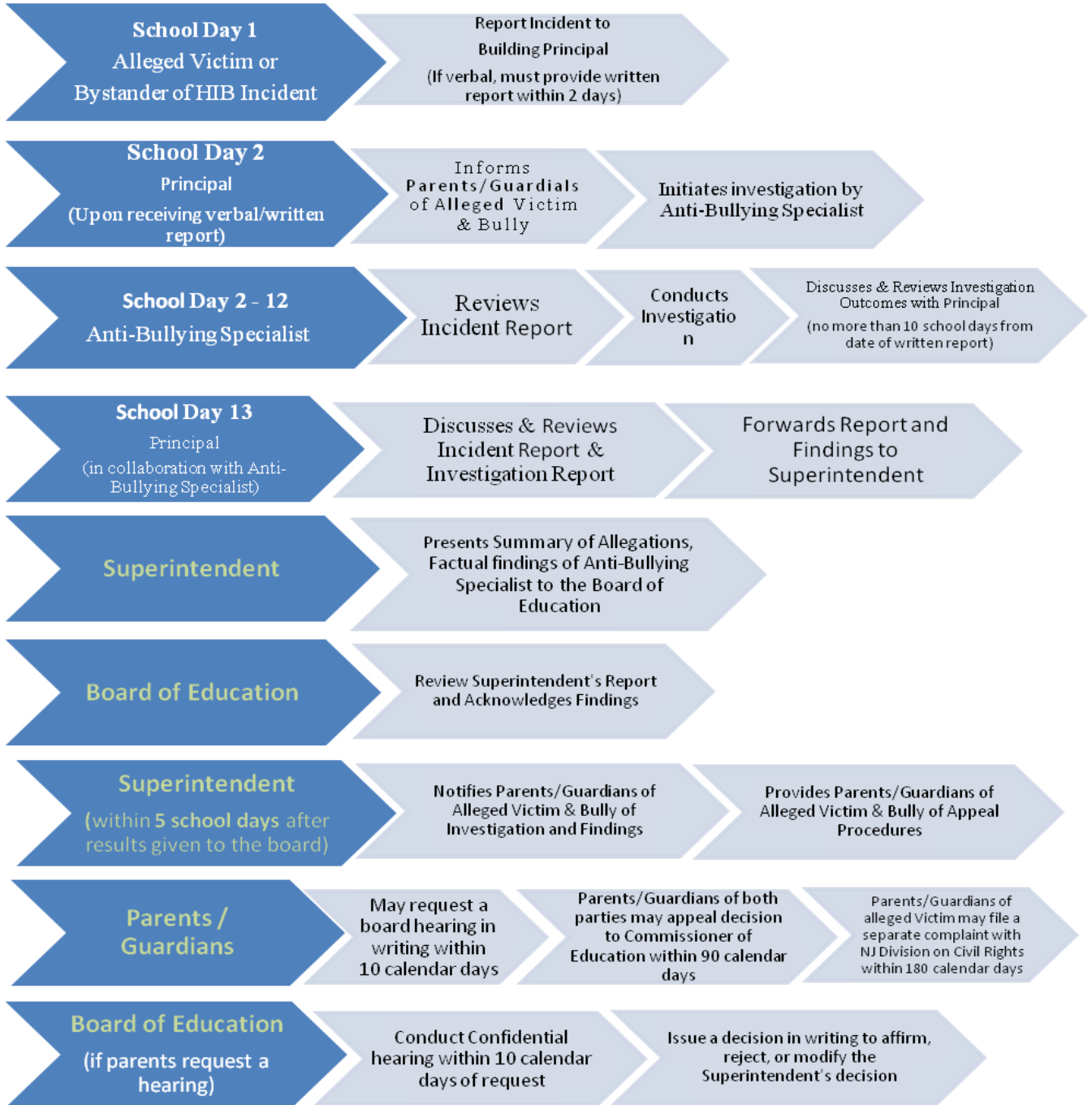
#### **Relationship Bullying**

Refuses to talk to someone  
Spreading lies and rumors about someone  
Making some feel left out or rejected



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**INVESTIGATION FLOWCHART**





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## **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.



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**Anti-Bullying Specialists**

<b>School</b>	<b>Name</b>	<b>Title/Position</b>	<b>Extension</b>
<b>Gregory School</b> 973-669-5397	<b>Michelle Thompson</b>	<b>Anti-Bullying Coordinator</b>	<b>21510</b>
	<b>Sarah McIntosh</b>	<b>Anti-Bullying Specialist</b>	<b>21601</b>
<b>Hazel School</b> 973-669-5448	<b>Edwin Acevedo</b>	<b>Anti-Bullying Coordinator</b>	<b>22510</b>
	<b>Leila Tirado Smith</b>	<b>Anti-Bullying Specialist</b>	<b>22601</b>
<b>Mt. Pleasant School</b> 973-669-5480	<b>Julie DiGiacomo</b>	<b>Anti-Bullying Coordinator</b>	<b>23510</b>
	<b>Lisa Struncis</b>	<b>Anti-Bullying Specialist</b>	<b>23600</b>
<b>Pleasantdale School</b> 973-669-5452	<b>Joanne Pollara</b>	<b>Anti-Bullying Coordinator</b>	<b>24510</b>
	<b>Florence Chirichiello</b>	<b>Anti-Bullying Specialist</b>	<b>24601</b>
<b>Redwood School</b> 973-669-5457	<b>Bruce Acurio</b>	<b>Anti-Bullying Coordinator</b>	<b>25510</b>
	<b>Rebecca Beutel</b>	<b>Anti-Bullying Specialist</b>	<b>25601</b>
<b>St. Cloud School</b> 973-669-5393	<b>Eric Price</b>	<b>Anti-Bullying Coordinator</b>	<b>26510</b>
	<b>Tara Donatiello</b>	<b>Anti-Bullying Specialist</b>	<b>26601</b>
<b>Washington School</b> 973-669-5385	<b>Marie DeMaio</b>	<b>Anti-Bullying Coordinator</b>	<b>27510</b>
	<b>Rene Wells</b>	<b>Anti-Bullying Specialist</b>	<b>27601</b>
<b>Edison MS</b> 973-669-5360	<b>Steven Melendez</b>	<b>Anti-Bullying Coordinator</b>	<b>28511</b>
	<b>Pamela Halstead-Stewart</b>	<b>Anti-Bullying Specialist</b>	<b>28603</b>
<b>Liberty MS</b> 973-243-2007	<b>Aixa Garcia</b>	<b>Anti-Bullying Coordinator</b>	<b>29511</b>
	<b>Stephanie Nesbitt</b>	<b>Anti-Bullying Specialist</b>	<b>29601</b>
	<b>Lauren Volpe</b>	<b>Anti-Bullying Specialist</b>	<b>29603</b>
<b>Roosevelt MS</b> 973-669-5373	<b>Marc Lawrence</b>	<b>Anti-Bullying Coordinator</b>	<b>30511</b>
	<b>Michelle Ellingham</b>	<b>Anti-Bullying Specialist</b>	<b>30602</b>
<b>West Orange HS</b> 973-669-5301	<b>Lou Della Pia</b>	<b>Anti-Bullying Coordinator</b>	<b>31515</b>
	<b>Lesley Chung</b>	<b>Anti-Bullying Specialist</b>	<b>31516</b>
	<b>Amadeo Chirichiello</b>	<b>Anti-Bullying Specialist</b>	<b>31552</b>
	<b>Keshia Golding-Cooper</b>	<b>Anti-Bullying Specialist</b>	<b>31557</b>



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## **HIB Coordinator – Responsibilities**

### **HIB Coordinator shall:**

- Be responsible for coordinating and strengthening the schools 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.





## **Principal – Responsibilities**

### **Principal 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 them 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
- Proceed in accordance with the Code of Pupil conduct.
- Submit monthly report to the HIB Coordinator. Copy of form attached.
- Provide training on the School HIB Policy to employees, contracted service providers and volunteers
- Have significant contact with pupils
- Annually conduct a reevaluation, reassessment, and review of the HIB Policy with input from the School’s Anti-Bullying Specialist and School Safety Team to 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 the name, school phone number, address and school email address of the School Anti-Bullying specialist.



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## **Anti-Bullying Specialist – Responsibilities**

### **Anti-Bullying Specialist shall:**

- Chair the School Safety Team provided in N.J.S.A.18A:37-21;
- Conduct monthly meetings with the School Safety Team providing an agenda and minutes for each meeting to HIB Coordinator;
- 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 HIB Coordinator; and
- Meet at least twice a school year with the school HIB Coordinator to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
- Collaborate with building Principal to complete monthly report to be submitted to HIB Coordinator.



## **School Safety Team Responsibilities**

### **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 HIB Coordinator in the collection of district-wide data and 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 HIB Coordinator.



## **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.



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**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.



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**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 Pupil therapy

**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;



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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.

**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?"





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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.



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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.

**RESOURCES**

[www.stopbullying.com](http://www.stopbullying.com)  
[www.stopbullying.org](http://www.stopbullying.org)  
<http://girlshealth.gov/parents/parentsbullying/index.cfm>  
[www.parentsagainbullying.com](http://www.parentsagainbullying.com)  
<http://kidshealth.org/parent/emotions/behavior/bullies.html>



## Harassment, Intimidation, Bullying (HIB) Determination Form (Confidential)

\*This form can be accessed from WO District Web Site

<b>Person completing this report:</b>	
<b>Date of Report:</b>	<b>Date of alleged incident:</b>
<b>Date of completion:</b>	<b>Date of Submission:</b>
<b>Alleged Perpetrator:</b>	<b>Alleged Victim:</b>
<b>Informed by</b>	<b>Indicate how you learned that a student may have been the victim of harassment, intimidation or bullying:</b> <input type="checkbox"/> Witnessed incident <input type="checkbox"/> Informed by alleged victim <input type="checkbox"/> Alleged victim <input type="checkbox"/> Informed by other person: (Identify if student, parent, staff person, other and attach list)
<b>Location of H/I/B</b>	<b>Location of alleged H/I/B. Check &amp; complete all that apply:</b> <input type="checkbox"/> School property- Identify: <input type="checkbox"/> School-sponsored function- Identify function: <input type="checkbox"/> School bus- Identify: <input type="checkbox"/> Off school grounds- Describe: <input type="checkbox"/> Electronic/Social Media- Describe:
<b>Motivation</b>	<b>Check all actual or perceived characteristics that were or may have been motivational factors in the alleged bullying incident:</b> <input type="checkbox"/> Race <input type="checkbox"/> National Origin <input type="checkbox"/> Gender identity and Expression <input type="checkbox"/> Color <input type="checkbox"/> Gender <input type="checkbox"/> Mental, Physical or Sensory Disability <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Ancestry <input type="checkbox"/> Other actual or perceived characteristic:
<b>Behavior/Harm Caused</b>	<b>Identify what behavior you believe was done by the alleged incident(s). Check all that apply:</b> <input type="checkbox"/> Physical aggression or contact <input type="checkbox"/> Stalking victim <input type="checkbox"/> Teasing or name-calling <input type="checkbox"/> Publicly humiliating victim <input type="checkbox"/> Insulting or demeaning comments <input type="checkbox"/> Excluding or rejecting victim <input type="checkbox"/> Threatening comments, gestures or physical acts <input type="checkbox"/> Extorting or exploiting victim <input type="checkbox"/> Intimidating conduct <input type="checkbox"/> Stealing or theft <input type="checkbox"/> Spreading harmful rumors or gossip <input type="checkbox"/> Destruction of property <input type="checkbox"/> Getting another person to harm someone else <input type="checkbox"/> Defacing property <input type="checkbox"/> HIB through electronic communication <input type="checkbox"/> Other (please specify):
	<i>Please describe harm done:</i>



**WEST ORANGE PUBLIC SCHOOLS**  
*HARASSMENT, INTIMIDATION AND BULLYING*

**Harassment, Intimidation, Bullying (HIB) Determination Form**  
(Confidential)

<b>Nature of HIB</b>	<b>Describe nature of alleged harassment, intimidation or bullying. Include any gesture, any relevant written verbal or physical act(s), or any electronic communication (attach any additional information necessary).</b>
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**List below any person who you know or have reason to believe may have relevant information and indicate if student, parent, staff member or other.**

**Name:**

**Contact Information:**

*This form is to be filled out by the person who has reliable information delivered to the Building Principal and Anti-Bullying Specialist in the school where the student attends, immediately upon witnessing or hearing about an incident. Upon receipt of this form the incident will be investigated.*



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