



*"A great place to learn!"*

## **WEST ORANGE PUBLIC SCHOOLS**

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

A HANDBOOK FOR ADMINISTRATORS AND SCHOOL FACULTY



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**WEST ORANGE PUBLIC SCHOOLS**  
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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



### **TEASING / NORMAL CONFLICT VS BULLYING**

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

*Modified from schwablearning.org-orig. Bullying at School, S. Olweus –  
As adapted by Dr. Stuart Green*



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**Is It Bullying?**

Use the checklist to determine if the situation is bullying. Check off YES or NO to the following questions:

Does the individual always go for the same target?      YES       NO

Does the individual have the intent to harm?      YES       NO

Are the actions harmful, directed at vulnerabilities,  
and/or do negative acts increase with target's  
distress?      YES       NO

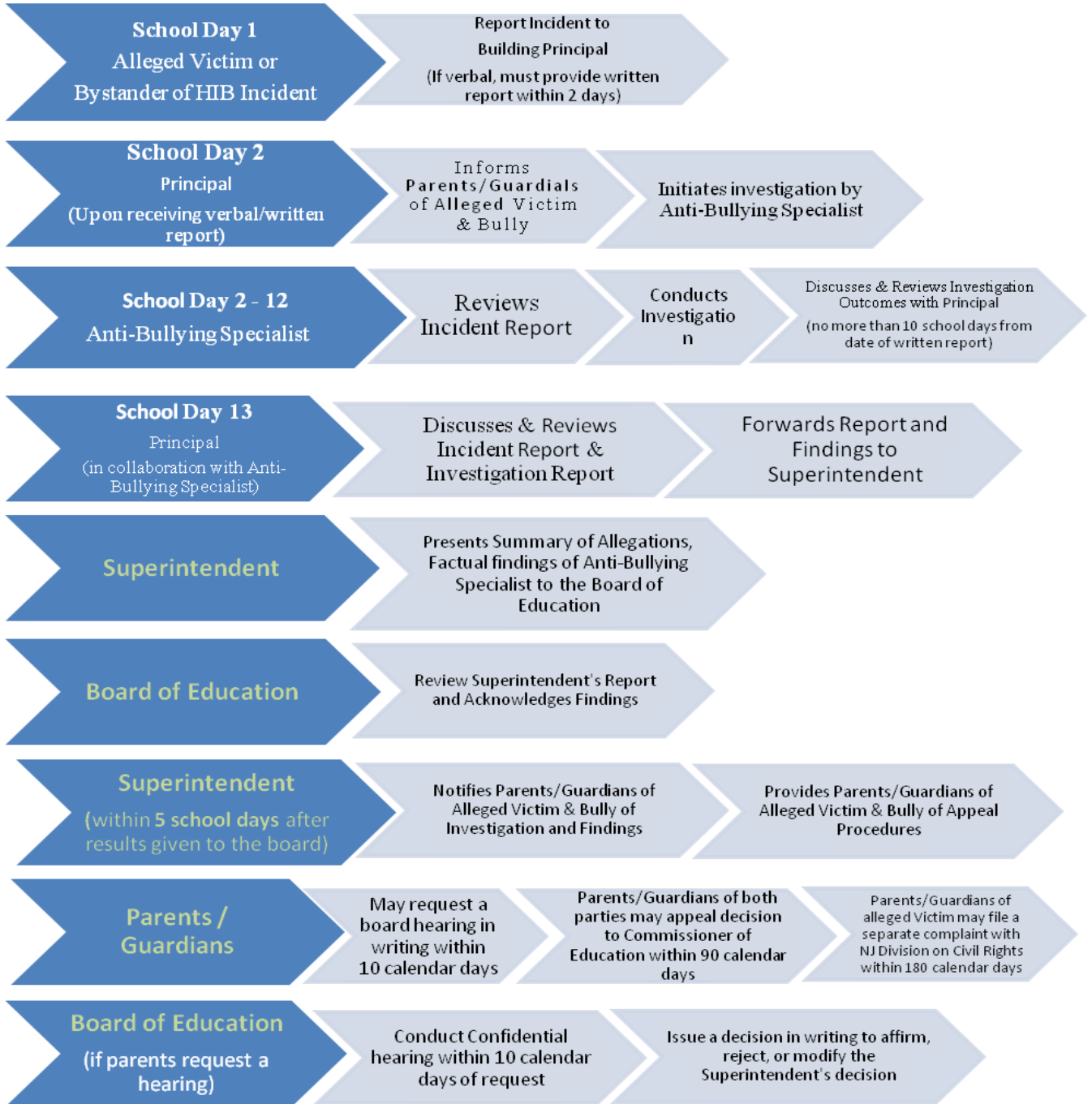
Does the individual seek power, control or material  
gain as a primary motive from the interaction?      YES       NO

Does the individual show no signs of remorse, blames  
the victim and/or discounts the target's point of view?      YES       NO



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**INVESTIGATION FLOWCHART**





## **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.



## **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.



### **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 a forum and activities to showcase students’ interests and talents (coffee houses, guitar club, peer tutoring, book club)
- Bystanders are key to addressing issue- encourage students to be an “upstander”, discourage students from empowering the bully
- Make sure that all student feel connected to both teachers and other students, remind students they are loved beyond recognition
- Ensure that students are not excluded during lunch, groups, sports, or other activities
- Conflict resolution programs and Peer Mediation programs should not be used in bullying situations because this may further re-victimize the targeted student
- Lunch monitors- older students paired with younger students, role models, structured activities, tickets to earn extra lunch room privileges
- Fair and consistent rules and discipline to set clear expectations, hold classroom meetings
- Emphasize warmth, engagement, inclusion, and 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 at- risk students, consider bullying as a factor or cause of academic problems, behavior problems, and attendance issues
- Support at- risk children through activities, relationship building, collaboration with school and community resources
- Address negative peer leaders, model positive relations with other teachers/ staff members
- Parental involvement- notify of all incidents of concern
- Normative attitude that bullying is wrong (curse word)
- Avoid public identification of bully or targeted student as it may shame them and mirror bullying

*Adapted from Kenneth J. Knops, Dr. Stuart Green, and NJ Coalition for Bullying Awareness and Prevention*



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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>29603</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>Xavier Fitzgerald</b>	<b>Anti-Bullying Coordinator</b>	<b>28510</b>
	<b>Pamela Halstead-Stewart</b>	<b>Anti-Bullying Specialist</b>	<b>28602</b>
<b>Liberty MS</b> 973-243-2007	<b>Robert J. Klemt</b>	<b>Anti-Bullying Coordinator</b>	<b>29510</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>Lionel O. Hush Jr.</b>	<b>Anti-Bullying Coordinator</b>	<b>30510</b>
	<b>Michelle Ellingham</b>	<b>Anti-Bullying Specialist</b>	<b>30602</b>
<b>West Orange HS</b> 973-669-5301	<b>Hayden N. Moore</b>	<b>Anti-Bullying Coordinator</b>	<b>31501</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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**Harassment, Intimidation, Bullying (HIB) Reporting Form**

(Confidential)

**Directions:** Harassment, Intimidation & Bullying are serious offenses and will not be tolerated. This form is to report an alleged incident that occurred on school property, at a school sponsored event or activity, off of school property, or on a school bus. Please complete this form and return to the School Principal or Anti-Bullying Specialist, even after you have verbally reported that incident. You may report anonymously. Please contact your school's office for additional information or assistance. **Please Return to School Principal or Anti-Bullying Specialist.**

*(a separate investigation report form is required for EACH targeted pupil)*

<b>Name/Contact of Reporter:</b>		<b>Date:</b>	
<b>Signature of Reporter:</b>		<b>Check One:</b> <input type="checkbox"/> Student <input type="checkbox"/> Staff Member <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Volunteer <input type="checkbox"/> Other	
<b>Name of Targeted Pupil:</b>		<b>Date &amp; Location of Incident:</b>	
<b>Name of Student(s)/Person(s) Accused of HIB Behavior:</b>			
<b>Mark ALL boxes below in which the actual or perceived characteristic was or may have been a motivational factor in the alleged HIB incident:</b>			
<b>Race:</b> <input type="checkbox"/>	<b>Color:</b> <input type="checkbox"/>	<b>Religion:</b> <input type="checkbox"/>	<b>Ancestry:</b> <input type="checkbox"/>
<b>National Origin:</b> <input type="checkbox"/>	<b>Gender:</b> <input type="checkbox"/>		
<b>Sexual Orientation:</b> <input type="checkbox"/>	<b>Gender Identity/Expression:</b> <input type="checkbox"/>	<b>Mental or Physical or Sensory Disability:</b> <input type="checkbox"/>	
<b>Other actual or perceived characteristic: (Please list)</b>			
<b>Type of Incident: (Circle all that apply)</b> Gesture    Written    Verbal    Physical    Electronic			
<b>Witness of Incident:</b>			
<b>Check next to ALL the statement(s) that best describes what happened.</b>			
<input type="checkbox"/> Any act of physical aggression <input type="checkbox"/> Getting another person to hit or harm the student <input type="checkbox"/> Teasing, name-calling, making critical remarks, or threatening, in person or by other means <input type="checkbox"/> Demeaning and making the victim the object of jokes <input type="checkbox"/> Making rude and/or threatening gestures		<input type="checkbox"/> Excluding or rejecting the student <input type="checkbox"/> Extorting or exploiting <input type="checkbox"/> Spreading harmful rumors or gossip <input type="checkbox"/> Electronic communication (specify): _____ <input type="checkbox"/> Other (specify): _____	
<b>Describe the nature of the alleged harassment, intimidation or bullying. Include any gesture, relevant verbal, written or physical act(s) , or any electronic communication.</b>			





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Case Number	
<b>HIB</b>	
Y <input type="checkbox"/>	N <input type="checkbox"/>

## Harassment, Intimidation, Bullying Incident School Investigation Form

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. §1232 g.

“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.

**Phase 1: REPORTING**

School Personnel Completing Form: \_\_\_\_\_ Position: \_\_\_\_\_

Today’s Date: \_\_\_\_\_ School: \_\_\_\_\_

Person Reporting Incident Name: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

\_\_\_\_\_  
 Name of Student (victim) ID # Grade / Teacher Age

*(Please Print)*

Name(s) of alleged offender(s) (if known)	Age	Grade/Teacher	School (if known)	Is he/she a student?
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No





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			<input type="checkbox"/> Yes <input type="checkbox"/> No
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**Phase 2: INVESTIGATION**

**Date of incident:** \_\_\_\_\_

**Starting date of Investigation:** \_\_\_\_\_

**End date of Investigation:** \_\_\_\_\_

**1. Where did the incident happen** (choose all that apply)?

- On school property       At a school-sponsored activity or event off school property
- On a school bus       On the way to/from school       Outside of school

**2. Check the statement (s) that best describes what happened** (choose all that apply):

- Any act of physical aggression       Excluding or rejecting the student
- Getting another person to hit or harm the student       Extorting or exploiting
- Teasing, name-calling, making critical remarks, or threatening, in person or by other means       Spreading harmful rumors or gossip
- Demeaning and making the victim the object of jokes       Electronic communication (specify):  
\_\_\_\_\_
- Making rude and/or threatening gestures       Other (specify):  
\_\_\_\_\_

**3. What actions were taken to investigate this incident?** (choose all that apply)

- Interviewed student victim       Interviewed teachers and/or school staff
- Interviewed alleged offender(s)       Interviewed student victim's parent/guardian
- Interviewed witnesses       Interviewed alleged offender's parent/guardian
- Witness statements collected in writing       Examined physical evidence
- Interviewed school nurse       Conducted student record review
- Reviewed any medical information available       Obtained copy of police report
- Other (specify) \_\_\_\_\_

**4. Investigative Summary:** (attach a separate sheet if necessary)

Please see attached





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\_\_\_\_\_  
Anti-Bullying Specialist

\_\_\_\_\_  
Date

7. **Discipline Imposed**

- Verbal reprimand
- Temporary removal from the classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Suspension from after-school programs
- Out-of-school suspension (short-term or long-term)
- Legal action
- Expulsion
- Other (specify): \_\_\_\_\_
- None

**Measures Imposed / Training Conducted / Programs Implemented**

- Counseling (One-on-one / Small Group)
- Learning project / Assignment
- Referred to outside agency
- Sensitivity training
- Parent/Teacher Conference
- Other (specify): \_\_\_\_\_
- None

8. **Administrator decision**

- School staff followed BOE approved HIB policies and procedures
- Report forwarded to HIB District Coordinator – Date: \_\_\_\_\_

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.