

**Evesham Township School District**  
**Harassment, Intimidation and Bullying (HIB)**  
**Training**

# Agenda



- Anti-Bullying Bill of Rights
- Bullying Defined
- Types of Bullying
- Bullying or Conflict? (Group Scenarios)
- Intervention Techniques
- Prevention Strategies
- School Climate & Culture



# Anti-Bullying Bill of Rights

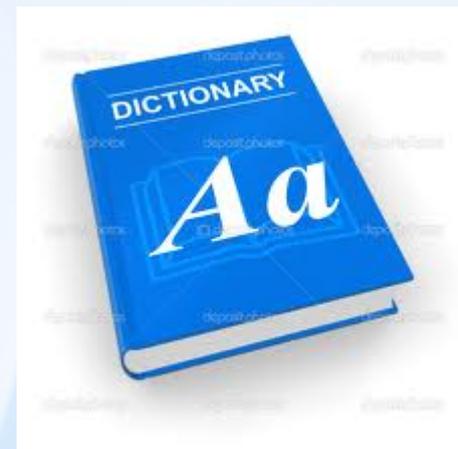


The purpose of the Anti-Bullying Bill of Rights (ABR) of 2011 was to improve previous harassment, intimidation & bullying (HIB) laws adopted in 2002, amended in 2007 & 2008 by:

- Establishing clearer standards for the definition of HIB;
- Clarifying and strengthening standards on preventing, reporting, investigating and responding to HIB incidents;
- Using existing resources to increase school safety;
- **Promoting a positive school climate;** and
- Reducing the risk of suicide.



Take a minute to think about  
how you would define  
bullying?



# HIB Definition through the ABR



*N.J.A.C. 6A:16-1.3 states:*

*"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, 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, gender, sexual orientation, or any other distinguishing characteristic; and that
- 2) Takes place on or off school grounds, if it substantially disrupts or interferes with school operation or rights of other pupils;



# HIB Definition (continued)



**And that:**

- **A reasonable person should know that the act(s) will have an effect of physically or emotionally harming a pupil or placing that pupil in reasonable fear of harm; or**
- **Has the effect of insulting or demeaning any student or group of students; or**
- **Creates a hostile educational environment for the pupil by interfering with a pupil's education by severely or pervasively causing physical or emotional harm.**

# Types of Bullying



**DIRECT  
or  
INDIRECT**

**Physical**

**Verbal**

**Relational**

# Characteristics of Conflict vs. Bullying



Normal Conflict	Bullying
Equal Power	Imbalance of Power
Accidental	Purposeful
"Mutually" competitive or opposing action or engagement (includes disagreements, arguments and fights)	One-sided
Less serious, often a normal part of growing up and of life	Serious with threats of physical or emotional harm. Intent to hurt through humiliation or exclusion. Affects social status, relationships.
Equal emotional reaction	Strong emotional reaction from target/victim; little or no reaction from bully
Not seeking power, attention, or things	Seeking power and control, often aggressive. Seeking material things or popularity.
Remorse - takes responsibility	No remorse, often manipulative. Will blame target/victim and/or discount their feelings.
Effort to solve problem	No effort or willingness to solve and/or acknowledge problem

*Adapted from Girl Scouts - Mile Hi Council*

# A Day in the Life...



Take a moment to read the following scenarios.

As you read each scenario, decide if it is a normal student conflict or bullying? How can you tell? Think about what immediate responses are needed to manage or resolve this situation, and who needs to be involved?

# Scenario A: Conflict or Bullying?



Johnny and his classmates go out to the playground during recess to play Four Square. As Johnny takes his turn and bounces the ball, it hits the line. The standard rules say the ball is safe when it hits the line. It is not out of bounds and Johnny gets back in line for his next turn. When it's Mike's turn, he comes over and bounces the ball on the line as well.

This time all of the students yell, "It's out of bounds!" Mike is upset and gets a lunch aide. The lunch aide comes over and reminds the students about the rules of the game and playing fairly with each other. The students then agree that Mike is "safe" and the game continues.

# Scenario B: Conflict or Bullying?



Jack hasn't been in school for a week. His parents ask to see the principal and bring a print out from Facebook. A post stating "Jack is gay" is followed by a thread of comments by at least twenty other students at the school. The parents share that Jack is unwilling to come to school and that their doctor has written a diagnosis of PTSD. They are requesting a 504 for home instruction. None of these remarks happened in school or at school sponsored activities.

# Scenario C: Conflict or Bullying?



Marc and Ben were standing at their classroom door getting ready to go to their fifth grade related arts class. While the teacher was not looking, Marc pushed Ben out the door. Ben told him to stop and Marc told him he was a baby and stupid because he wears glasses. Ben got upset and told Marc to leave him alone. Ben rushed out the door to class and Marc sped up, walking up on Ben's heels. He continued this behavior for a few days. Ben was very upset, but afraid to ask for help from an adult. He felt that Marc would give him a more difficult time.

# Scenario D: Conflict or Bullying?



Kate and Annie have been friends since first grade.

They live in the same neighborhood and their parents are friends too. When they started middle school they were thrilled to be in the same hall. By November, Annie had made some new friends that Kate didn't connect with. The Monday following a weekend trip to the mall, Annie opted to move to a different lunch table and didn't ask Kate. Kate ate lunch alone that day and when approached by a caring teacher on lunch duty, she reported that Annie dumped her for the new lunch bunch. The teacher referred Kate to guidance.

# A Day in the Life in Review



Scenario	Conflict or Bullying?
A	Conflict
B	Bullying
C	Bullying
D	Conflict

# Intervention Techniques



**Step 1: Stop/interrupt** the behavior.

**Step 2: Name/define** the behavior.

*Tell the students what is wrong with it.*

**Step 3: Expand** on the implications.

*How is the behavior hurtful?*

*How would you feel if it happened to you?*

-focus on safety of the intended target/victim

**Step 4: Close the intervention, advise/give strategies** to bully/target/bystanders to **prevent** from occurring again.

*In the future...*

**Step 5: Report** to building/house principal.

# Importance of Prevention



Youth who bully others are at increased risk for:

- Engaging in serious violence later in adolescence;
- Short-term and long-term adjustment difficulties, including academic problems and psychological difficulties;
- Dropping out of school; and
- Social relationship problems.

Victimized youth are at increased risk for:

- Mental health problems (social withdrawal, depression, etc.);
- Psychosomatic complaints (headaches, stomach aches);
- Feelings of unhappiness at school; and
- Academic problems.



# Classroom Prevention Strategies



- Classroom environment impacts:
  - School climate
  - Individual well-being
- Good Classroom Management
  - Engage students in making rules
  - Interactively model expectations & procedures
  - Intervene consistently and appropriately
- Continually assess social environment of classroom
- Focus class time on prevention
  - Morning Meeting
  - Social Skills Curriculum
  - Interdisciplinary units of instruction - look for teachable moments
  - Service learning projects
- Implement behavior management strategies
  - Positive behavior support
  - Logical consequences
  - Consistent reinforcement
  - Varied teacher language (reminding, reinforcing & redirecting)



# School-Wide Prevention Strategies



- Be a role model
- Power of staff - utilize common language
  - Consistently vigilant
  - Actively preventative
- Respond professionally with discretion and integrity
- Supervise unstructured times (lunch, recess, bus - know "hot spots" for trouble)
- School-wide campaigns & initiatives

# School Climate: Why it Matters



**Positive school climate is associated with:**

- **Reduced violence and aggression**
- **Reduced bullying behaviors**
- **Better attendance, lower suspension, more satisfied students and parents**
- **Lower reports of drug use**
- **Improved academic outcomes**



# Climate & Culture Defined



- **Climate** refers to the mood, tone or feeling of a place.
- **Culture** refers to the behaviors, rituals and actions people in that place demonstrate and participate in.



# How do we structure our culture to create a safe, respectful, supportive climate?

- Be present and available
- An adult presence in the hallways, at arrival, at dismissal, at lunch, recess and anywhere and everywhere there are children sends the message that the adults are in charge and available to help
- Model, model, model some more
- Use transition times as well as instructional time to model respectful, caring and helping behaviors. "Show" as well as tell students your expectations regarding behavior



# Home & School Connection



- Clear and open communication about what is going on at school is very important;
- Children need to feel that they can talk freely and openly about what they are experiencing;
- Home support is another essential ingredient to creating a school where bullying behavior is not tolerated;
- Students need to see that both the school and parents “speak with one voice” about bullying behavior.



# ABR in Review



## Requirements:

- Training of staff and key personnel.
- Familiarity by all staff with District Policy on HIB and help others understand it.
- Discussion of the district's HIB policy and Student Code of Conduct with students.
- Celebration of a "Week of Respect" the first week of October.
- Implementation of age-appropriate instruction on preventing HIB throughout the school year.
- Assignment of key personnel and enhanced reporting procedures.
- Annual self-assessment by schools & grade assignment.

# District Personnel:



**District Anti-Bullying Coordinator: Danielle Magulick**  
*[magulickd@evesham.k12.nj.us](mailto:magulickd@evesham.k12.nj.us), 856-983-1800, ext. 5050*

**Anti-Bullying Specialist: School Counselor**  
*See individual school homepage for name & contact information*

**School Safety Team @ Each School Building:**  
*See building/house principal for questions*

# Reporting Requirements:



**What am I required to do?**

- **Report! Any incidents should be verbally reported to the bldg./house principal immediately.**
- **A written report of the alleged incident will also be required.**

**What happens from there?**

- **Building/House Principal will determine next steps:**
  - **Investigation by Anti-Bullying Specialist & Principal**
  - **Reporting to Parents**
  - **Reporting to BOE**



# Reflection



Reflect back on the presentation and think about what you can do to help promote a positive school climate. Be sure to print out, sign, and return the training certificate on the next slide to the Curriculum Office.



# Online HIB Training for Evesham Twp. School District



Thank you for reviewing the Evesham Township School District's Harassment, Intimidation, and Bullying (HIB) online training. This PowerPoint was originally presented at live staff training sessions in September of 2011 and modified to meet the needs of volunteers who work with our students on a regular basis.

Please print this page and send it to Terri Weaver in the Curriculum Department as a record that you have read the entire presentation and that you understand the processes and procedures contained within as related to HIB.

Should you have questions regarding information contained in this training, please contact Danielle Magulick, District Anti-Bullying Coordinator. Contact information is included on the district personnel slide.

I acknowledge that I have read and understand the HIB Training Presentation:

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Printed Name

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Signature

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Date